

Abstract of the doctoral dissertation entitled:

*Pedagogical implications of Neil Postman's media ecology*

The dissertation dealt with Neil Postman's concept of media ecology in a pedagogical context. The subject matter of this dissertation oscillated around the two main pedagogical categories in which Postman was interested: childhood and schooling. The presentation and analysis of Postman's concepts, as well as an assessment of their degree of actuality, were established as the objectives of the work.

The dissertation first had to look into the origins of Postman's way of thinking about the media. In this regard, he drew primarily (though not exclusively) from the work of scholars who can be classified as members of an informal intellectual school dealing with the media called the "Toronto School." Thus, the first part of the first chapter consisted of presenting the main representatives of the "Toronto School" and characterizing its research issues. This school is most often viewed through the prism of technological (alternatively, media) determinism, so this view also became the subject of consideration of the first part of the work. Finally, it was necessary to present Postman's conception of media ecology, which, in fact, should be the target perception not only of Postman's own views, but of the entire thought of the "Toronto School." Thus, the first part of the work establishes the interpretive framework for further considerations.

The next three chapters of the work essentially dealt with the same issues, namely the impact of a culture's dominant medium on behaviour, attitudes or ways of thinking, and consequently on the students themselves and the nature of education, and the way in which a culture's dominant medium is able to imply a child's social status. The first of these chapters was strictly historical, showing the continuity of change between cultures dominated successively by oral culture and written culture. The next chapter was also somewhat historical in nature, as it dealt with television culture, which has recently given way to internet culture. The chapter presented Postman's views on television, which was the starting point for the section on the Internet. The fourth chapter addressed the issue of Internet culture and its pedagogical implications. This is the most important part of the work, since it is in this section that it will become apparent to what extent the Internet can be said to replicate certain characteristics of television and their implications.

The last part of the dissertation dealt with Postman's thermostatic concept of education and the solutions he proposed within its framework to counter the negative consequences of television.

Bartłomiej Kłosny