

THE 17TH NATIONAL ACADEMIC CONFERENCE “CONTEMPORARY MEDIA: MEDIA EDUCATION”. MARIA CURIE-SKŁODOWSKA UNIVERSITY, LUBLIN, POLAND, APRIL 16–17, 2026

Under the scholarly patronage of the Polish Communication Association (PTKS) and the Polish Media Education Association, the 17th National Academic Conference in the Contemporary Media series was held at the Maria Curie-Skłodowska University in Lublin (Poland) on April 16–17, 2026. Organized by the UMCS Institute of Social Communication and Media Studies, this year’s conference focused on “Media Education.” The event was chaired by Professor Iwona Hofman and by Danuta Kępa-Figura, an Associate Professor at UMCS.

The conference brought together scholars representing more than twenty Polish universities and institutions, as well as participants from the University of Prešov. The program included 105 presentations delivered during three plenary sessions and twenty thematic panels. Five panels were held concurrently, while the overall structure of the conference was organized around six perspectives: didactic, social, institutional, journalistic, semiotic, and technological.

The first plenary session addressed the conceptual and interdisciplinary foundations of media education. Speakers discussed the definitions of media, information, and digital education, the changing boundaries of the field, and the well-being of digital media users. The second plenary session focused on the current state of media education in Poland and its place in school and university curricula. Of particular relevance to PTKS was the presentation on the Association’s role in efforts to establish a Year of Media Education and on the scholarly and social recommendations formulated by Polish media researchers.

The didactic panels examined media competencies in school and higher education, teacher preparation, and the use of artificial intelligence in teaching. The social perspective covered media practices among different age groups, disinformation, digital inequalities, doomscrolling, and the relationship between media use and well-being. Institutional panels considered the roles of schools, libraries, nongovernmental organizations, cultural institutions, families, public service media, and local and regional media.

The journalistic perspective addressed the educational role of journalists, editors, and press officers, as well as the ethical and professional challenges of media work. Semiotic panels focused on multimodal media texts, credibility, data visualization, audio communication, advertising, and the role of values

in interpretation. The technological perspective included generative artificial intelligence, algorithmic recommendation systems, digital accessibility, immersive media, and intelligent tools used in education and journalistic research.

The final plenary session broadened the discussion to cross-media and trans-media communication, polarization, declining trust, and the epistemic dimensions of experiencing information. Overall, the conference presented media education not as a narrow set of technical skills but as a complex process involving critical, interpretive, ethical, and social competencies. It also highlighted the importance of cooperation between academic institutions and scholarly associations, including PTKS, in shaping the future of media education.

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