

Abstract

The dissertation primarily delves into exploring the media experiences of adolescents while simultaneously fostering the development of their capacity to analyze and interpret these experiences. The overarching goal of this research was to gain a comprehensive understanding of the potential impact of self-reflection on adolescents' engagement with media, particularly within formal educational settings.

A participatory action research methodology was employed to fulfill the outlined research objectives, involving adolescents aged 15-17. This approach facilitated a more profound comprehension of their media encounters and actively involved them in the research process. Nine adolescents participated in this participatory action research for one academic year at the Naše Lyceum Praha high school. This allowed for the systematic and ongoing cultivation of reflective skills about their media experiences facilitated through a thoughtful and engaging pedagogical framework. Data collection primarily relied on participant observation, the collection of reflective textual documents, and semi-structured interviews, with the ensuing data analysis conducted through a reflective thematic analysis.

The analysis and interpretation of the collected data revealed that the media experiences of adolescents are multifaceted, unique to the individual, characterized by varying degrees of intensity, and closely intertwined with other facets of their lives. Different facets of adolescents' media experiences, such as ambivalence, dynamism, recurring exposure to media, intimacy, and spiritual dimensions, were interconnected, coalescing to form a complex and layered whole.

A reflexive pedagogical approach that centered on acknowledging and working with the lived experiences of adolescents within the realm of media education emerged as a highly effective research and pedagogical

method. This approach not only facilitated the development of critical life skills such as reflection but also exhibited elements of transformative learning. It prompted a shift in the perceptual framework through which adolescents began conceptualizing media and their personal experiences. The adolescents responded positively to this approach, appreciating the opportunity it afforded them to express their thoughts and experiences while also enabling them to glean valuable insights from media encounters that were relevant to their lives.