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# Netnographic research on social campaigns on YouTube as an area of the empowerment of people with disabilities

PhD Thesis

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# Contents

# Chapter 1. Introduction

## 1.1. Introductory remarks

Throughout my dissertation, I address issues related to the empowerment of people with disabilities. In order to provide an introduction, I would like to highlight some social issues, activities, or phenomena that, in my opinion, are relevant to the discussion of the empowerment of people with disabilities. Janion (2006) emphasizes that the foundation of the humanities is a story (Janion, 2006). Life is a story that is created through relationships with others. The observation of life as intersecting human relationships forms the basis of research in the social sciences and humanities. Communication, social ties, and group actions are common subjects for theorists and researchers. Social relations are the basis of research work in pedagogy and its sub-disciplines, including special education or social pedagogy. In the modern world, stories presented through the Internet are essential. Blogs, forums, and social media have become for people spaces for presenting themselves, as stated by Belk and Llamas (2013). This creates a considerable field for potential research analysis on the role of the individual in changing social conditions. Geertz (2005) writes figuratively that to be human is to be a particular person shaped by distinct cultural patterns and values passed from generation to generation (Geertz, 2005). Tapscott (2010) emphasizes that the youngest generations, shaped by modern technologies, will function under the influence of other cultural patterns and values (Tapscott, 2010). This is especially true for Generation Z, i.e., people born between 1995 and 2010. This generation grew up "in a time of rapid growth of the Internet, new communication technologies, and electronic gadgets" (Gruchała, 2016, 7). The daily lives of those in the Alpha generation (born after 2010) will also radically differ from older generations' life experiences. Gruchała (2016) forecasts that the Alpha generation may become the most educated and technologically advanced generation in history. Their social activity will be based on the experience of the Web 2.0 generation, and they will only know and understand a world with social media (Gruchała, 2016, 8). Therefore, it is essential to distinguish between the two terms "digital immigrant" and "digital native". A digital immigrant is a person who started using modern digital technologies (such as the Internet) in adulthood, while a digital native is familiar with technologies from a young age. Electronic media shape societies, causing a specific kind of acceleration (Eriksen, 2003). The virtual world makes it possible to build new interpersonal relationships and gives space to create

a new pattern of interpersonal contacts (Jagodzińska and Mucha, 2019, 40). The Internet is changing the way social activities are carried out. 21st-century people live in what Drucker (1999) called the demarcation of eras, which means that growing generations "cannot imagine the world in which their grandparents lived and in which their parents were born" (Drucker, 1999, 9).

According to Bąbka (2014), there is a need for special attention to providing adequate conditions for people from groups at risk of social exclusion (people in crisis of homelessness, people in financial difficulties, and religious or sexual minorities). This group also includes people with disabilities who experience difficulties in many areas of social life. As a result, they are vulnerable to social marginalization and exclusion (Bąbka, 2014). This situation relates to architectural barriers, restrictions on the labor market or insufficient financial support, and the lack of a comprehensive emotional and psychological support system. Research conducted by Małyk et al. (2016) on the opinions of people with disabilities on marginalization shows that they perceive as fundamental areas of support the availability of the environment and rehabilitation and care services, the strengthening of psychological competence, the formation of a proper social perception of disability, and the creation of a coherent institutional support system (Masłyk et al., 2016, 26 - 28). A central issue in this context becomes the empowerment of people with disabilities. People with disabilities want to be full members of the community. It is important to them to be able to voice their opinions on issues that are important to them. They also seek to deconstruct stereotypes and counteract all aspects of social exclusion. Strategies to counter exclusion should take the form of long-term, holistic efforts (Papuda-Dolińska, 2018, 18). As Mazan (2015) noted, the empowerment of people with disabilities should not be seen as a one-time act but as a continuous process that should be shaped by "enabling individuals to report the problems they perceive, creating a space where they can have a real impact, consistently supporting them in independent decision-making, and stimulating their reflexivity and awareness of their life goals" (Mazan, 2015, 284).

Given the numerous difficulties in implementing the idea of empowerment, theorists and practitioners are making an increased effort to raise public awareness of the subject. This is closely related to the concept of the social model of disability (also called the minority model). It is worth mentioning here Mike Oliver, Colin Barnes, and Irving Zola as leading researchers of empowerment (Oliver, 1996; Zola, 2005; Barnes and Mercer, 2008). Also significant for the development of the idea of empowerment for people with disabilities was the work of Tom Shakespeare, who addressed and still addresses issues centered around equality

and social justice for people from minority groups (Shakespeare, 2013). Jenny Morris analyzed empowerment in the context of identity and the self-perception of people with disabilities (Morris, 1997; Morris, 2011). Martha Russell considered the ethical issues surrounding efforts to enhance the empowerment of people with disabilities (Russell, 2001). Concerning the social support provided to people with disabilities, it is also essential to highlight that disability is often viewed as a minority in the research perspective. The recognition of people with disabilities as a minority group indicates the specific nature of the relationship between people with disabilities and the rest of society. Aid institutions should emphasize the role of dialogue and the need to strengthen social cooperation in order to reduce social exclusion. Disability as a minority is noted in numerous works by British and American sociologists (Oliver, 1990; Mitchell and Snyder, 1997).

It is also essential to point within introductory remarks to the ideas of normalization described by Niels Erik Bank-Mikkelsen (1969) and Bengt Nirje (1969), which formed the basis for a deeper reflection on the ideas of inclusion and integration, which is also crucial in the context of the empowerment. This perspective changed the outlook on the socio-political activities of people with disabilities (Jakubas, 2018, 75). A parallel process to normalization was the creation and strengthening of disability activism. Brown (1997) analyzed movements created to strengthen the rights of people with disabilities. The scholar also emphasized the importance of activism, seeking to strengthen both the social meaning of agency and independence of people with disabilities (Brown, 1997). Also worth citing is the concept of "active society", within which Etzioni (2012) emphasizes that social life is marked by constant conflicts between individuals within the organizational structure of a group, community, or institution (Etzioni, 2012). Integration contributes to empowerment, which deepens the process in question through internalizing experiences and emotions (Barnes, 2020). On the Polish ground, many authors have emphasized the importance of integration and social cooperation in the context of the life situation of people with disabilities. This group of scholars includes Aleksandra Maciarz, Aleksander Hulek, Wladyslaw Dykcik, Grzegorz Szumski, and Zenon Gajdzica. Those authors created comprehensive analyses of the functioning of integration or inclusion in Poland and pointed out the required elements of active cooperation in the area of relations of people with disabilities with the rest of society (Maciarz, 1999; Hulek, 1997; Dykcik, 2008; Szumski, 2013; Gajdzica, 2013a).

As part of my opening remarks, I would also like to emphasize the importance of empowerment in the context of human rights. This is vital in order to properly contextualize

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further analyses and reflections in the context of social, legal, and institutional changes. When discussing strengthening the empowerment of people with disabilities within social actions, it is also important to note the main ideas of the human rights model. This model is based on the crucial assumption that people with disabilities have the same rights as people without disabilities. When discussing the human rights model, it is essential to point to Michael Oliver, who, in his analyses, emphasized the need to shape appropriate solutions to issues of access to rights as well as to strengthen the empowerment of people with disabilities (Oliver, 1996). As outlined by Perdeus-Białek (2009), limitations placed on people with disabilities regarding the ability to perform social roles or be actively involved in the community are viewed as obstacles imposed by society upon them (Perdeus-Białek, 2009). This means that it is the role of public institutions to provide adequate support to people with disabilities. It is also crucial to enable people with disabilities to participate in decisions about their lives. The human rights model points to the need to strengthen self-advocacy and self-governance.

Within the introduction, I would like also to describe key issues which connect empowerment, social inclusion, and social exclusion. Freire (1970) emphasizes that activities aimed at enhancing empowerment seek to counteract social exclusion (Freire, 1970). A foundational element for analyses of social exclusion is social functioning, which refers to using public resources and full participation in the social space (Kujawski, 2018, 253). The key in this area is social inclusion, which enables people with disabilities to achieve life goals in education, work, culture, or social activity. According to Buntinx and Schalock (2010) social inclusion is seen as a key element in the well-being of people with disabilities (Buntinx and Schalock, 2010). In pedagogy, the study of the empowerment is crucial, as it allows scholars to understand how people with disabilities are included in mainstream society and what social barriers limit their opportunities. A key component of inclusion is the promotion of social participation and the reduction of discrimination. (Chiner, Gmez-Puerta, and Cardona- Moltó, 2017, 153). Inclusion aims to create appropriate conditions for people with disabilities to access resources (Korzeniowska, 2018, 98). It is also important to remove barriers by providing appropriate structures to enable each person to achieve maximum benefit from involvement in social activities (Meyer, Whittier, and Robnett, 2002). Thomas (1999) emphasizes that social barriers are a key element of constraints in the context of psycho-emotional well-being (Thomas, 1999, 47). Meakin and Matthews (2021) note that "access is about providing people with equal opportunity to participate fully in whatever is being offered. Meeting people's access needs should be done in a positive and affirmative way, which should be reflected in the

language we use when discussing access requirements." (Meakin and Matthews, 2021, 27). Maarse (2020) identifies four primary areas of inclusion for people with disabilities. These are attitude (respect and dignity), communication (inclusive communication), accessibility (barrier-free environment), and participation (active involvement) (Maarse, 2020). These are essential to creating an open, inclusive environment for people with disabilities. A high level of empowerment allows people with disabilities to adopt an attitude of openness and willingness to engage in social activities. Through social cooperation, stereotypes, prejudices, and inequalities can be overcome. The Internet plays a unique role in this area, as it becomes a platform where stereotypical views are confronted with reality.

In my project, I analyze the empowerment of people with disabilities in the context of online social activities. Therefore, some key elements of technologies and empowerment should also be mentioned in introductory remarks. The development of new technologies is more than just a technical or scientific project. They are also social or discursive solutions. Technology is a key element in the empowerment of people with and without disabilities. Technology is not a remedy for social, cultural, or educational problems, but it can lead to a change in essential areas of everyday life. Awareness of the range of relationships between society and technology is fundamental from a research perspective. The researchers emphasize the presence of four key aspects of technologies, which are technoware, humanware, infoware, and orgaware (Tusińska, 2012; Halicka, 2016;). In addition to the strictly technological aspects (technoware and infoware), two (humanware and orgaware) are related to relationships. According to Halicka (2016), orgaware refers to technologically enabled activities created by organizations, whereas humanware describes how individuals and groups use technology in their everyday lives. Humanware shows different directions of using technology for personal purposes (Halicka, 2016). In the context of social action, humanware means the ability to plan, design and implement effective actions that will improve people's lives. The Internet, according to Schumann (2015), has the value of the empowerment, because it reduces barriers to participation: "the Internet diversifies the opportunities of involvement for experienced supporters and breaks down barriers of participation for previously unengaged citizens enhancing the overall scale of collective actions." (Schumann, 2015, 40-41). Collective action is defined in this context as behavior that creates a public good (Olson, 1968). The concept of collective action refers to the process of connecting individual frames of an action or personalized ideas through the use of digital networks. This form of activism develops within communication networks rather than organizational structures. Social media can shape the

structure of collective action by shifting the focus from centralized participation to personalized engagement (Bennett and Segerberg, 2013, 17).

Technological transformations are shaping twenty-first-century societies. Social and cultural changes can result in "a crisis of legitimacy of the meaning and function of the institutions that have hitherto underpinned its functioning" (Stojkow and Żuchowska, 2014, 153). On the other hand, the increased openness of the media brings several positive changes in terms of the empowerment. One is the increased presence of people with disabilities in public spaces. The work of people with disabilities should be available to the general public on the same terms as the work of people without disabilities because, as Kossakowski (2006) writes, "deprivation of equal opportunities is also a form of discrimination" (Kossakowski, 2006, 26). This fact is also recognized by organizations supporting people with disabilities. Associations and foundations set up websites and groups on social media where they present their activities (Smieszek, 2020). Such activities "helped move disability organizations' attention and resources away from longshot cures, toward expanding legal rights and accessibility" (Pulrang, 2021). As a platform for showcasing videos and exchanging comments, YouTube can become a unique content correspondent. This is due to the vast accessibility of this platform, which reaches a significant audience. Organizations see YouTube as an opportunity to spread valuable, socially necessary content. Accordingly, they create various audiovisual and textual content published on YouTube.

I would also like to highlight some interesting issues related to the use of social media in research projects since I analyze materials created on social media in my project. Around the world, researchers conduct analyses of different aspects of social media in the context of social activism. An interesting project is the "Why we post" initiative, which analyzes the uses and consequences of social media presence in various global contexts. Nine researchers spent 15 months living in different communities (including Chile, China, Trinidad, and Turkey), analyzing the role of social media in residents' daily lives. Their analysis led to several important conclusions, such as that social media do not make us more individualistic and do not distract from education - they become a space for education and empowerment. Verdegem (2011) notes that social media in research projects can be helpful because "self-help processes started by, or involving, socially-excluded people that transform weak ties created across the online and offline worlds into effective collective structures of engagement and participation" (Verdegem, 2011, 33). Virtual space is being used for socially relevant activities around the world. During the social protests in the Middle East in 2011 (the Arab Spring), social media

were widely used to promote content[1]. Analyses showed that Facebook was considered a key element in the protesters' success (Gulbrandsen and Just, 2011). The social movements triggered by the 2009 presidential election in Iran were even described as the Twitter revolution (Gulbrandsen and Just, 2011). Social media were also helpful in sharing information during the 2011 floods in Queensland, Australia. Online platforms enabled emergency services to share information, correct misinformation (fake news), and make connections. Social media also enabled networking and coordination of local relief efforts, effectively using hashtags.

Social campaigns that appear on YouTube are an interesting and thought-provoking area for in-depth analysis of the empowerment. They aim to change social perspectives, deconstructing stereotypes associated with disability. Wolińska (2015) writes that the visibility of people with disabilities in public space is related to "social campaigns dedicated to this topic or in general media popularization of different forms of disability or the activities of foundations, inclusive environments and generally a greater pedagogical and psychological culture" (Wolińska, 2015, 46). Several interesting social actions are aimed at increasing the visibility of people with disabilities in public spaces. One of these is *the Disability Visibility Project*, founded by Alice Wong. *Disability Visibility Project* is an online community that seeks to amplify disability-related media. Alice Wong (2019) believes that the narratives created by people with disabilities matter, so they should be encouraged to share their stories with other community members (Wong, 2019). *Disability Visibility Project* publishes various forms of empowering disability narratives, such as "original essays, reports, and blog posts about ableism, intersectionality, culture, media, and politics from the perspective of disabled people" (The Disability Visibility Project, 2022). The main idea behind such activities is to build a virtual space where people from different social groups can share their experiences with others. Numerous activities are carried out by activists proclaiming support for people with disabilities and their families. In 2015, an activist with multiple disabilities, Alice Wong launched the #crippingthemighty campaign on Twitter to amplify the voices of people with disabilities in public spaces and to enhance their empowerment. The slogan for the activities was "nothing about us, without us", which clearly shows a desire to improve the empowerment of people with disabilities. Another interesting initiative of empowerment of people with disabilities was

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[1] The Arab Spring was a series of protests and demonstrations that happened between December 2010 and the end of 2012 in such countries as Egypt, Libya, Yemen, and Tunisia. The purpose of those demonstrations was to fight against authoritarian governments, lack of freedom, political repression, but also poverty, and unemployment. During the Arab Spring, social media was used by the protesters to spread information about protests (sharing videos, photos, and articles about their actions), coordinate different actions, organize global support, and circumvent censorship (Frangonikolopoulos and Chapsos, 2012; Bebawi and Bossio, 2014).

the creation of *the Global Disability Watch* platform, which aims to monitor disability information in the media and strengthen advocacy for people with disabilities. Many protests led by families of people with disabilities have moved mainly to the Internet. This was the case during the demonstrations held in Bolivia in 2016 (Goggin, 2016). A similar situation could be seen during protests by parents of people with disabilities in Poland. They also used social media (especially Facebook) to better reach people who could support their initiative. Goggin (2016) emphasizes that social media play an increasingly important role in social action aimed at empowerment of people with disabilities, primarily because of their ubiquity (Goggin, 2016). Juszyk-Rygałło (2018) writes, "the phenomenon of social media is that they combine the functionalities of all channels of communication, and each of them, as a single channel, can simultaneously perform multiple functions (communication, information, social, entertainment, etc.)" (Juszczyk-Rygałło, 2018, 52).

My doctoral dissertation aims to netnographically explore and understand the issue of empowerment of people with disabilities in the spaces of online social media, with a particular focus on YouTube. The analysis conducted in this dissertation will address whether and how social campaigns created on YouTube can contribute to the empowerment of people with disabilities. The main analytical category in my research project is the empowerment of people with disabilities. By analyzing different elements of 40 Polish social campaigns on YouTube (visual materials, comments, video description, slogans), I will identify main themes, codes, categories of different social phenomena which are broadly and variously connected with the empowerment. By that, I will make specific conclusions about the empowerment of people with disabilities through the lens of specific theoretical, methodological, and analytical perspectives.

## 1.2. Epistemology

The basis for the preparation and implementation of the research project within this dissertation was a profound reflection on within which perspectives on cognition of social reality I locate myself as a researcher. It is essential to consider how knowledge about the relationship between the individual and the group is constructed in the context of empowerment and social activism. Questions about the researcher's role in a particular fragment of reality are answered by numerous constructs and epistemological programs. Accordingly, the theories selected for the project became a scientifically motivated reference point for the research perspective I adopted. Epistemology, in addition to methodology, forms the basis for creating

the outline of a research project at the planning, implementation, and execution stages of the research. Epistemology is a theory of knowledge that shapes the process of conceptualizing a research project. Epistemology is crucial for evaluating the quality of the data collected and the quality of the analyses and interpretations carried out (Angen, 2000). Epistemology furthermore determines how to communicate with the research subjects and the project's audience (Mantzoukas, 2004). Epistemology is normative and therefore provides a basis for explaining the rightness (or wrongness) of types of knowledge and the sources of its justification (Carter and Little, 2007). Epistemology is also closely related to axiology because the knowledge generated during a project is discussed, evaluated, and justified with broader cultural values. Decisions regarding epistemology are crucial in the context of my research project, as they influence the choice of research methodology. Different methodological options are closely linked to specific epistemological solutions and also "constrain research practice (method), determining the researcher-participant relationship, appropriate measures of research quality, and the nature of reporting." (Carter and Little, 2007, 1325).

The basis of my perception of social reality in this dissertation is social constructionism. Social constructionism is the theory created by Peter Berger and Thomas Luckmann (1966) in which the authors emphasize that knowledge and many aspects of the world exist because people give them a reality through the presence of a social contract. Berger and Luckmann (1966) argue that human identities are created by interactions with other people, similar to people's reactions to society's expectations (Berger and Luckmann, 1966). In my project, I refer to both the cultural and identity aspects of the individual. According to Siebers (2001), constructionism also points to the formation of the symbolic system as the context for the life and development of societies (Siebers, 2001). By learning about and observing the found system of meanings, an individual begins to co-create these meanings. Scholars emphasize the presence of the phenomenon of social constructionism and the social construction of disability (Goffman, 1963; Wendell, 1996; Siebers, 2001). Disability is seen by me in this dissertation as a social construct "sanctioned by social norms and reflected in social organization, defining the extent of accepted social participation of people with physical and mental deficits" (Gąciarz, 2014, 20). Accordingly, the social construction of disability is closely related to the structural features of society and subjective interpretations of the identity of individuals and social groups. Scholars adopting a constructionist perspective believe that the key difficulty limiting the ability of people with disabilities to lead a quality life is the hostile, negative, stigmatizing attitudes of the rest of society (Shapiro, 1994; Shakespeare, 2013; Gąciarz, 2014). These attitudes then lead

to the formation of social policies that exclude socially marginalized people. This is also reflected in media messages, as well as in culture or language. Activities aimed at empowerment can lead to a change in negative perceptions of disability. However, it is essential to point out that recognizing disability as a social construct does not mean abandoning its individual character. Within adapted to this project approach, constructionism recognizes both the personal experiences of a person with disabilities and the social conditions of disability (Oliver, 2009). Adopting a constructionism perspective of disability leads to the recognition that "in the conditions of modern societies, solving the problems of disability must include actions at the macro-social level, creating appropriate institutional solutions and integrating people with disabilities into the usual mechanisms of social life, including the economy, politics or culture" (Gąciarz, 2014, 28).

Additionally, adopting a social constructionism perspective of disability in pedagogical research has its justification. Social constructionism recognizes disability as a social phenomenon, which aligns with the present in special and social pedagogy, the social model of disability. Adopting a constructionism view allows the researcher to understand how disability is constructed through social factors and what the consequences may be for the individual and society. Social constructionism makes it possible to understand the impact of individual experience on individual activity. In my pedagogical research on the empowerment of people with disabilities from a social constructionism perspective, I consider several fundamental issues. First, as Maykut and Morehouse (2002) stated, it is vital to conduct analyses and interpretations in such a way that they allow researchers to see and understand how individuals and social groups construct their perceptions of reality. It is crucial to consider the context of the research, that is, the conditions and circumstances under which the research material selected for analysis was produced (Maykut and Morehouse, 2002). The researcher must also be accompanied throughout the research process by deep reflection on the nature of the interactions between the subjects or between the subjects and the researcher. My research project primarily focuses on the relationship between the designers of the analyzed social campaigns and their audiences. According to Davies (2012), it is also important to realize that social reality is undergoing dynamic transformations, which also affects how people construct and interpret this reality. This imposes an obligation on the researcher to take a reflexive approach to research and constantly verify their interpretations and analyses with the collected research material (Davies, 2012).

Reflections from visual sociology are also crucial to understanding the meaning of social constructionism in the case of my research. From a visual sociology perspective (Rose, 2001), social constructionism of people with disabilities indicates that the reality of disability is constructed in how the general public interprets and perceives people with disabilities (Bogdan, 2012). Therefore, as Ellis and Kent (2011) state, visual representations of disability affect how people understand and perceive disability (Ellis and Kent, 2011). In this regard, it is worth taking a closer look at the fundamental tenets of visual sociology. Visual sociology is a field that studies visual messages (photos, images, videos) and seeks knowledge about communities obtained from analyzed visual materials (Szulich-Kałuża, 2006). Visual materials can be regarded as a document of the modern era, which has replaced the traditional written message (Kaczmarek, 2004, 29). Sztomka (2005) states that this area of sociology studies "all manifestations of social life, everything that can be seen in the eye about society" (Sztompka, 2005, 17). Visual sociology seeks to break patterns in the traditional view of analyzing social phenomena. Visual sociology aims to create accurate interpretations of the visual aspects of social reality (Kaczmarek, 2004). Sztompka (2005) uses the term social iconography to describe the subject of visual sociology. According to the sociologist, social iconography includes visual representations and visual manifestations (Sztompka, 2005, 7). Visual messages are "any information intentionally created and received first through the sense of sight and then subjected to other cognitive procedures" (Szulich-Kałuża, 2006, 108). Among the founders of visual sociology is Sol Worth (1981), who constructed the foundation for understanding visual materials' interpretation levels. According to Worth (1981), one of the essential visual materials is photography, which is a record of cultural information. In this sense, culture is broadly understood as a network of interpretive interconnections (Worth, 1981). In my research project, the visual messages analyzed are primarily online social campaigns on YouTube taking the form of short video materials. Visual analyses of materials posted on social media are consistent with the view that social media have increased the importance of visual communication (in opposition to textual or oral media) (Miller, 2017). In the context of my research project, in my dissertation, there is also a need to emphasize the importance of polymedia theory by Daniel Miller and Mirca Madianou (2012). The theory of polymedia indicates that in today's technology-dominated world, people's choices regarding media and means of communication have become moral, ethical, and social issues and are not solely based on access or cost. The authors of the theory emphasize that the modern cultural consumer has access to a wide range of communication modes that shape people's daily lives. As a result, if the researchers want to analyze or observe a single platform or method of communication, they need to think about the

entire range of media available to that particular person or group (Medianou and Miller 2012). Polymedia theory also indicates that modern technologies expand ability to implement activities or social activation of people from different backgrounds. For example, technologies are changing forms of communication or spaces for socialization or access to public institutions (Medianou and Miller, 2012). Pedagogical research conducted within my dissertation aligns with the ideas of cultural anthropology (Gajda, 2006). This approach means that despite meeting the criteria for reliability of qualitative research, the researcher does not claim the right to objectively grasp reality and impose objective measures on it (Atkinson and Hammersley, 1994). The research aims to capture a person's or community's point of view. Also essential is a holistic approach to culture, which involves analyzing phenomena from multiple angles (educational, social, economic, political, cultural, or media) (Gajda, 2006).

## 1.3.   Background and justification for the research

### 1.3.1. Research justification

Insufficient institutional support for strengthening the empowerment of people with disabilities became a key issue in the public debate. In 2002, social inclusion was discussed at the European Congress of People with Disabilities. According to the participants of the Congress, the provision of social support is, in addition to learning and improving educational competencies, legal changes, and vocational activation of people with disabilities, among others, an essential element in creating an open society (Cytowska, 2011). The United Nations Convention on the Rights of Persons with Disabilities (CRPD) describes the rights of people with disabilities to be fully active in various social areas (cultural, vocational, educational, and economic). Sustainable Developmental Goals (SDGs) were also developed, the main idea of which is described by the slogan "leave no one behind". Five of the Sustainable Development Goals address disability and the empowerment of people with disabilities through inclusion. They are Goal 4 (quality education), Goal 8 (decent work and economic growth), Goal 10 (reducing inequality), Goal 11 (sustainable cities and communities), and Goal 16 (peace, justice, and strong institutions). Social sustainability is defined as the process of creating effective opportunities that promote personal or group well-being (Woodcraft, 2012). As a concept, social sustainability refers to how members of society should consider developing appropriate models of development that will assist them in designing living conditions that will be suitable

for members of different social groups. When considering social sustainability in the 21st century, people should be aware of significant changes. Traditional topics such as the environment, employment, human rights, and poverty remain relevant in the analysis of the empowerment. However, empirical and theoretical publications should also consider newly emerging areas of the empowerment. The Madrid Declaration points to several necessary measures to improve the lives of people with disabilities – strengthening their empowerment by social inclusion and countering stigma or discrimination against people from this social group (United Nations, 2002). It is also important to point out the empowerment in the space of actual transition from a situation in which professionals make decisions on behalf of people with disabilities to a situation in which people with disabilities themselves take on the role of self-advocates. In the face of numerous difficulties in realizing the idea of empowerment, researchers make an increased effort to improve the current situation. The need to pay attention to the empowerment by social inclusion of people with disabilities is becoming an essential element of Polish academic research in social sciences (Cytowska, 2011; Borowska-Beszta, 2012; Wlazło and Żółkowska, 2013; Gąciarz and Rudnicki, 2014).

The next point of justification for my research and dissertation is to emphasize some key aspects of the role of media and technology in the empowerment of people with disabilities. The mass media are helping to change the perception of disability issues among the rest of society (Ellis and Kent, 2011). As a result, they are becoming part of broader efforts to promote empowerment. Kościelak (1996) notes that "it is, therefore, essential to provide society with information about disability and to educate it in the spirit of tolerance toward otherness" (Kościelak, 1996, 23). The media can act as a provider of reliable, verified information about disability. Tobiasz-Adamczyk (2002) writes about many potential benefits of using the media to shape social beliefs, including creating the ground for the empowerment. In a publication focused on the sociology of illness, the author points out that:

For a change in attitudes to be possible, it is necessary, apart from the development of increasingly better technical and rehabilitation measures, to shape social awareness of the problems of incapacity and to use the mass media in such a way that they play a decisive role in changing social attitudes to the problem of people with disabilities, combat stigma, eliminate prejudices and prejudice, show a true image of people with disabilities, make society aware, promote positive attitudes, and much more. (Tobiasz-Adamczyk, 2002, 225-226).

In this context, social action based on empowerment, implemented online can play a key role, as "new technologies are improving marginalized groups' access to justice" (Harlow, 2017,

322). This is particularly relevant concerning social campaigns created on social media platforms since, as Schumann (2015) noted, "the Internet allows individuals to access information to develop personal action frames, fostering collective actions that are driven by unique aspirations and not group agendas. In addition, social media platforms may take on the role of cause-related, advocacy, and movement organizations, affording connections and communication between supporters" (Schumann, 2015, 12). Social media campaigns not only strengthen the sense of cause of a person with disabilities but can also contribute to emphasizing the individual's dignity. The need to nurture the dignity and empowerment of people with disabilities is emphasized by Baczała, Błajet and Szafrański (2017): „dignity, which is an inalienable human right, must occur only in real participation of an individual with ID in social life, otherwise it becomes meaningless." (Baczała, Błajet, and Szafranski, 2017, 145). There are many research areas on social media analysis in relation to social movements and other forms of activism and empowerment. Researchers analyze the logic of conciliatory actions (Bennett and Segerberg, 2013), the anthropology of online communities (Wilson and Peterson, 2002), or the "hashtag ethnography" (Bonilla and Rosa, 2015). Among the most significant topics, I also include the temporality and intentionality of online communities in light of emerging online activism. Additionally, there are also research projects on various negative phenomena such as racism (Matamoros-Fernández and Farkas, 2021), sexism (Carstensen, 2013), and ageism (Xu, 2021) appearing in content published on social media.

The presence of a number of positive as well as negative phenomena linking media and modern technologies to empowerment and social activism, and community relations provides an important justification for research projects in the social sciences. Such fields of study as media psychology, media sociology, and media pedagogy are becoming increasingly popular among researchers. Research from these areas addresses issues related to human-media relations also in the empowerment context. Flick (2012) emphasizes that the dynamic development of such academic disciplines as visual sociology or visual anthropology is also noted (Flick, 2012, 163). Anthropology in this context means including relevant materials in the sphere of the individual's experience, which will allow the acquisition of diverse knowledge about the experience of humanity. This will make it possible in the long run to modify attitudes toward otherness (Nowicka, 2012, 19). In my dissertation, I also include social anthropology ideas within the framework of which various cultural phenomena are analyzed in connection with social structure and organization (Nowicka, 2012, 43). My analysis examines the nature of social structures between people without and people with disabilities in the context of

technological change and the impact of support institutions. Digital anthropology is based on several basic assumptions. First of all, researchers try to avoid ethnocentrism in their projects and instead lean towards the principles of cultural relativism (Horst and Miller, 2020). The authors also emphasize that the researcher's reflexivity is closely related to cultural relativism. Situationalism and an inductive approach based on fieldwork, observation, and looking for patterns in the data are also crucial elements (Horst and Miller, 2020). In my project, one can find many aspects that are closely related to the principles of digital anthropology described above. In my analyses, I use observations (online observations) to find specific patterns, themes, and codes and categories emerging from the data. Berger and Lorenz (2016) stated that when analyzing content about people with disabilities, the researcher should avoid ethnocentrism in order to prevent missing relevant information (Berger and Lorenz, 2016).

The use of a variant of ethnography in a disability research project is strongly justified (Kaur, 2017). As Atkinson and Hammersley (1994) stated, ethnographic projects allow describing and interpreting various patterns, themes, values, and cultural elements common to certain social groups. They allow the collection of information in a broad context of social relations. Ethnography makes it possible to identify and discover groups that share culture and then present the patterns of activities created by these groups. The authors also emphasize that a valuable tool in an ethnographic project is the use of a holistic cultural portrait, which shows the entire perspective of the phenomena being analyzed (Atkinson and Hammersley, 1994). In addition, as Fetterman (2019) noted, ethnography can be used to generate an overall cultural or social interpretation of these specific groups by analyzing data from various sources. Ethnography focuses on comprehensively describing the key social or cultural issues that occur in the observed group (Fetterman, 2019). Ethnographers look for patterns of social organizations (such as organizations that support people with disabilities) and try to identify the ideas and worldviews that guide their actions. The use of netnography has many practical advantages. Compared to classical ethnography, netnography is simpler, faster, and less costly. Kozinets (2012) emphasizes that netnography allows the acquisition of research material, both literal and symbolic. Netnography fully realizes the principles identified as a new research model, which are openness and flexibility, research as communication, and contribution to knowledge (Kozinets, 2012). Netnography can take the form of so-called "pure netnography", in which research is based solely on the analysis of virtual data without direct contact with the subjects (Kozinets, 2012, 262). Netnographies combining virtual analysis with research

conducted through direct contact with respondents are also becoming popular. Both forms can be beneficial methods in social science or humanities research (Fielding, Blank and Lee, 2016).

Changes and the development in social sciences are creating new ways to conduct research projects in the digital space allowing to conduct research about the empowerment of people with disabilities. Researchers aim to conduct projects online because the world is going digital (Miller, 2017). Arbiszewski (2007) noted that science is more accurate the more it is blended into the fabric of the collective (Arbiszewski, 2007, 125). The access to the Internet as a tool for empowerment is crucial. Analyses conducted by Zielinski (2013) indicate that as many as 79% of respondents at the time perceived access to the Internet as a fundamental right of every human being (Zielinski, 2013, 10). Therefore, in my opinion netnographic research are an appropriate way to implement projects in pedagogy and its sub-disciplines, such as special and social pedagogy. Kozinets (2012) points out that netnography uses a variety of strategies for reaching and collecting data, taking into account the perspective of research participants (Kozinets, 2012, 225). Equally important is that netnographic research are characterized by attentiveness and self-reflexivity concerning the entire research process (Fielding, Blank, and Lee, 2016). The dynamic development of information technology makes it possible to use various methods and techniques when gaining knowledge about the lives of people with disabilities. Siemieniecki (2006) stresses that "computer proves to be helpful in the process of rehabilitation, education, professional and social adaptation of a person with a disability, most often in the long run." (Siemieniecki, 2006, 111). Numerous authors in Poland wrote about the use of the Internet as a tool in the education and therapy of people with disabilities, including implicit the empowerment (Ślusarczyk, 2003; Walter, 2006; Bednarek, 2006; Plichta, 2013; Pyżalski and Klichowski, 2014). The Internet is also crucial in the process of self-learning. Plichta (2013) emphasizes the importance of this medium in the current system of formal and informal education (Plichta, 2013).

Nyabola (2018) also draws attention to the political aspects of digital media and democracy and indirectly empowerment. The author writes that digital media in the context of democracy, are perceived within three main concepts - utopian, dystopian, and optimistic. The utopian conception saw the Internet as a way to renew democracy, as it allows for great transparency in various social, political, economic, and cultural activities. The dystopian conception is primarily associated with the Internet as a surveillance space, corporate domination, and entertainment that manipulates users and public opinion. A third, optimistic conception of digital media allows, as stated by Nyabola (2018), to see it as a space for the

empowerment and online communication where available information can stimulate democratic discussion. In a broader context, it allows people to be more independent and socially active (Nyabola, 2018). Continuing my analysis of the role of digital spaces in analyzing political issues and indirectly empowerment, I would also like to highlight some interesting events. Over the past 20 years, several key global events have demonstrated digital media's impact on shaping global or local democracies. To put them in a simple timeline, I would like to mention events such as the creation of the Moveon.org platform (1998), the Howard Dean vs. Iowa trial (2003), Barrack Obama's presidential campaign (2008), the Arab Spring (2010-2011), Donald Trump's presidential campaign and the Cambridge Analytica scandal (2016), the attack on Capitol Hill and Donald Trump's use of Twitter for political purposes (2021). These are just a few events and situations that have resonated in the public space. In my opinion, such events can prompt researchers to reflect on how modern technologies affect how people view political and democratic events. In this regard, the dynamics of change in the world under the influence of technological transformations are an intriguing subject for analysis. Jemielniak (2019) points to three fundamental social changes that have been triggered by intense technological transformations - online relationships, the crisis of expertise, and the development of the sharing economy (Jemielniak, 2019, 17). This fact is also emphasized by Miller (2012), "moving the terrain of research from the space of everyday life to the virtual space of the Internet certainly does not diminish the rank of the dilemmas facing the researcher, and often additionally raises new ones." (Miller, 2012, 82). The Internet can become a space where the researcher creates considerations about the nature of human beings and the nature of human relations in the context of a particular slice of reality (Schmidt, 2010, 56). The revolution in social interaction involves transformations in several key areas. Researchers point primarily to the transformation of the Internet, mobile technologies, and social media (Rainie and Wellman, 2012). Forms of communication are being transformed, but also the perception of norms and values and the functioning of institutions. The reality that surrounds people is, according to Podgórski (2015) "a fascinating issue and an important question, the answers to which should be sought not only by the scientist but also by modern, reflective, globally networked people" (Podgórski, 2015, 23). Technological changes also affect the way research is carried out because, as Angrosino (2010) notes, "a change in one aspect of behavior produces consequences throughout the system of which that behavior is a part. So, the more sophisticated our technology is, the more it changes how we conduct research" (Angrosino, 2010, 165).

Research on empowerment also integrate concepts and themes of social exclusion. Numerous authors have written about the need to change social perspectives and deconstruct social exclusion (Davis, 1997; Oliver, 2009; Shakespeare, 2013; Barnes, 2016) which is also essential in the context of the empowerment analyzed in my dissertation. Below, I shortly discuss ideas described by key scholars who created the basis for understanding social concepts in relation to individual and group relations. This is also crucial as it allows me to present the broad context of different phenomena which are key in the empowerment analyses. Foucault (2000) emphasized the need to strengthen social cooperation while preserving individual freedom (Foucault, 2000). Goffman (1963) introduced the "interaction order" concept to determine how people selectively and intentionally reveal certain information to others. People establish their position in the social hierarchy through these interaction. This idea can be similarly applied to the presentation of online identities. Goffman (1963), writing about types of stigmas, rightly noted that environmental conditions and social relationships affect an individual's life. The author wrote about tribal stigmas, indicating that membership in a particular social collective influences the individual (Goffman, 1963). The presentation of biographies of people with disabilities in media spaces is structurally and historically contingent, which a reflective researcher should keep in mind when conducting research projects. Also, the views of another of sociology's classics, Emil Durkheim, can provide a theoretical basis for this research project. Durkheim (1953) emphasized that an individual's quality of life can be directly caused by the structure of social integration in society (Durkheim, 1953). Durkheim (1953) highlighted the need for social cooperation. The author wrote about the various relationships that shape a person - from family, friends, and neighbors to organizations, communities, and social movements (Durkheim, 1953). Social movement activities are part of the emancipation movements and are related to the empowerment. Researchers have also addressed issues of social dialogue in their publications. Habermas (2007), in his theory of communicative action, points out that individuals participating in a conversation must be willing to change their position to understand the other party's message (Habermas, 2007). Actions taken from an individual point of view should also consider the common good as a goal shared by all actors in the social structure. According to Habermas (2007), the functioning of public space is based on dialogue, in which all participants are treated equally, and social solutions are chosen based on factual grounds and detailed analyses of how social structures function (Habermas, 2007). Models of social action, according to Habermas (2007), are based on the assumption of community functioning and civic cohesion. It is also worth citing at this point the views of Baudrillard (1997) as a critical observer of the social

reality. Baudrillard (1997) stated that the nature of collective action is not conducive to the formation of a cooperative society. The disconnection from reality from contact with others results in growing spaces of misunderstanding between different social groups. This harms the process of social change initiated by aid organizations. The activities of these organizations are hampered by the fact that finding common ground on which to base empowerment is a highly complicated task that requires adequate reflection and preparation. Heidegger (2005), who treated the world as radically relational networks and structures, also wrote about dependencies affecting the social system (Heidegger, 2005). Adequate, sustainable connections that create networks between the daily lives of people with disabilities and their families and the rest of society is another important area for academic research and  for activities created to empower people with disabilities. Postulates related to empowerment point to the need for social activism leading to the creation of civil society.

In the context of my research project in my dissertation on social activism, a fundamental issue is the empowerment of people with disabilities in relation to marginalization or social oppression. Freire (1970), as a representative of emancipatory pedagogy, emphasized the need to change the life situations of people at risk of social exclusion. Freire (1970) drew attention to the low activity of people from marginalized communities. Freire (1970) emphasizes that the lack of involvement in many cases is due to the internalization of views about the impossibility of changing life conditions (Freire, 1970). Freire (1970) believed that people from socially marginalized groups are often unaware of oppression and injustice. Therefore, institutional efforts aimed at empowerment should be  designed primarily for reaching people's awareness and forming views based on facts rather than stereotypical judgments about people or phenomena (Kahneman, 2011). Freire (1970) also assumed that people would be able to become aware of oppression when they approached meeting and working with people from different social backgrounds with greater openness (Friere, 1970). Freire should be counted among the most prominent authors among transformation theorists. Transformation theorists, according to Jackson (1997) give great importance to the social and cultural elements in society. They treat state institutions (including schools) as a space for the creation rather than a reproduction of culture. Education as a public area is seen as an essential reference point from which to shape a new vision of society. They focus on minorities and socially oppressed groups (Jackson, 1997). In the context of my research project and studies of the empowerment, the ideas of Paulo Freire and other transformational scholars are crucial, as these authors emphasize the notion of critical consciousness, which inspires a deep

understanding of how the world functions. They emphasized that through dialogue, people can change various elements of social world. Social campaigns and other social actions are now vital aspects of public dialogue in the context of social inclusion and empowerment of people with disabilities.

When describing social justice in the context of minorities and socially marginalized groups and the empowerment, I would also like to analyze the ideas put forward by Nancy Fraser (2016). The author pointed out that classical theoretical accounts of injustice were dominated by the idea of distributive justice, meaning that injustice manifests itself in the improper distribution of goods and resources (Fraser, 2016). Advocates of this perspective argue that in order to solve inequality, researchers need to look at the economic structure of society. The solution to injustice is the economic restructuring of resources and wealth. Fraser (2016) opts for another way of conceptualizing justice: recognition justice. This perspective argues that to make society less unequal, there needs to be equal recognition of different identities/groups in society. This approach, therefore, implies that injustice manifests itself in misrecognition. This means that inequality arises not only from economic inequality but originally from a lack of respect for particular groups (Fraser, 2016). The author concludes that it is not just about the position in the labor market or the education system, but there is a deeper problem - a lack of respect, marginalization, or failure to recognize the empowerment of people from minority groups. From this perspective, it is argued that injustice should be seen as a cultural phenomenon (Fraser, 2016). Injustice is rooted in social patterns of representation, interpretation, and communication. Injustice is not only related to the economic sphere of society, but to how people think, speak, and present certain groups in public spaces. Examples of such injustice include disrespecting specific social groups and labeling people as weak, poor, inferior, etc. However, it should be remembered that an essential aspect of injustice is also the non-recognition of other people's needs, which can be seen as a symbol of cultural domination and marginalization (Nussbaum, 2007). As Doiczman-Loboda (2019) points out: "the functioning of marginalized groups is due to the existence of social inequality, not social differentiation itself. Social differentiation is an immanent feature of any society. On the other hand, inequalities that involve unjust consequences (perhaps accidental) are usually deeply disparaging of a person based on his ethnic, racial, or national origin" (Doiczman-Loboda, 2019, 26). The solution to injustice in this context is to work toward cultural or symbolic change which is based on empowerment actions. This perspective argues that if people want to change inequality, they must, first of all, change the culture. People must change how they see and

describe others. Fraser (2016) emphasizes that the idea of recognition justice also means spreading knowledge and awareness of the needs of those at risk of social exclusion. It also involves efforts to promote democratization or empowerment (Fraser, 2016). The idea strongly counteracts marginalization (economic, social, and cultural). Efforts toward a more inclusive society must include recognition and positive representation of cultural diversity. The author stresses out that people must present diversity as something positive that enriches them as individuals and society (Fraser, 2016). In this context, the activities of social support organizations that create social campaigns towards empowerment of people from socially marginalized groups are crucial because they allow diversity to be presented in out-of-the-box, innovative ways, reaching a broad audience with a positive message.

In describing the theoretical perspectives relevant to research project within my dissertation, I would also describe the contemporary transformations in crucial areas of sociology and its sub-disciplines centered around social change. According to Cuprjak (2016) the sociology of change stands in opposition to the sociology of regulation, which defines society as unity and cohesion (Cuprjak, 2016). The sociology of change establishes as an individual's task the change of an unfavorable world order (or a specific fragment of social reality) (McAdam, Tarrow, and Tilly, 2003). The sociology of change studies describes societies' emancipation processes (Sławecki, 2012) and focus on issues related to differences and similarities within social groups. An essential element of my research project is empowerment of people with disabilities. This category is sometimes by scholars (Freire, 1970; Young, 1990; Rowlands, 1997) equated or linked to emancipation (in this case, the emancipation of people with disabilities) (Morris, 2014; Thomas, 2017). Elias (2011) is another scholar whose concepts are interesting from the perspective of my research purpose. Elias is considered the founder of process sociology and figurative sociology. This sociologist described dynamic social and civilizational changes. Elias (2011) wrote that everything is constantly changing, including our image of reality (Elias, 2011). The author presented his ideas decades ago, however, they can easily be applied to our current reality. Dynamic social changes caused by the development of modern technologies affect how people perceive the world around them, other people, or their place in the social structure (Elias, 2011). According to Elias (2011), no social object has a fixed and permanent state (Elias, 2011). Above described idea, in my opinion, also applies to social processes, such as inclusion or empowerment, which are also in transition. In order to provide support to people with disabilities, this implication is fundamental. Elias (2011) pointed out that the norms and values recognized by the general (or

majority) society are also transforming. The changes in sociology are also consistent with issues analyzed in my research project concerning the empowerment of people with disabilities. Bauman (2019) emphasized that sociology should move toward the study of communities of individuals (Bauman and Haffner, 2019).

In addition, analyzing the cultural contexts of social change is an essential element of research projects concerning social phenomena such as empowerment. Cultural analysis is moving from textual to visual analysis (Sztompka, 2005, 16), constituting a key element in the study of cultural sociology. According to Fenollosa and Johnston (2015) cultural sociologists observe social change, especially in the context of symbolic culture. Three main spheres are studied: ideations, representations, and artifacts (Fenollosa and Johnston, 2015). Ideations refer to traditionally discussed elements such as values, ideologies, and norms. Additionally, the authors emphasizes that representations are holistic actions taken by individuals or groups. Artifacts are material objects and tools (Fenollosa and Johnston, 2015). This research project will present analyses of all three dimensions of culture described above. I consider artifacts, as described by Fenollosa and Johnston (2015), the visual, textual materials of the social campaigns analyzed. I consider representations as the totality of activities related to the analyzed campaigns concerning the empowerment of people with disabilities. Additionally, as suggested by the cited authors, I perceived ideations as the values and ideologies behind the analyzed social campaigns.

Hicks and Lloyd (2018) indicate that the 1960s was the period when visual analysis became more widely used in the social sciences. Today, visual research is becoming a fundamental issue in the social sciences, as it allows people to understand the perspective of the subjects in the overall context of social relations and conditions. Researchers recognize the benefits of visual methods: "visual methods are considered to be both alternative and innovative, as well as human-centered, and therefore showcasing the participants' voices rather than the researchers' presumptions" (Cisek and Krakowska, 2019, 9). Fine (2002) notes that it is important to remember, that even in an approach in which researchers give voice to the participants, they transform those voices, select them, edit them, and use them accordingly to expand the scope of their research (Fine, 2002). In my netnographic project, I analyze various aspects of disability from a social, cultural, economic, and educational perspective. In this context, it is also crucial to initially address the concept of intersectionality. Intersectionality concepts bring new insights into important issues in social pedagogy or special education. Intersectionality indicates how different social categories (race, gender, age, education)

intersect and interact with individual experiences, social structure, or the balance of political power (Cho, Crenshaw and McCall, 2013). Intersectionality ideas derive from feminist concepts, within which authors began to capture inequality not only as a struggle between a minority and a majority but also as a series of different relationships within a specific minority group (Carastathis, 2014). Intersectionality analysis focuses on different aspects of inequality and identity. Human biography is, according to intersectionality, always shaped by many characteristics (Crenshaw, 2017). As a result, it is impossible to analyze the life of a person with disabilities without linking disability to gender, family relationships, education, or economic status of the person with disabilities. Analysis of issues connected with intersectionality allows researcher to understand better the diversity of social phenomena, such as exclusion, discrimination, or stigmatization (Atewologun, 2018), related to analyzed in my project empowerment. Intersectionality perspective allows researcher to see how inequalities functions because researcher do not just focus on one form or characteristic of disadvantage but see a broad perspective of a particular slice of social reality. However, critical views of intersectionality should also be kept in mind. May (2015) emphasizes that intersectionality does not have a strong background. Critics note that the concept of intersectionality need more specific methodological guidance to create worthwhile research projects (May, 2015; Hancock, 2016). However, when analyzing intersectionality theory in the context of special education or social pedagogy projects, I would like to note that intersectionality points to a holistic view of a person with a disability in relation to several factors that affect the functioning of an individual or social group. Therefore, intersectionality brings an essential argument to the study of the empowerment and social issues which are in its background, such as exclusion, inequality, or marginalization.

In the following paragraphs, I will discuss various aspects of conducting visual research in the context of empowerment. The development of visual research also provides a justification for thinking more deeply about the use of visual materials in social science research. The results of visual field research can be analyzed at multiple levels of meaning. Panofsky (1971) pointed to three main layers: the first is the direct, visual part, what the viewer sees and observes without more profound analysis. The second layer is the interpretive content that combines visual, artistic, and conceptual themes. The third layer is the realm of meanings read beyond the creator's assumptions (Panofsky, 1971). Panofsky (1971) based his views primarily on the analysis of the image. However, they can also be transferred to the analysis of the functioning of an institution or organization and combined, for example, with the theory of organizational

culture proposed by Schein (2010). The division of analysis of traditional visual materials can also be applied to the analysis of visual materials taken from television or the Internet. Content published on social media also consists of several essential layers (direct message, interpretation of the creator, motives beyond the creator's assumptions). This is the approach Denzin (2009) takes in his work. In his analysis, the researcher focused on television material and pointed to four structures of the film's meaning. According to the author, these are the visual material, the spoken text, the content combining the visual and spoken message, and the viewer's interpretations (Denzin, 2009). The presence of the message and the viewer's interpretations is crucial, as it indicates the multiplicity of possible research results obtained. Miller (2017) emphasizes that people should not view visual forms of communication as superficial but as a tool that will allow them to understand a specific slice of reality depicted in a given visual material (Miller, 2017).

For years, sociology has attempted to analyze how modern technologies affect individuals and society (Castells 2007; Turkle, 2011; Lupton, 2014) . Research in this field also tries to understand how users co-create and interact with advancing technological solutions. Here I would like to point to the developing SCOT (Social Construction of Technology) and ANT (Actor-Network Theory) theories (Rodak, 2017). SCOT, as stated by Rodak (2017), emphasizes the social nature of technology. According to this approach, the effectiveness of technological activities is determined by all conditions, such as the number of people using it, accessibility, and ease of use of technological innovations. Therefore, SCOT researchers focus on analyzing phenomena related to modern technologies and creating a wide range of methodological ideas related to improving modern tools so that they can be understood by societies. ANT, as described by Rodak (2017), is a more holistic approach. In this view, there is no division between the social, political, or material aspects of technology. The research questions are about how technologies collectively produce the social (Rodak, 2017). Analyzing the justification for conducting this empowerment research grounded in the theoretical foundations of media research, I would like also to refer to the views of McLuhan (2004) who emphasizes that media are an extension of human senses and capabilities. The researcher primarily described television as a new medium, but many of his views can be applied to the Internet. McLuhan (2004) believed that electronic media inspired many cultural and social processes (McLuhan, 2004). Each new medium incorporates the previous one. The author saw media and technology as an extension of the body and senses. and attributed to media the potential for the development of individuals and social groups. Media connecting groups create

a community called the "global village". The speed of the flow of information and the possibility of improving the quality of life through the use of media is, according to McLuhan (2004), the basic determinants of the current world (McLuhan, 2004). McLuhan (2004) believed that electronic media encourage reflection on the individual's actions, and the functioning of institutions. The author wrote that the media change people entirely and affect every aspect of people's lives. According to McLuhan (2004), the media also affect human relations. Media is not positively or negatively characterized, but its use depends on the particular person and their goals. Drucker (1999) argues that the trend saying that people live in a post-capitalist society is strong (Druker, 1999). The author continues that inventions and discoveries are shaping the nature of the community. One of the most significant achievements of recent decades is the widespread access to the Internet, which has affected the nature of human relations and people's perception of reality (Drucker, 1999). Szpunar (2008) writes: "the Internet - like other media - certain co-creates dimensions of reality, redefines our way of thinking about space and what is true and real." (Szpunar, 2008, 32). Another influential classic author who I include in discussion concerning justification for netnographic research and who emphasized the importance of media in the social context was Benjamin (2008) who noted that each new medium brought the potential for greater democracy and emphasized that people not only have the opportunity to be filmed but also have the right to be filmed (Benjamin, 2008). This means that people can express their freedom or their activism through the media. Benjamin (2008) was the author of a very interesting metaphor in which he pointed out that popular culture is not like a painting, but more like architecture, because we live inside it (Benjamin, 2008). This quote is from the early 20th century, but, in my opinion, it  can be successfully applied it to the reality of the 21st century. The Internet should also be seen as the space in which we live, where various aspects of popular culture are created. The Internet as a work of architecture is a great metaphor - it has its specific structure and basis but also barriers and limitations. It is also worth recalling at this point the views of Bronislaw Malinowski (2000). Malinowski believed that technology could play a supporting role in human life (Malinowski, 2000). The author stressed that people could not move freely in the world without the support of technology. Malinowski did his theses several decades ago, but it can be seen that they are also reflected in today's reality. However, people should remember that technologies create opportunities, barriers, and challenges that transform the human environment (Malinowski, 2000). Above remark, is crucial in the context of analyzed in my project empowerment and the life situation of people with disabilities, for whom technologies can prove to be both a support

but, and at the same time, can reinforce social barriers or difficulties in accessing means of assistance or support.

When selecting the netnographic perspective and the online empowerment research, I was aware that sociological research has been conducted on media since the earliest days of traditional media. The first studies were based on classical perceptual analyses by Gustav Fechner and Frederic Ch. Bartlett, and Max Wertheimer (Pluta, 2019). The views of social psychology - Serge Moscovici (a reinterpretation of images and content found in culture) and Fritz Heider (social perception) were also important in the early interpretations of media (Pluta, 2019). Polish classics of media research in pedagogical, psychological, or sociological contexts include Stefan Blachowski and Leopold Blaustein (analysis of radio broadcasts in the early 20th century) (Pluta, 2019). In the following decades, research on the daily and specialized press developed. After World War II, the dynamic development of television increased the number of analyses on this medium. Pluta (2019) recalls that "at this time, the theories important for modern media psychology have been identified: use and benefit, cultivating, framing and auditorium research" (Pluta, 2019, 242). Since the 1990s, more and more projects on online media have appeared. The 21st century has seen a rapid growth of analysis in this area. Contemporary social problems take institutional, stratification, social maladjustment, systemic, economic, political, social, and decision-making forms (Czekaj, Gorlach and Lesniak, 1998). Social problems are no longer local but global. Therefore, there are researcher's opinions that they should think about creating universal, transnational rules for dealing with social difficulties (Castells, 2007). Castells (2007) stressed that the virtual world should become an important area of research since human activity now occurs online. This idea is especially true for communication and the formation of specific bonds between users. Ties are formed between people which they know know but also between people hiding behind anonymous pseudonyms and avatars. Castells (2007) believed that the anonymity of the Internet promotes openness and honesty (Castells, 2007). This Internet feature allows the researcher to reach content that traditionally would be difficult to obtain, such as through interviews or classic ethnographic observation. Analysis of the online world is also valuable because of the differences between how individuals and groups behave during face-to-face contact and how they behave during relationships based on online contact. It is also interesting to analyze the forms of messages that people shape when they hide behind the veil of online anonymity. This approach entails differences in the language and the structure of the transmitted content. The materials, and the content people create, are also transformed. However, Castells (2007) points out that despite

these differences, the Internet cannot be seen as unreal or detached from traditional communication structures and forms (Castells, 2007). The Internet is a reality that increasingly influences our daily lives. This is also pointed out by Barners-Lee (2017) (creator of the World Wide Web), who emphasizes the crucial importance of strengthening audience awareness of how social media works, which should also lead to strengthening informed consumer decisions (Barners-Lee, 2017). Barnes-Lee (2017) also advocates a proactive method of creating and receiving the creations of the virtual world. The authors writes that all people should be creators within the Internet, which they can (and should) transform into a platform for communication and integration (Barnes-Lee, 2017).

Essential in justifying the choice of online space for my research on empowerment of people with disabilities is the theory of cultural convergence developed by Jenkins (2007). The author notes that cultural convergence identifies the fluctuating relationship between culture and societies and new technologies. The theory describes the flow of content spreading between different media connections, institutions, and individuals, demonstrating the struggle involved in the distribution and control of content (Jenkins, 2007). Users gain bargaining power over media companies so that social media can be seen as an activism tool. The idea of Wikinomics is also worth noting. According to Williams and Tapscott (2011), Wikinomics refers to the effects of widespread user participation and association. It also describes how the relationship between business and the market has changed after the expansion of the Internet. Wikinomics leads to changes in institutions and the functioning of individual people. The new norms are openness, observation, sharing, and acting globally (Williams and Tapscott, 2011). The authors point out that the openness means an "open mind" to new ideas and solutions to various social problems. Observation changes hierarchical structures to a more collaborative way of creating and conducting social action. Sharing is an effect of the Internet changing individual attitudes toward intellectual property or scientific knowledge (Williams and Tapscott, 2011). Global action shows that people should think globally, even if they create local initiatives, because broader cooperation will allow them to understand better a range of social phenomena (Williams and Tapscott 2011).

## 1.3.2. Research gaps

According to Miles (2017), identifying and defining research gaps is one of the essential researcher's tasks at the stage of preparation of the project, literature analysis, and analysis of collected data. Miles (2017) enlists 7 potential research gaps: evidence, knowledge, practical-knowledge, methodology, empirical, theoretical, and population gaps (Miles, 2017). An evidence gap occurs when an unexpected research finding contradicts the results of widely accepted interpretations of specific phenomena or conclusions concerning this area of research analysis. As Miles (2017) emphasized, the knowledge gap means that theories and literature from related research domains do not exist in the actual field. Practical-knowledge gaps show researcher discrepancies between behavior or studied people or groups and stated by them their goals, ideas, or values. Methodological gap offers new perspectives of methodology as a researcher may discover during the research projects some methodological lacks or insufficiencies in previous studies (Müller-Bloch, and Kranz, 2014). Empirical gaps occur when the researcher sees that no studies have directly analyzed specific topics or phenomena from an empirical approach (Miles, 2017). Theoretical gaps show that there may be some theoretical conflicts between a particular research project and previous analysis of this area of research interest (Müller-Bloch, and Kranz, 2014). Lastly, a population gap appears when a specific population is under-represented in prior studies or analyses (Miles, 2017). In Chapter 1.3.2. I would like to present my perception of different research gaps, which, in my opinion, may be filled in by my analysis and conclusion. At this point in my dissertation, I focus on gaps that occurred after a comprehensive analysis of specialized literature from social sciences and humanities. In Chapter 5. I will also present my analysis of research gaps in the context of answers to my research questions and my conclusions and interpretations.

My research project about the empowerment of people with disabilities in the context of online social campaigns can show different areas of theoretical gaps in research in social sciences concerning those issues. I would like to point out that my research project explores, in Chapter 2, models and theories that show the connections between social, cultural, economic, and political factors and perceptions of disability. In this research project, the social model of disability has been analyzed, taking into account different theoretical perspectives and models of perceptions of social issues, which can also provide significant value and justification for the implementation of the research. In recent decades the humanities have undergone a progressive transformation worldwide (Collini, 2012; Hayles and Pressman, 2013) and in Poland

(Radomski, 2014). Digital humanities have become an innovative area of experimental research (Schnapp, 2014). Radomski (2015) emphasizes that digital humanities go beyond traditional humanistic approaches. Recognizing the directions of development of this discipline and pointing out potential gaps in the analyses concerning it may be helpful as a broadening perspective on how to look at research in an era of dynamic social transformations. In digital humanities, three main areas are under analysis: texts, images, and the Internet (Radomski, 2015). Images and videos are particularly interesting because of their vastness and multiplicity of potential interpretations (Rose, 2001). The visual material in qualitative research can be used in multiple ways (Rose, 2001; Pink, 2007). Cisek and Krakowska (2019) point to the possibility of interpreting visual materials within the framework of "compositional interpretation, conceptual analysis, grounded theory approach, pictorial metaphor analysis, thematic analysis, and visual discourse analysis - situational analysis" (Cisek and Krakowska, 2019, 10). The interpretation of the analyzed material is an attempt to understand a code that is difficult to decipher without a proper research approach: "interpretation occurs as a result of seeing a figure, a whole emerging from the parts, and refers to a synthetic, holistic, and educative grasp of the hidden meaning, as in deciphering a code." (Spiggle, 1994, 497). Therefore, I argue that my netnographic project combining elements of web content analysis with textual and visual analysis may enrich the current analysis of those areas. It is also worth emphasizing an essential feature of research involving observation, which "has an emergent character, which means that there is considerable potential for creativity associated with it" (Angrosino, 2010, 118). Analyzing a culture through the prism of its visuality makes it possible to perceive not only stylistic or aesthetic elements but also forms and ways of perceiving cultural products (Mirzoeff, 1999). Therefore, the researcher should strive from within, as a participant in the virtual, to try to understand how technology changes culture (Jurgenson, 2021).

Researchers highlight the shortcomings of media analysis concerning disability issues. This issue, according to Pluta (2019)," has been explored less frequently in Poland than abroad. The least common were studies of the image of people with disabilities and mental disorders. Studies on media representations of gender and ethnic minorities are still lacking. In addition to longitudinal studies of the evolution of how different social groups are portrayed, it would be advisable to do comparative, cross-cultural studies." (Pluta, 2019, 24). The analysis of media representations of social phenomena is an important area of the research endeavor, as it allows people to see whether "a given concept is a 'sensitizing concept,' that is, whether it can evoke 'meaningful' imagery, stimulate understanding of certain phenomena through appropriate

illustrations" (Konecki, 2005, 50). Therefore, in my opinion, this research project, in which the axis of research is the analysis of media messages, can fill the gaps in the debate on the role of modern media. The media also have an impact on the field of education, therapy, and social support of people with disabilities. According to Harlow (2017), the Internet, as it were, is transforming the entire structure of the relationship between citizens and society, between people seeking help and support institutions. Harlow (2017) emphasizes: "for those involved in the field of human rights, whether as advocates, activists or victims, digital technologies offer the possibility of voice; the ability to contribute to public discourse without a filter imposed by mainstream media." (Harlow, 2017, 319). Cameron (2018) emphasizes that people with disabilities and the organizations that support them have little power over the public institutions responsible for preparing and implementing international, state, or local support programs (Cameron, 2018, 280). A look at the self-advocacy of people with disabilities can also be essential in filling the gaps in the knowledge of social activism of people with disabilities. Self-advocacy is becoming a complex, elaborate activity for people with disabilities. As such, they should find their place in research in special education or social pedagogy. Zakrzewska-Manterys (2016) writes illustratively about this: "the idea of self-advocacy is not a magic wand and cannot replace a process that takes much longer than hours spent on training." (Zakrzewska-Manterys, 2016, 3).

I argue that the identification of methodological gaps within the researcher's area of interest is an essential element during the process of preparation for the research project. A key element of my research project is the use of netnography to study disability phenomena. Netnography has become an essential method in the social sciences and humanities (Kozinets, 2023). However, research within the social sciences using the Internet as a source of knowledge about people with disabilities is still insufficient. This is noted by researchers emphasizing that "the Internet is a relatively novel area of research, and to capture online action patterns, there is a need for new and explorative methods." (Borgström, Daneback, and Molin, 2019, 138). Netnography can be a tool that will support traditional methods and even supplant them by better adapting to changing conditions (Hine, 2020). Netnography focuses on the study of collectivities and communities, often at the mezo scale (Kozintes, 2012, 23). As this type of collectivity, researchers can consider activist groups creating online social campaigns on disability. Netnography can be seen as the primary method of delving beneath the surface of the Internet to understand the online activities of individuals and groups (Kozinets, 2012). This aligns with the view that ethnographic and visual research yields strongly contextualized

research data (Flick, 2012, 168). Netnography, therefore, should be used in research projects analyzing diverse social communities since, as Kozinets (2012) writes, "virtual communities and other cultures operating in the Internet or ICT environment are becoming an increasingly important part of the modern social world. Researchers can effectively confront this area by reaching for netnography" (Kozinets, 2012 39). Digital research projects have become a growing interest in the humanities and social sciences. It is recognized that "The IT revolution created serious challenges to researchers in the social sciences. The spreading popularity of the Internet resulted in a large quantity of data on its users' opinions, beliefs, and interests. Although researchers need to solve methodological problems to analyze Internet data, these data constitute highly valuable material generated without researchers' involvement" (Turner, Zieliński, and Słomczyńska, 2018, 49-50). Today, many scholar disciplines are carving out fields for studying media in a social context, such as media psychology and economics. The digital, virtual world bends and reshapes people's ideas and perspectives on, for example, research methods. This means that analyses of online phenomena have already become an indispensable part of modern social research. This fact is emphasized by Jemielniak (2019): "the study of social Internet phenomena could until recently be regarded as a certain novelty and extravagance. Nowadays, however, it can already be said that basically every social science research project must also include online research." (Jemielniak, 2019, 12). It is also noticeable that there is a shear distinction between the pace of development of technologies shaping the modern world and the pace of development of research methods (Komańda, 2011). Modern technologies make it possible to appear in various forms of presence and social, media, and cultural connections. As a result, it becomes necessary to include new and innovative research methods that more closely reflect the new nature of societies. Netnography allows it to tap into the vast body of information about people, groups, and relationships on the Internet (Kozinets, 2012). Researchers emphasize that "The differentiation of methodologies is, therefore, necessary to capture the different levels, dimensions, and contexts of experience (individual perspective - biographical, group - concerning structures and civic - concerning the historical-political dimension), but also because of the need to overcome the silences with which the study of the situation of minority groups is burdened: in order to bring out their voice it is necessary to include empowerment" (Kowalska et al., 2014, 247). Sandlin (2007) points out that researchers in the social sciences should also use netnography because of its usefulness in understanding (cultural, political, social) various social activities. Sztompka (2005) argues that visual elements of social life will be increasingly used in social science research projects. Research centered around visuality is not just about analyzing images or videos but anything

that can be observable (Emmison and Smith, 2000). This includes observable phenomena, social processes, or the degree to which ideas are implemented. Visual analyses of the nature and shape of social campaigns should be analyzed in detail, as they allow researchers to reach a comprehensive picture of the phenomenon under study. This is because the image, through its multiplicity and multifaceted nature, refers to the essential elements of social life (Rose, 2001). Pink (2007) notes that images have a biography, which is variously perceived depending on the context of analysis (Pink, 2007). However, this is not an issue that appears often enough in the work of researchers in media studies, sociology, or pedagogy. Szulich-Kałuża (2006) writes about the lack of research in the context of photo analysis: "social sciences have been and still are somewhat distrustful of visual phenomena. Even when the usefulness of photography for sociology was acknowledged, for a long time, its role was seen as recording and preserving certain social phenomena, especially its material manifestation" (Szulich-Kałuża, 2006, 107-108). However, the diversity of potential photography uses in academic research is increasingly recognized. According to Sztompka (2005), they can be used for informational-documentary, heuristic, exploratory, aesthetic, social, or political purposes (Sztompka, 2005, 15). This can also be applied to other media (television, Internet) research. Therefore, I believe this research project can be essential to a new look at media as more than just material manifestations that perpetuate existing phenomena. My research project explores aspects not adequately subjected to social sciences media analysis in Polish publications. These include issues related to the visual representation of issues of empowerment of people with disabilities in contemporary media (such as social media). Flick (2012) notes that "qualitative research is overtly political and seeks to change the world through its practices" (Flick, 2012, 30). Furthermore, according to Denzin and Lincoln (2009), "qualitative research is not only a research project but also a moral, allegorical and therapeutic one" (Denzin and Lincoln, 2009, 13). The small number of Polish projects addressing media messages about disability may also justify my research, which was highlighted by Sahaj (2018): "the influence of mass media on social life is well-known and described in literature on the subject, however, it has only recently started to be used on a large scale for breaking barriers and stereotypes associated with disability." (Sahaj, 2018, 86).

Another argument of the justification for the netnographic research on the topic I chose is related to the postulated by researchers the need to intensify the importance of qualitative research (Denzin and Lincoln, 2011; Creswell and Poth, 2016). Flick (2012) emphasizes that qualitative research designs "have undergone a period of unprecedented development and

diversification, becoming a full-fledged and serious research approach in a variety of disciplines and contexts" (Flick, 2012, 11). Therefore, contemporary qualitative research can help researchers discover new areas or contexts in research from social sciences or humanities. The author also postulates the need to look for new methods within qualitative research methods (Flick, 2012, 39). These methods should be adapted to the ubiquitous changes in social structures. Changes are often closely linked to the development of modern technologies. Kozinets (2012) emphasizes this fact: "as hundreds of millions of people begin to interact with each other through various online communities and related cybercultures, our social worlds are becoming increasingly digital. In order not to be left behind, the research methods we use must be updated accordingly" (Kozinets, 2012, 13). There is also an essential justification for creating qualitative research in social pedagogy, special education, and sociology. Projects of this nature should be carried out because of the need to study the genesis and consequences of several problems or issues related to contemporary social action (Hammersley, 2012). Analysis of social campaigns concerning people with disabilities requires an understanding of the context in which the designers of these campaigns address essential social issues (Goodley, 2011). Qualitative methodology as a tool for analyzing and understanding the daily lives of people with disabilities is gaining increasing recognition in the 21st century (Goodley, 2011; Thomas, 2017). Researchers emphasize that "the greatest asset of qualitative research is its function as a potent empowerment mechanism for people with disabilities" (Niesz, Koch, and Rumrill, 2008, 113). The theories referenced in my dissertation (which I described in detail in Chapter 2) address gaps in understanding key social areas and are closely related to qualitative methodology. In my project, the approach that characterizes qualitative research - emerging from context, derived directly from the data, shaped by experience - is the basis for describing the research results.

By analyzing the following methodological gaps, I would like to point out that the social model of disability is also crucial for identifying potential methodological gaps. The presence of this model means that research should be interdisciplinary or multidisciplinary. The reason for this is that disability is a multifaceted phenomenon whose analysis can be found in a wide range of social sciences and humanities research. Therefore, this project combining elements of special education, social pedagogy, media pedagogy, as well as sociology, and aspects of anthropology and media studies is justified and may allow for a deeper understanding of disability in the context of the above academic disciplines or sub-disciplines. Nowadays, the role of pedagogy (and its sub-disciplines) in "showing ignorance and lack of skills in solving

the multiple problems of life that arise in connection with a disability" is emphasized (Czapczarz, Kapica, and Marek, 2015, 7).

Another significant area in need of intensified scientific research efforts, which is the justification for undertaking my netnographic research on the empowerment of people with disabilities, is thematic analysis and analysis of cultural patterns in the context of disability. Analyzing how cultural patterns interact with the perceptions of others is essential for creating an open society (Geertz, 2005). Accordingly, social science research should seek to uncover the nature of cultural patterns. Cultural patterns are systems or sets of symbols that are external sources of information (Geertz, 2005, 114). The social campaigns analyzed in my project can be considered an element of modern culture, as they are characterized by language, a structure inherent in artistic works. Therefore, in my opinion, studying cultural media messages in this form can be a novel form of pedagogical research. This approach is consistent with the idea that scientific revolutions (such as the technological revolution) (Kuhn, 1962) or cultural revolutions play a vital role in the development of scientific knowledge. This issue is particularly relevant for people with disabilities, whose voices can be amplified through cultural activities. Pawlik (2015) writes, "thanks to the universalism of the language of art, it can become a chance for the voice of people with intellectual disabilities' even if initially frail and shy and awkward' to be heard. This can be the beginning of social tolerance and ultimately the inclusion of people with disabilities in society" (Pawlik, 2015, 60-61). This dissertation and conducted research project can help indicate how social campaigns can become part of strengthening social inclusion and mainstreaming of people with disabilities. Kozintets (2012) also underscores the importance of Internet analysis in understanding the patterns and cultural transformations, pointing out that qualitative research plays "a fundamental role in shaping our understanding and knowledge of the Internet, its impact on culture, and the impact of culture on the Internet" (Kozinets, 2012, p.223). Researchers also highlight common elements linking qualitative research and online communication. In particular, Salmons (2022) points out that such research "both emphasize the significance of human exchange and expression" (Salmons, 2022, 35).

A detailed analysis of publications in the social sciences, with a particular focus on pedagogical and sociological publications, enabled me to point out gaps in knowledge about the empowerment of people with disabilities (in the general sense and the context of modern technologies). The gaps described below indicate the advisability and validity of the research project which I prepared. Why should researchers analyze empowerment in social science

research projects such as special education and social pedagogy? Empowerment is often a response to social oppression that affects people with disabilities. Empowerment is both a process and an outcome of that process. Empowerment, as described by Barnes (2020), can be used to create structures and elicit support for change in an individual's life situation and change in the broader community (Barnes, 2020). Empowerment emphasizes the idea of self-determination, in which individuals can determine how they want to create their living conditions. A social researcher should seek to understand the social relationship between individuals and their environment (Barnes, 2020). The idea of empowerment is consistent with the concept that the individual environment is fundamental to forming an individual's support systems. Human individuality is based on the personal attributes of each person, however, it is the end result of the social development process (Leszniewski, 2016). Empowerment is also based on the systems and experience of the collective (Barnes, 2020). This is important because, in modern times, the definition of community has drastically changed. Historically, a community referred only to a neighborhood or people geographically close to us. As technology advances, as Papacharissi (2010) notes, people create variety of online communities (e.g., social media). These are global communities, which people join not so much because of geographic circumstances, but which they choose because of their areas of interest or similar experiences or pursuit of a common goal (Papacharissi, 2010). Empowerment is harmonized with social science research projects' values and ethical imperatives - social justice, integrity, dignity, or inclusion (Zimmerman, 2000). To fully understand the empowerment process of people with disabilities, a holistic analysis of the actions of institutions - legal projects, employment solutions, or education - is crucial (Gąciarz, 2014). In my opinion, it is also fundamental to observe the activities of organizations that support people with disabilities and their families. People with disabilities want to shape decisions that affect them, strive to deconstruct stereotypes and resist social exclusion (Barnes, 2020). Skura (2019) writes about stereotypical perceptions and mechanisms of specific treatment of people with disabilities, which impose values, norms, and imaginations on them, force them to accept the limitations resulting from the label given to them, stigmatizing names, categorization (Skura, 2019, 345). As Banks (2009) notes, "most independent social research takes its cue from concrete and tangible social problems" (Banks, 2009, 30). Some drawbacks or limitations of currently functioning solutions are highlighted. A significant aspect is the lack of long-term thinking about the projects being developed. Activities lack the character of comprehensive, integrated, tailored to the needs and enabling effective problem solving" (Gąciarz, Kubicki, and Rudnicki, 2014, 105). Therefore, as stated by Cytowska (2011), one of the goals of educators' activities should be to direct their

research to deepen their knowledge of the living conditions of people with disabilities and their families in changing social conditions (Cytowska, 2011).

The presence of people with disabilities in the media is an example of another gap in existing knowledge regarding media analysis in the context of empowerment. In my literature review of social science publications, I was also able to identify insufficient research projects that analyze media narratives in the context of people with disabilities' everyday lives. The study of media narratives can be an interesting way to observe changes taking place in the area of empowerment. This fact is pointed out, among others, by Dziob (2010): "psychological and cultural theories of narrative are used to study empowerment (i.e., the meaning of being a person) and identity (how a subject describes himself to others)" (Dziob, 2010, 4). The value of narrative analysis is emphasized by Jemielniak (2019): "the creation of narratives is the most typical form of social life, and a personalized story is more suggestive than statistics" (Jemielniak, 2019, 121). A narrative in this context is seen as a story that attempts to explain how the world functions (Barker, 2005). This narrative can concern a specific slice of reality for people with disabilities or their family members, such as the difficulties of fulfilling professional roles or fulfilling the responsibilities of parenting a child with disabilities. The narrative analysis, according to Barker (2005), enables a social researcher to see the larger context of observed phenomena. This project can increase knowledge of the needs and social and educational opportunities of people with disabilities. The collected data can be helpful both in theory (analysis of empowerment in the context of social inclusion concerning media activities of institutions supporting people with disabilities) and in practice, for example, by showing the fundamental principles of creating valuable, effective social media projects, among others, in the form of social campaigns aimed at strengthening the rights of people from groups at risk of social exclusion. This research project can be part of analyses of whether and to what extent institutions are meeting their primary objectives in helping people at risk of social exclusion. Innovative solutions can facilitate social dialogue and cooperation between communities and public institutions. Researchers note the need for more projects analyzing the functioning of e-society in the context of opportunities to improve the lives of citizens (Demantaviciene, 2019). Góralczyk (2014) writes about this issue as follows: "It is also necessary to constantly search for new methods of giving voice to citizens. New forms of consultation, participatory budgets, cooperation budgets, permanent forms of dialogue" (Góralczyk, 2014, 78-79). Social campaigns can also be categorized as new methods of strengthening the civic voice. This project will highlight this concerning social campaigns

addressing the topic of disability. Seeking answers to whether social campaigns support the civic voice of people with disabilities can be a vital element in the public debate on new solutions for social inclusion. This question is crucial since, as research shows, people with disabilities struggle to be understood by a broad audience (Stojkow and Żuchowska, 2014, 163).

The media are crucial in shaping public attitudes toward people with disabilities. Gąciarz (2017) notes that 'the media discourse contributes to a distorted perception of the nature of the disability problem and shapes attitudes that are not conducive to the implementation of public policies that assume the full inclusion of people with disabilities in the mainstream of social life' (Gąciarz, 2017, 106). Additionally, shaping the right attitudes and educating the public about modern technologies can shape empowerment and deconstruction of social exclusion (Błeszyński and Orłowska, 2018, 74). By analyzing empowerment, a researcher can "ensure that the policies and practices that emanate from their work are consistent with the principle of consumer empowerment that serves as both the philosophical foundation and fundamental goal of all our professional activities" (Niesz, Koch, and Rumrill, 2008, 124). Knowledge of the processes involved in the functioning of modern technologies facilitates social adaptation. This sphere of research projects is still undiscovered by social science researchers. However, by analyzing the literature, the researcher can encounter numerous opinions that new media, such as the Internet, can be seen as an area of empowerment in the context of collective action (Bennett and Segerberg, 2012; Shirky, 2011; Tufekci, 2017). Schumann (2015) notes that "to date, it is not yet supported that real-time information about collective actions encourages citizens who view the material to get involved. It could, however, be speculated that photos, videos, or blog posts that cover ongoing events are empowering" (Schumann, 2015, 26). The Internet offers an infrastructure for different types of engagement by promoting activities created without the constraints of time, space, or the physical presence of others participating in those activities (Schumann, 2015, 9). Researchers analyzing media actions concerning people with disabilities further emphasize that low awareness of modern methods of solving social problems is a significant barrier reinforcing inequality and social exclusion of people with disabilities (Gąciarz, 2017, 115). At the intersection of disability and technology, many new topics are emerging and becoming part of scientific debates. These include Technoableism (Shew, 2020a), Cripborgery (Nelson, Shew, and Stevens, 2019), and Crip Technoscience (Fritsch et al., 2019). Scholars who analyze various aspects of disability and technology emphasize that researchers should try to recognize the broad context in which technology is (or will be) used. These conditions largely depend on the level and quality of

relationships with other community members (family, neighbors, peer groups) and the broader perspective of social relationships. Strengthening relationships is seen as reciprocal and allows "recognizing and building on the diverse contributions and needs of participants in ways that seek to minimize inequities over time" (Sprague and Hayes, 2000, 671). The key in this area is empowerment, which enables people with disabilities to achieve their goals. Inclusion allows everyone to contribute to the community (Overmars-Marx et al., 2014). To date, the entire presence of people with disabilities in decision-making process has not been achieved (Heumann, 2020). Therefore, efforts to strengthen self-advocacy should continue (Balcazar and Suarez-Balcazar, 2017). Self-advocacy means being one's advocate in crucial life issues. Self-advocacy is closely related to self-determination, self-esteem, and empowerment (Bełza, 2021, 214). Santoso (2019) emphasizes that "increasing the public's awareness of disabilities is arguably one of the most important steps in removing social and environmental barriers facing individuals with disabilities" (Santoso, 2019, 95). Analyses of the weaknesses of modern social systems are also necessary (Lough, Flynn, and Riby, 2015). In this context, it should be noted that the social system "depends on individuals acting toward other individuals in particular ways" (Sandstrom, Martin, and Fine, 2013, 164). This research project can show what systemic constraints block strengthening support structures for people with disabilities.

Another argument in favor of my research project is that my dissertation and the project which I developed can indicate how modern solutions can become part of the deconstruction of ableism. In my opinion, ableism, as a negative phenomenon affecting the everyday life of people with disabilities, is also an area that requires in-depth research analysis. Ableism is defined as the belief that disability is something negative that should be treated or, if possible, eliminated (Wolbring, 2008). Ableism affects many areas of life. Bidleman (2021) points to several examples from contemporary daily life for people with disabilities:

Able-bodied people physically manipulate the disabled without asking us for consent. People drag the disabled across streets, or grab us to show us how to find things - the examples are endless. The disabled are sometimes forced to work in sheltered workshops and/or for subminimum wages. Workplaces that do pay above minimum wages still sometimes pay the disabled less than our non-disabled counterparts. Assistive technology isn't affordable, and developers concentrate on high-tech solutions rather than making what already exists more affordable. There's a high rate of sexual assault toward the disabled because we're viewed as inferior, and we're not taught what consent is. (Bidleman, 2021).

Activism in the form of social campaigns can help reduce negative views of disability. Additionally, a noticeable gap in research analysis is the area of social learning in the context of social activism and community collaboration. Social campaigns on YouTube can also stimulate informal learning about confronting social barriers and what actions to take to counteract disability-related limitations in a social context (Tapscott, 2010). Gąciarz and Rudnicki (2014) emphasize that "the Internet is in this sense a physical or technological representation of symbolic connections present in all social structures" (Gąciarz and Rudnicki, 2014, 335). To some extent, my research on the empowerment of people with disabilities by online activism can also fill the gap in analyzing social media as a tool for communication and collaboration. Social media intersects communication, social life, and technology (Boyd, 2014). Harlow and Guo (2014) indicate that social media can be seen as the best vehicle for digital activism. Accordingly, online platforms provide broad fields for humanities or social sciences projects. Jankowska (2019) argues that many human values, ideals, and norms are tied to the nature of the content people consume through social media. Therefore, social media can be an area for observing how society reacts to exclusion or discrimination.

## 1.4. Definitions and key terms used in the research

### 1.4.1. Social model of disability

Researchers note that disability should not be combined with vocabulary such as "deficiency," "handicap," and "abnormality" (Rosa, 2019). This type of vocabulary is far from equal treatment of people with disabilities and does not contribute to empowerment and social justice. In 1982, Disabled People's International made a definitional distinction separating impairment (functional, physical limitation) and disability (limitation of ability in social functioning) (Goodley, 2011). Researchers write about the general distinction between impairment and disability, indicating that functional limitations of the body produce impairment, while disability results from physical and social barriers (Runswick-Cole and Goodley, 2013). Disability is at the intersection of medicine and the social and political interpretation of the phenomenon (Skura, 2019). However, researchers note that it is still overlooked in publications in pedagogy or sociology which "tend to focus on the personal experience of illness or disability, on the individual and social aspects, mostly ignoring its

political and structural dimensions" (Kowalska et al., 2014, 227). Disability activists are trying to change the negative perception of disability. Jaipreet Virdi spoke about this in an interview with Ashley Shew (2020b) in the context of deaf people:

The problem with this rhetoric is that it constantly promotes the idea that deafness is something that needs to be fixed, whether through medicine or technology. In all of them is the idea that it needs to be fixed, it needs to be cured, instead of just accepting it. And that becomes problematic. I think it does something to you and makes deafness a constant stigma. It also makes it difficult for deaf and hard of hearing people to advocate for themselves. (Shew, 2020).

Koperski (2016) notes that researchers are moving toward defining disability in a social context. Disability is treated more as a cultural phenomenon (Koperski, 2016). In such approaches, disability can be seen as "a political problem calling for corrective action by citizen activists who alter people's attitudes and reform the practices of the state" (Silvers, 2010, 19). Frank (1995) emphasizes the distinction between modern and postmodern ways of defining disability. The postmodern approach indicates a growing distrust of medicine, and that people feel a need for a voice they can identify as their own (Frank, 1995). Viewing disability in a social context leads to an affirmative model of disability. An affirmative view of disability is an approach that includes acceptance and positive social identifications associated with disability (Ostrowska, 2015). It provides an alternative to dominant cultural approaches or theoretical models. Affirmation challenges the negative implications associated with disability (Swain and French, 2000). Changes in defining disability are part of a broad transformation involving a range of academic and research activities. There is a clear shift from viewing science in a positivist manner to the characteristics of the social sciences, which are closer to the humanities than the natural sciences, as indicated by Hejnicka-Bezwińska (2010).

The social model treats disability as a social construct. This makes it possible to isolate individual issues and social barriers that hinder the social activism of people with disabilities (Barnes, Mecer, 2008, 19-20). Scholars advocating this approach emphasize that social barriers limit the activism of people with disabilities. This means that disability is imposed on a person by society. Such society is characterized by ableism and an exclusive approach to disability (Bełza, 2021). Researchers emphasize that disability can arise from an adverse interaction between a person's limitations and the environment (Boman et al., 2020). Mitra (2006) writes that "disability is not the attribute of the individual; instead, it is created by the social environment and requires social change" (Mitra, 2006, 237). Disability, therefore, stems from society's failure to respond to the physical condition, mental state, and living situation of people

with disabilities (Symeoindou, 2009). The social model has opened the way to disability policy through the development of the disability movement. This approach requires deep reflection on the structure of macro-social activities and appropriate institutional arrangements (Oliver, 1990). These activities aim to create appropriate mechanisms for mainstreaming people with disabilities into society (Barnes, 2016). The new model of disability is based on the assumption that today's society is so diverse in physical, mental, and social capabilities that "associating 'normalcy' with 'fitness' is neither accurate nor acceptable" (Clarkson and Coleman, 2015, 235). However, the transition from the medical to the social model of disability has not been an easy process. Some medical aspects can still be seen in the social perception of disability (Shakespeare, 2013). Pulrang (2021) emphasizes that

the medical and social models of disability are still helpful and debated with some intensity among disabled people. Furthermore, many disability subgroups, especially chronically ill and mentally ill people, still struggle to find a place in the broader disability community because of its reluctance to discuss any form of illness or perceived "weakness." But it is becoming far more common and accepted now for people with disabilities to share our personal hardships -- to admit publicly that we are "not okay" (Pulrang, 2021).

The shift from a medical model of disability to a more social, cultural perspective of disability allows researchers to use an interpretive lens of disability that enables a focus on disability as a dimension of specific differences and similarities among members of different groups (Shakespeare, 2013). The social model allows for a greater emphasis on activism and advocacy, as it indicates that the situation of people with disabilities can be changed by creating a less exclusive and ableist society. Transforming negative attitudes based on the medical model of disability is a difficult challenge. Families of people with disabilities and the institutions that support them are aware of the need for extensive efforts (Hutchinson et al., 2014). Jakubas (2018) points to the essential aspects of self-advocacy: self-knowledge, knowledge of one's rights, communication, and leadership competencies (Jakubas, 2018, 74). Social campaigns analyzed in this dissertation can play a special role in developing elements related to knowledge of one's rights and communication competence. It is also worth noting that self-help is often described as an element of self-determination (Jakubas, 2018, 74).

Despite the widespread acceptance of the social model of disability by theorists and researchers (Oliver, 1990; Goodley, 2011; Barnes, 2016; Thomas, 2017), it is sometimes subject to criticism. The main complaint is that the social model of disability does not pay enough attention to the individual experiences of people with disabilities. Instead, analysis and

action focus on external barriers (lack of access to services, architectural barriers). This means that the individual needs of people with disabilities are overlooked, and deep analysis is focused on structural changes. Critics of the social model of disability believe that more emphasis should be placed on reflecting on differences within specific social groups. The social model of disability is criticized by researchers from various fields - pedagogy, sociology, psychology, or anthropology. Shakespeare (2013) criticizes the social model of disability because of its focus on external barriers and overlooking individual experiences (Shakespeare, 2013). In addition, Adams (2013) notes that the social model of disability does not consider the differences between people with disabilities, thus leading to overgeneralizations (Adams, 2013).

### 1.4.2. Empowerment

An essential category addressed in my dissertation is empowerment. A detailed analysis of empowerment will be described in Chapter 2, where empowerment will be analyzed in depth in the context of the life situation of people with disabilities. In this section, however, I would like to point out the essential defining characteristics of empowerment. Empowerment is often described as not only a process but also a goal (Nachshen and Minnes, 2005). Empowerment is defined as the process of increasing personal, interpersonal, or political power (Zimmerman, 2000). Empowerment develops from connections and relationships that enable the personal growth of a particular person (Sprague and Hayes, 2000, 671). Describing empowerment, researchers (Nachshen and Minnes, 2005; Zimmerman, 2000) also point out that it is an ability that develops through a multidimensional process of social learning and means gaining control over one's own life by acquiring the necessary knowledge and skills to improve the quality of life. Empowerment is an essential element in the democratization of societies "aimed at strengthening individual rights in a society in which citizens are expected to influence the organizations and institutions that exert control over their lives" (Cameron, 2018, 278). Empowerment can also be seen as a philosophy that underlies various social actions. Several factors that shape empowerment can be distinguished. Internal factors closely relate to the individual, including high self-esteem or a healthy self-perception. External factors are primarily social networks and economic security (Emmener, 1991). Stojkow and Żuchowska (2018) also emphasize family networks as an essential aspect of promoting empowerment. One interesting fact is worth noting in this initial passage. There is no precise, direct equivalent of

the word empowerment in Polish. In order to translate the phrase, one has to look for a close word that combines the concepts of empowerment, independence, and self-advocacy (Zdrodowska, 2018, 17). I would like to consider as a key definition of empowerment in the context of social support practices the definition of Barbara Solomon (1976), who defined empowerment as "a process whereby the social worker engages in a set of activities with the client (...) that aim to reduce the powerlessness that has been created by negative valuations based on membership in a stigmatized group" (Solomon, 1976, 19). Several key concepts are closely related to the definitional aspects of empowerment (Mahler, 1993). One such issue is the direct power block, which refers to those phenomena or constraints that exist structurally and that eliminate or seriously impede a person's ability to achieve development. Direct power blocks can be architectural barriers that make it difficult for people with disabilities to access education or social activism. The second type of block, described by Mahler (1993), is indirect power blocks related to internalized oppression or learned helplessness. Direct power blocks are much more difficult to remove than indirect power blocks. This is based on the assumption that direct power blocks are often removed by legal changes or activist actions in social actions, protests, and social campaigns. The author emphasizes that indirect power blocks refer to the mental realm and how people perceive their situation or create a narrative about their agency or independence. When discussing systemic oppression, people often mean direct power blocks, which they can change through specific political, legal, or social actions. However, they must remember to get to the root of these difficulties and strive to unravel internal oppression (Mahler, 1993). Another term is a collective experience, which refers to a group's experiences that share similar experiences. People who have experienced stigma due to social circumstances (marginalization, discrimination) may feel loneliness and lack of understanding from others. According to Mahler (1993), collective experience facilitates shared learning of forms or experiences of oppression, which can then be discussed and shared within the group. Collective experience can lead to joint actions of empowerment. When a group discovers that they are not alone with their daily difficulties, that there is a commonality of experience, and that there are common challenges they face, these groups begin to create actions to deal with indirect power blocks (Mahler, 1993).

### 1.4.3. Social exclusion and social inclusion

The activities connected with empowerment described in my dissertation include preventing social exclusion. Social exclusion affects people from different social groups, including those with disabilities and their families (Priestley, 1999; Shakespeare, 2013). Silver (1994) describes social exclusion as a process or condition considered undesirable, disruptive, and negatively affecting the lives of individuals and the functioning of social groups (Silver, 1994). Social exclusion is sometimes defined as not taking up one's life path or falling out of it, limiting participation, influence, and use of basic public institutions, which should theoretically be available to all (Tarkowska, 2007). Accessibility exclusion also refers to the failure to adapt online content to the needs and abilities of people with disabilities. Silver (1994) describes three main paradigms of social exclusion, which are solidarity, specialization, and monopoly. According to the author, those paradigms differ in conceptions of integration. In solidarity, integration is perceived as group solidarity within cultural boundaries, in the specialization as separate spheres and interdependence, and in monopoly as social closure (Silver, 1994). I would also like to point to a source of integration in those three paradigms of social exclusion. In solidarity, the source of integration is moral integration, in specialization, this source is exchange, and in monopoly citizenship rights (Silver, 1994). Inclusion should be viewed much more broadly than integration. Inclusion involves changing awareness and social habits to ensure complete assimilation and acceptance of people from different social backgrounds (Czyż, 2015, 147). Inclusion means equal opportunity, access to social and cultural life, participation in decision-making, independent choices, relationships with others, opportunities for paid work, and asserting one's rights (Dykcik, 2008). It is important to look at social inclusion as "the interaction between two major life domains: interpersonal relationships and community participation" (Simplican et al., 2015, 18). This approach is relevant to my research project, as it emphasizes the importance of social participation and the activity of the individual in the context of strengthening social inclusion. Researchers propose an ecological model of social inclusion, which consists of five factors: individual, interpersonal, organizational, community, and socio-political (Simplican et al., 2015, 18). Broad definitions of social inclusion include many important elements, such as adequate living conditions, multiple forms of support, employment, or a cohesive community (Power, 2013). Valuable social interactions, networks, and relationships are key to strengthening social inclusion. Pedagogical implications of inclusion are indicated by the definition proposed by UNESCO

(2009): "inclusion should be considered as a process of responding to the diversity of needs of all children, adolescents, and adults by reducing, or even eliminating, all forms of exclusion affecting them" (UNESCO, 2009, 9). Walker et al. (2011), analyzing social inclusion in the context of disability, viewed the term as "societal acceptance of people with disabilities with school, work, and community settings" (Walker et al., 2011, 15). In my research, I analyze empowerment in the context of social integration and social inclusion, specifically in the context of individuals or groups within online communities. Dykcik (1997) considers social inclusion to be "the highest form of spontaneous participation in any social group based on a full member, requiring psycho-pedagogical preparation of both sides" (Dykcik, 1997, 103). In Poland, the concept of full integration was created and popularized by Hulek (1997), who describes it as an effort to enable people with disabilities to lead their daily lives, to make available to them all the educational, labor, cultural and recreational institutions enjoyed by people without disabilities, and to provide them with a range of forms of detailed assistance in their living environment (Hulek, 1997). Full integration is, therefore, about bringing people with and without disabilities together in one society, i.e., creating a new model of social cooperation (Shakespeare, 2013). An element of social integration is social support, defined as assistance available to the individual in difficult situations, a consequence of belonging to a social network, and meeting the needs of the individual in difficult situations (Sęk, 2005). Social support enhances education, assisted living, and civic involvement of people with disabilities (Schilling et al., 1984). Social support can take various forms: emotional, spiritual, informational, material, or instrumental (Janus, 2017). Emotional support involves conveying supportive, reassuring emotions that express a positive attitude. It is also an expression of caring, love, or trust. Informational support is the process of sharing information that enables an individual to understand their situation better. It can include advice on where a person can get specific help or guidance on solving a problem independently and what actions they should take to deal with the situation. Instrumental support, known as instruction or support through service provision, involves providing information on specific ways to deal with a situation. This support also includes modeling appropriate coping behaviors or acquiring specific skills relevant to the support recipient. Material support includes financial or in-kind assistance. It can consist of providing cash, shelter, medicine, and food. This support allows a person to cope with economic difficulties that prevent satisfying basic needs. Providing spiritual support to people with disabilities primarily involves pointing out the possibility of spiritual and emotional growth. Its form can also be a compassionate presence accompanying the person while coping with difficulties (Janus, 2017).

### 1.4.4. Social campaigns

Social campaigns are activities defined in literature in multiple ways. The authors (Dobek-Ostrowska, 2007; Pękala, 2019; Lee and Kotler, 2022) of the definitions emphasize, first of all, the causal nature of campaigns, which aim to achieve social change in a specific slice of reality. The fundamental elements that distinguish social campaigns are the time, the target group, and the goal (a reference to a precisely defined problem) (Rasińska, Nowakowska, and Nowomiejski, 2014). Definitions of social campaigns emphasize their planning and detailed organization (Pękala, 2019), as well as the comprehensiveness and high degree of organization of communication activities (Maison and Wasilewski, 2002, 11). Campaigns are often combined with a variety of other financial, material, or service support activities (Gołaszewska-Kaczan, 2009). Social campaigns aim to "create desirable attitudes and behaviors in the relatively largest number of people" (Dobek-Ostrowska, 2007, 66). Social campaigns rely on specific tools, methods, and techniques, which are derived mainly from marketing, advertising, and PR. The tools used in social campaigns include advertising (Smid, 2001), promotion, social marketing, and public relations (Pawlak, Kulpaczynska, and Kutryn, 2017). Social campaigns are organized by institutions (such as associations or foundations) or marketing agencies (Pękala, 2019). These institutions undertake to create a social campaign when they diagnose that "certain social phenomena depend on social attitudes; that negative phenomena, social pathologies, or a certain state of consciousness, require intervention, change" (Izdebski, 2006, 11). Advertisements are not only a vehicle for commercial content but also allow for conveying views and valuable ideas. They also catalyze emotions or commentary on socially essential issues (Grębowiec, 2014). However, there is a difference between social campaigns and social movement campaigns, which are collective and organizational campaigns. The disability movement is a collective movement, and social campaigns can be one of the elements and tools used by the participants of this movement (Della Porta and Diani, 2015).

### 1.4.5. Social media

In my netnographic research project, I analyze content published on YouTube. Social media are defined as an online application that provides a framework for Web 2.0 presence (Kaplan and Haenlein, 2010). Social media are also sites that allow individuals and institutions to set up public or private profiles to publish content and communicate with other users (Boyd and Ellison, 2007). A feature of social media is the ability to connect with others through text or visual messages (video or photo, or graphics) (Van Dijck and Poell, 2013). Social media are used to communicate, gain knowledge and information, and share their views, achievements, and talents with others. Researchers emphasize that thanks to the Internet, there has been a breakthrough in interpersonal communication (Bargh and McKenna, 2004). Jankowska (2019) points out that social media "emerged as a response to the primal and fundamental need of the individual, as a social being, who needs others to live and function fully and efficiently in the social space and to seek some kind of connections, similarities and enter into social contacts not only with individuals but within the groups that are forming" (Jankowska, 2019, 49). Dejnaka (2013) also notes that the goal of activities centered around social media is "to bring about 'integration' of Internet users through meaningful individual participation" (Dejnaka, 2012, 38). Social media allow people to communicate, create and exchange content, maintain contacts, and help each other (Kaplan and Haenlein, 2010, 60). Presence on social media can be seen as participation in culture, as many elements related to creating cultural objects have been transferred to the virtual world. This is important in the context of empowerment since participation in a culture impacts the quality of life and reduces social inequality (Błaszczyk and Banaszak, 2020, 65). Social media is sometimes defined as a scalable community (Miller, 2017). According to Kaplan and Haenlein (2010), this means that people have now moved away from clear distinctions between public messaging and private communication. They can now scale their community (more private - less private, large groups - small groups, etc.). There are different types of social media: based on collaborative projects (e.g., Wikipedia), blogs, content communities (slide share), social media, and virtual worlds (Kaplan and Haenlein, 2010). Kozinets (2012) further notes that social media can be a potential site for establishing communities and online cultures (Kozinets, 2012, 266). In a sociological context, it is not insignificant that for some Internet theorists, social media platforms are seen as social actors (Gillespie, 2021). Social media are built on a specific infrastructure, within which numerous processes of information circulation take place.

## 1.4.6. Netnography

In my research project, the main method and strategy is netnography. The term netnography is often used interchangeably with digital, visual, or online ethnography. Jemielniak (2019) points out that a safer term when describing online ethnography is to use the term digital ethnography (Jemielniak, 2019, 96), while he links netnography closely to marketing. In my dissertation, however, I rely primarily on the ideas of Robert Kozinets (2012), considered the author and leading proponent of online ethnography in social research, who mainly used the term netnography to describe it. Therefore, by using the terms quoted above interchangeably in the rest of the dissertation, I will mostly use netnography to describe analyzed issues. Kozinets (2012) emphasizes that netnography is the study of online communities and online cultures using the methods of the social sciences (pedagogical, sociological, anthropological) with the adaptation of these methods to the specifics of Internet research. Netnography is a qualitative research method (Kozinets, 2012). It is used to analyze content created on the Internet (especially on social media platforms) to gain insight into the situation of online individuals and communities (Kozinets, 2012; Jemielniak, 2013). Pink (2016) points out that online ethnography allows researchers to observe and analyze motivations, needs, actions, experiences, attitudes, and insights. Kozinets (2012) stated that creating such a neologism as netnography is necessary because the online community is such a new and specific creation that isolating a new research method will facilitate researchers creating a methodological framework for analysis related to this area. An example of how the interpretation of online phenomena differs from traditional research subjects can be seen in the very act of reaching out to respondents. Making contact online with respondents looks different than in offline world (Pink, 2016). The author emphasizes that creating field notes is also done differently (Pink, 2016). It is also important to note, as Kozinets (2012) stated, that there is no netnography without immersion. The researcher immerses themselves in the virtual environment to reach the subjects and the research material (Kozinets, 2012). Netnography can combine both online and offline research activities. The most common techniques used in netnographic projects are participatory observation (emic approach), non-participatory observation, interviews, focus groups, and participatory research (creating data together with informants, such as through photovoice) (Kozinets, 2012). I describe the detailed methods, techniques, and tools used in my research project and ethical issues regarding online research in Chapter 3.

## 1.4.7. Disability

In my dissertation, I focus on defining disability in a social context. Accordingly, the social model of disability as a key conceptual area was described in detail in subsection 1.4.1. The analyses presented in the indicated subsection focused on models of disability perception and the related research implications. In this subsection, I will refer to the essential definitions of disability and a person with a disability. Even though I do not analyze disability in terms of medical aspects or health limitations due to the need for definitional precision, I will also point out some key definitions that describe disability and people with disabilities. Polish authors (Morcinek, 2011; Morcinek, 2011; Żyta and Ćwirynkało, 2013; Kijak, 2013; Chrzanowska, 2015) describe different aspects of disability. The definition of disability is based on a description created by the WHO in 1980, which states that a disability is "any limitation or lack (resulting from an impairment) of the ability to perform activities at a level considered normal for a human being" (WHO, 1980). WHO distinguishes three types of disabilities: intellectual, sensory, and physical. According to the WHO, human disability should be defined in three dimensions: biological, individual, and social. The International Classification of Diseases, in its latest version (ICD-11), defines disability as in the context of limitations in performing social or economic roles. The definition proposed by the ICD-11 considers the wide range of possible causes of disability and indicates potential limitations related to the performance of social roles. The latest version of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) does not include a precise, separate definition of disability. However, it is worth citing this document, as it points out the need to consider a person's cultural context and individual experiences when analyzing limitations in fulfilling social roles. In Poland, a definition of disability was developed for the purposes of the August 27, 1997 Act on Vocational and Social Rehabilitation and Employment of Persons with Disabilities, which describes disability as "a permanent or long-lasting limitation of the organism's efficiency, which makes it impossible or difficult to perform gainful employment and in the scope of everyday activities" (Ustawa z dnia 27 sierpnia 1997 o rehabilitacji zawodowej i społecznej oraz zatrudnieniu osób niepełnosprawnych). Definitions of disability in the medical and social contexts differ due to the significantly different perspectives that underlie these definitions. These differences have severe and long-lasting consequences concerning the assistance measures implemented and the support strategies adopted for people with disabilities. In terms of empowering people with disabilities, the social model is seen by scholars (Oliver, 1996; Barnes and Mercer, 2008; Shakespeare,

2013) as more effective than the medical model. Since the social model places a strong emphasis on changing society so that people with disabilities are able to participate fully in the community, it removes the barriers that prevent them from doing so. With a focus on these societal changes, the social model empowers people with disabilities to advocate for themselves and for changes in society that will be beneficial to them. As opposed to this, according to Thomas (2017), the medical model focuses on fixing the individual, which can result in a feeling of powerlessness and dependence on healthcare professionals.

## Chapter summary

One way to empower people with disabilities is to counteract the social exclusion of people from this social group (Barnes and Mercer, 2008; Goodley, 2011; Shakespeare, 2013). Researchers advocate focusing on a specific social problem (such as stigma or marginalization) and attempting to deconstruct it through appropriate social action, such as through social campaigns based on visual materials created in the online world (Mosberger, Tolbert, and McNeal, 2007; Boyd, 2014;). The most relevant definitions presented in Chapter 1 of my dissertation show how many diverse elements intermingle and play a crucial role in the process of social change. The described views of theoreticians and researchers indicate the need to analyze and interpret empowerment by analyzing online social actions. The analyses cited above show that social campaigns can be helpful for the multilateral study of empowerment. The fundamental research category - the empowerment of people with disabilities can (and should) be analyzed concerning conducted theoretical analysis. Chapter 1 was a form of introduction to the theoretical content, which will be explored in detail in chapter two.

# Chapter 2. Literature Review

## 2.1. Introduction

The literature review chapter provides a detailed description of the main ideas and theories that describe crucial aspects of my research project. The detailed presentation of relevant content also allowed me to establish similarities and differences between fundamental theoretical approaches to issues such as empowerment, social activism, and the inclusion of people with disabilities. This chapter also aims to show the relationship between research practice and theories central to the purpose of my dissertation. A comprehensive literature study also allowed me to identify gaps in the literature. In Chapter 2, I present essential views on topics related to the main theoretical issues of the dissertation. I discuss 7 theories that relate directly to 8 out of 9 main research questions (Social Learning Theory by Etienne Wenger is connected with two research questions, and RQ9 is not directly associated with any of the main theories). These are the Social Representation Theory by Serge Moscovici (1963), the Theory of Network Society by Manuel Castells (2007), the Social Learning Theory by Etienne Wenger (1998), the Consumer-Directed Theory of Empowerment by J.F. Kosciulek (1999), Mediatization Theory by Stig Hjarvard (2008), Actor-Network Theory by Bruno Latour (2011), and Social Role Valorization Theory by Wolf Wolfensberger (1983). I present those theories in the general context of their main features and the context of the empowerment of people with disabilities. I describe to which research questions specific theories were theoretical background. Additionally, I present my perspective on which areas of pedagogical research projects those theories may be helpful. Critical views on those theories in the context of my netnographic research project and my analysis and conclusions concerning the empowerment of people with disabilities I discuss in Chapter 5.4. ("Discussion") because I present my conclusions and interpretations there after analyzing the collected data. Therefore, I believe presenting critical views of the main theories concerning my findings is a proper way to explore theories in the broad context of my research.

In Chapter 2, I also analyze all aspects crucial in describing and interpreting the empowerment of people with disabilities. From initial general reflections on the legal and institutional contexts of empowerment, I move toward analyses of empowerment as relevant to the social inclusion of people with disabilities. I then discuss all elements of social campaigns - their structure, their connection to social movements, and the effectiveness of campaigns. In

the remainder of the chapter, I focus on discussing the Internet (primarily social media) in the context of social activism. Finally, an essential part of Chapter 2 is a reflection on the use of visual materials for social learning and for presenting images of people with disabilities.

## 2.2. Main theories in netnographic research project

### 2.2.1. Social Representation Theory by Serge Moscovici

The social world surrounding individuals shapes how they perceive reality. Thus, the world becomes "a set of representations that give reality a social character" (Krasuka-Betiuk and Zbróg, 2017, 173). This view is described in detail in the theory of social representations developed by Serge Moscovici (1988). This theory is closely related to the main themes addressed in this work, and therefore it is worth tracing the main elements proposed by Moscovici. According to Moscovici (1988), social representation is the primary cause of the formation of human attitudes. Attitudes are not merely the result of an individual cognitive process but are related to social and cultural representations. Representations lead to attitudes, which are modeled based on a classified system. In the works of the French social psychologist, one can find many references to the views of Durkheim (1953) and his concept of collective representations or the idea of discursive psychology. In his works, Durkheim spoke of collective representations, which can be seen both as a cause of actions or phenomena and as an effect of those actions. Durkheim (1953) emphasized that representations shape the way we perceive the social world around us (Durkheim, 1953). In addition, Moscovici's (1988) approach has many connections to constructionism, identity theories, and social cognition. The social representations theory concerns the global perception of knowledge, so analyzing it within narrow scientific disciplines can be difficult. Flick (2015) points out that "the theory of social representations is not tied to any particular methodological approach, while at the same time, almost all methods of psychology and the social sciences have been applied in one way or another to the study of social representations" (Flick, 2015, 80). Trutkowski (2007), analyzing the theory proposed by Moscovici (1988), emphasizes that the crucial role of a researcher seeking to observe social representations is the appropriate selection of research methods. These methods should consider the discursive nature of the reality around us (Trutkowski, 2007). They should allow observation of social phenomena and their interpretive and symbolic nature.

Representations are formed in the course of a multifaceted process of communication so that they can become an interesting research area for developers of academic projects in many fields.

In Moscovici's (1988) terms, social representations should be seen as "systems of ideas, values, thoughts/imaginings and knowledge shared by members of a community" (Krasuka-Betiuk and Zbróg, 2017, 173). Moscovici (1988) sees representations as "a set of thoughts and feelings, expressed in the overt and verbal behavior of actors, which constitutes an object for a social group" (Trutkowski, 2007, 339). A community of ideas, beliefs, and perceptions contributes to forming collective consciousness or perception. Social representations make it possible to describe reality in an orderly way that can be understood by the members of a community, as well as by the external recipients of those representations. They are constructed during everyday activities, meetings, or conversations. Representations refer to social areas that are shared, accepted, and perceived similarly by the general public. Moscovici (1981) also stressed that in his conception, social representations are, as they were, "the equivalent of the myths and beliefs of traditional societies" (Moscovici, 1981, 181). Thus, they become a contemporary reflection of the processes commonly followed by various groups or societies. Moscovici (1981) emphasized that the concept of social representations can help uncover new truths about community and place, the functioning of the individual in relation to others, or with regard to the community as a larger, holistic construct. Knowledge gained through analyses of representations is crucial primarily through observations of the socially, culturally, economically, and educationally diverse context of an individual's or group's actions. Social representations allow us to understand new phenomena, ideas, cultures, or objects (Zbróg, 2017, 226). This is due to the mental activity linking new objects with already known content by associating and finding consistency or divergence between them: "social representations refer to the construction of one'sone's own collective reality by a specific social group, for which they are a tool of "guidance," directing the reading of the social situation and acting in accordance with the representations held." (Zbróg, 2017, 227). The theory proposed by Moscovici (1988) aims to study the individual's functioning in groups and thus better understand the surrounding world and any changes taking place in it (Flick, 2012).

Social representations are closely linked to the collective's knowledge base. This is important since, according to Moscovici (1988), social representations shape actions, attitudes, and beliefs. They influence both people's activity and how they perceive the reality around them. One can see close connections between social representations, communication, and discourse. According to Moscovici (1988), language is a medium for disseminating social

representations. Through language, "we go beyond the subjectively peculiar world of hunches and individual judgments, we create a space that makes the world intersubjectively recognized and shared" (Krasuka-Betiuk and Zbróg, 2017, 173). Therefore, language in the context of social representations of disability is fundamental. Researchers note that the language we use to describe disability-related situations is still based on a medical rather than a social model of disability (Webster, 2022b). Therefore, they stress that people should amplify the voice of people with disabilities by using the right words and phrases to bolster their empowerment. A researcher who analyzes social representations does not refer to transcendental categories or concepts but focuses on real, observable objects located in a specific time and social space (Zbróg, 2017, 228). According to Moscovici (1988), each object should also be seen as a meaningful reality through its symbolic nature. This has its consequence in the research conducted in the framework of social representation analysis since, in such studies, a given social object's iconic and meaningful side must also be analyzed (Trutkowski, 2007).

How are social representations reproduced? The language mentioned above, communication, and exchanging ideas are crucial. As Sapir (1978) notes: "we see, hear and in general experience in this way and not in that way because the linguistic habits of our community predispose us to certain interpretive choices." (Sapir, 1978, 89). Representations are modeled as part of social communication, which strengthens interpersonal ties. The presence of social representations makes communication possible (Trutkowski, 2007). People perceive the reality around them (including social representations) through communally agreed approaches, definitions, and views of particular phenomena, events, or social groups. It is also essential to perceive the relationship between the content communicated and the meanings that reach us. This is especially true in the context of media and new technologies, which become an intermediary between what reaches us and what other people want to convey to us. Accordingly, social representations, such as those of people from groups at risk of social exclusion, are primarily shaped by the media, which create a particular (positive or negative) image. When studying social representations, the need to analyze three levels is emphasized: ontogenesis, sociogenesis, and microgenesis (Flick, 2015, 64-65). Ontogenesis, by Flick (2015), is related to the growth of an individual into representations already functioning in a specific community. Sociogenesis is the realm of representations actively changing, developing, or being transformed in the course of relations with other representations. In the author's opinion, microgenesis is the realm in which individuals form and shape representations. Analysis of representations makes it possible to move from observation of

situations and individual events to broad phenomena and collective narratives. This is particularly important when analyzing breakthrough phenomena, innovative actions, or conditions that change reality. Moscovici (1988) emphasizes that social representations enable an analysis of social phenomena at the moment of their transformation and not just an analysis and observation of the established nature of phenomena (Moscovici, 1988, 219).

Netnography, in my opinion, may be a fundamental approach to the study of social representations. This is because online research allows observation of contemporary social phenomena in participatory and peripheral forms. Netnography, as stated by Krasuka-Betiuk and Zbróg (2017), makes it possible to observe phenomena that are often unconscious or overlooked by social actors. In addition, netnography makes it possible to reach representations of people or groups that may be subject to stigmatization, such as through media representations of people with disabilities (Krasuka-Betiuk and Zbróg, 2017, 186). The analysis of documents (including documents created online, such as online social campaign materials) makes it possible to study the representations present in society as written, developed, and transmitted in such a way. As Kozinets (2012) points out, any content published online can be treated as a potential social action or as a "communicative performance" (Kozinets, 2012, 190). This is reflected in social representations, which, as I pointed out earlier, are closely linked to the sphere of communication and language.

Serge Moscovici's (1988) theory of social representations, in my opinion, is an essential theoretical ground and tool in pedagogical research projects, as it allows us to see how people perceive social phenomena and how this perception affects their behavior and attitudes. In pedagogy, behavioral analyses and attitudes are an integral part of the research, and therefore their interpretation in the context of social representations is justified. Social representations relate to all areas central to pedagogy - the transmission of knowledge and systems of values, norms, ideas, and the importance of language and identity in training and education (Krasuka-Betiuk, and Zbróg, 2017, 178). The authors quoted above point to two main areas of application of Moscovici's theory in pedagogical research: "analysis of social representations of the education system and content analysis of representations of social objects existing in the education system" (Krasuka-Betiuk and Zbróg, 2017, 179). Moscovici (1984) emphasizes that the role of a researcher analyzing social representations is to observe the "thinking society," that is, individuals and social groups not only as recipients of content but also as creators or agents of representations (Moscovici, 1984). The social representations theory allows observing phenomena from many different perspectives: individual processes, group processes, and

educational practice. The great importance of social representation theory in media studies is also emphasized, primarily in the context of how "media and social communities/groups construct understandings of issues important to them" (Zbróg, 2017, 230). An in-depth analysis of social representations makes it possible to strengthen the ability to think critically and see the possibilities inherent in differences between people from different social groups (Zbróg, 2017, 239 - 240).

In the context of my research project, the theory of social representations by Serge Moscovici (1988) is particularly applicable in creating analyses on the research question: "How do linguistic constructs used in social campaigns on YouTube shape social representations of people with disabilities?" (RQ4). As I showed above, social representations are closely linked to communication, the language we use by social actors. Therefore, the language of social activities, such as campaigns or social actions, can shape how people from different social groups are represented in public and media spaces. This includes people with disabilities and their image and social representation. Understanding the theory of social representations will therefore make it possible to see several relationships that determine the shape of current media and social life presentations of people from marginalized groups in social actions organized in virtual space.

### 2.2.2. Theory of Network Society by Manuel Castells

Below, I will describe the classic theory of network society by Manuel Castells (2007), as it is closely related to the issues analyzed in my dissertation. These are primarily the relationship between the individual and the group in the context of environmental and technological changes that affect the nature and structure of social relations (including the shape of relations between people from groups at risk of social exclusion and the rest of society). Manuel Castells' theory (2007) is so significant because, as Stalder (2006) notes: "it [Castells' theory] occupies a unique place among sociologists' attempts to come to terms with the contemporary dynamics transforming the fabric of everyday life around the world" (Stalder, 2006, 9). Castells (2007) created the concept of a network society, in which he takes a holistic perspective. He believes that the network cannot be reduced to its individual parts but that all changes and transformations within it should be analyzed in the broad context of various relationships. Castells' theory (2007) is also based on multiculturalism, meaning that many

global factors shape changes or social actions. However, society should not be viewed as a vast patchwork that would be the sum of all parts (Stalder, 2006, 9) but as an elusive, difficult-to-understand, unique whole. Castells (2007) stresses that the network society can change its development by constantly analyzing local or global historical events. The media foster these changes, allowing a continuous flow of information between all participants in a given collective. The development of modern technologies is seen as an essential factor in the process of social change taking place. Technologies also shape the nature of human relations. Castells believes that we should incorporate technology on its terms as a specific layer of the social structure (Castells, 2000). Interactions have been transformed, so it is essential to look at how technologies also affect the formation of crucial social phenomena, such as social activation, inclusion, and empowerment. Castells' theory (2000) in the context of modern technology is linked to social constructionism, whose representatives believe that technology is shaped by specific social groups bringing their values and priorities (Castells, 2000, after Stalder, 2006, 32). This means that there is not one designated clear path of technological development, but the actions of specific communities shape it. This means, for example, that how people use and direct social media campaigns depends primarily on them as their creators, on their values, priorities, and goals. Three characteristics of information technology, which are self-development, recombination, and flexibility of dissemination, should also be pointed out as key in this context (Castells, 2011). Regarding my research project, the flexibility of dissemination, meaning the infinite reorganization of information flows and the social organizations built around them, is most important. Therefore, when analyzing social activities, such as social campaigns, for example, researchers must also keep in mind how they disseminate, whether they reach a large audience or, on the contrary, are instantly forgotten by potential addressees.

According to Castells (2011), the individual should be seen as a group node, an interpersonal network. An individual organizes their life under the influence of interactions with others. Environmental interactions shape their choices and their perception of the surrounding reality. In the context of my research project, following Castells' (2007) idea, it can be said that our perception of disability or people from groups at risk of social exclusion depends mainly on how the image of disability is shaped in the media (including modern forms such as social media). The functioning of specific social networks depends primarily on their connectivity, i.e., the structural ability to link individual elements and their cohesion, i.e., the degree of unity of goals and ways of creating activities. In a network society, the central value is information. The transmission of information shapes social relations (including divisions or inequalities).

Castells (2000) also notes the significant role of social movements in current societies. The author indicates that social movements can become a crucial driver of change in modern social life (Castells, 2000). In his work, the researcher analyzes social movements as a source of collective identity that abolishes the distinction between causality and structure (Castells, 2011). Therefore, it is essential in analyses to observe the self-awareness of social movements. Social movements can also be seen as tools through which people create and promote new values, thus transforming social institutions. The transformations of technology and media are essential in the context of social movements. Thanks to the media, we have gained the ability to send, receive and create new communication and cultural codes that are appropriate and useful for a specific social context (Stalder, 2006, 116). The media provide a suitable platform for forming the collective identity of social movements. Modern social processes could not be fully realized without communication and information technologies, as technologies have become essential to social transformation (Castells, 2011).

In my opinion, the theory of the network society applies to pedagogical research, as it draws attention to the relationship between technologies and how people communicate, form social relationships, and the presence (or absence) of specific social activities. This means that for pedagogical researchers, Castells' (2011) views can guide analyses of how various discriminatory aspects affect the development of an individual or group and its place in the social structure. This is closely related to education (both formal and informal), as Castells emphasizes that social networks can be crucial in the context of knowledge acquisition and assimilation (Castells, 2011). Castells' classic theory (2007) is relevant in the context of my research project because I find numerous aspects related to other theories cited in this work - Social Representation Theory by Serge Moscovici, Social Learning Theory By Etienne Wenger, and Actor-Network Theory by Bruno Latour. All these theories point to the need for in-depth analysis of social phenomena and attempts to search for causes and diagnose possible consequences of various social issues or phenomena. Castells' (2007) approach to the overarching position of theory as the first step in creating analytical tools and allowing us to understand what the researcher observes is also valuable. In my netnographic research project, I analyze various social relationships, the formation of social actions of the nature of social campaigns, which finds its reference to the views of Castells (2007), who advocated the analysis of social and spatial structures: "understanding spatial structure must involve characterizing it, decomposing it, and learning how it is expressed in terms of an appropriate general theory of social formation." (Castells, 1977, 430).

Network Society Theory is, in my opinion, particularly applicable to the analysis of the following research question: "How do social campaigns on YouTube present empowerment of people with disabilities in the context of intergroup relations?" (RQ7). The question includes an indication of intergroup relations, which are described in detail in the work of Manuel Castells (2007). Therefore, the interpretations of Castells' (2007) views discussed above will allow us to see all the key aspects necessary to answer this research question. Empowerment can and should be analyzed in the context of social relationships. Therefore, in my research project, I also relate this question to how the designers of social campaigns on YouTube aim to strengthen valuable social connections. Social networks in the context of people with disabilities are crucial, as beneficial relationships allow people to cross some economic, social, or educational barriers.

### 2.2.3. Social Learning Theory by Etienne Wenger

Within the framework of social learning theory, learning is viewed as a social process situated in a cultural and historical context. Learning occurs through persons' participation in numerous social practices shaped by pursuing various initiatives (Farnsworth, Kleanthous, and Wenger-Trayner, 2016). Part of being human is the willingness or desire to form communities. These communities are essential components of the learning process. The issues I analyze in this subchapter are closely related to the process of informal, lifelong learning. Visual or textual materials published online can be successfully used in the educational process. However, it is also worth noting that learning does not have to occur in an organized, planned, or conscious manner but can occur inadvertently or unconsciously through the consumption of published content on social media. Some theories point to lifelong, informal learning. I want to enlist such perspectives as Andragogy (Knowles, Holton, and Swanson, 1998), Transformative learning (Mezirow and Taylor, 2009), Experimental learning (Kolb, 2015), and Self-Directed Learning (Brookfield, 1986), among others. In all these approaches, social, cultural, and educational aspects intermingle. This aligns with the slogan emphasizing that learning to function in society is simultaneously learning culture (Nowicka, 2012, 44).

In my dissertation, I will focus primarily on analyzing aspects of learning in a social context based on the theory of Social Learning by Etienne Wenger (1998). This choice was dictated by the numerous connections between Wenger's views (1998) and the other vital

theories discussed in my work. Etienne Wenger's (1998) social learning theory allows us to observe and analyze the formation of empowerment from a pedagogical and sociological perspective. This theory indicates how we acquire not only knowledge in formal education but also how our social competencies are formed and how we acquire knowledge about the world. This is crucial when analyzing the development of social inclusion or the deconstruction of prejudices and stereotypes. According to Etienne Wenger (1998), people are all social beings (Wenger, 1998 after Rozkosz, 2017, 98). The acquisition of social competence and empowerment takes place during social learning. Central to the theory is the idea that learning from a social perspective involves the power to define competence (Farnsworth, Kleanthous, and Wenger-Trayner, 2016, 151). An analysis of the issues described by Wenger makes it possible to see the totality of elements linking social activities (such as social campaigns) to the acquisition of competencies (including empowerment). In Wenger's (1998) theory, one can find numerous references to the classical theories of learning by Vygotsky, Dewey, and Engestrom (Lave and Wenger, 1991, 49), as well as to the work of Foucault (Farnsworth, Kleanthous, and Wenger-Trayner, 2016, 145) (Rozkosz, 2017, 99). According to Wenger (1998), learning is a process that relates simultaneously to stabilizing a community and changing practice. Communities are treated as collectivities united by a certain commonality based on practice (communities of practices). Furthermore, learning is situated in a series of dependencies, cultural, material, and social relations occurring between individual members of a community (situated learning). Therefore, analyzing learning in the broad context of these relationships, changes, and dependencies is crucial. Social learning, according to Wenger, can occur within a specific community, but learning can also occur by crossing the boundaries of a particular community (Rozkosz, 2017).

Wenger (2019) describes in detail the so-called Community of Practice (CoP's), which are formed by people interacting and sharing the process of collective learning (Nursing Education Network, 2019). As Rozkosz (2017) notes, "Wenger links participation in the Community of Practice to learning by presenting key categories, structuring participation in the community as elements of the learning and cognition process." (Rozkosz, 2017, 101). Community of Practice can be framed around a particular topic, subject, or specialty, but it is essential that these activities are ways of collective learning. Thus, in educational theory, the Community of Practice is social competence, the personal experience in which we engage in specific social activities. In the context of my research project, this could be, for example, organizations that support people with disabilities, which, through community building, seek to

spread knowledge and awareness about various issues related to the daily lives of people with disabilities (forms of education, inclusion, social activation, etc.). Wenger uses the terminology of social competence and personal social learning experiences, which he divides into three models engagement, imagination, and adjustment. These aspects describe how people locate themselves in the landscape of practice in the context of their identity (Wenger-Trayner and Wenger-Trayner, 2014). In education today, we also use online resources and are not limited to face-to-face encounters. Wenger (2016) also describes other terminology for online communities of practice - eCoP's (electronic) and vCoP's (virtual). It is also worth noting that Wenger emphasizes that: "not all networks are communities of practice in the sense that not all networks entail identification with a mutually negotiated competence around a domain of practice" (Farnsworth, Kleanthous, and Wenger-Trayner, 2016, 143).

The social change that occurs is treated as change, both in the individual and within the community. Wenger (1998) emphasized that learning begins in the individual's mind but ends with collective action. People learn by expanding their thoughts, ideas, or experiences through constructive dialogue with others. Such dialogue can help people be more reflective of their practices and actions. This can lead to social change, such as creating innovative ideas. Therefore, social learning affects not only a selected slice of an individual's reality but can have several implications for the functioning of groups or communities. Wenger (1998) points to the essential dimensions of learning: belonging, doing, becoming, and experiencing (Wenger, 1998). All of these dimensions are relevant to the analysis of social activities. The above aspects apply in creating and analyzing activities such as social campaigns. They are based on belonging to a particular group, and their basis is action (creating a project as a social campaign). Becoming in the context of social campaigns can be combined with experience as the acquisition of new experiences, skills, and competencies during the implementation or observation of a social campaign. In social learning theory, Wenger (2009) also points to 3 main dimensions of practice: mutual engagement, joint enterprise, and shared repertoire. These dimensions also clearly show that actions are based on commonality and collective action to achieve a concurrent goal. Shared repertoire refers to shared ideas, values, and ways of doing things, which can also be considered the basis for implementing social activities (Wenger, 2009).

Wenger (1998) emphasizes that people live in a time where everything is changing rapidly, and the ways of creating social activities are also changing. Learning and technology are also transforming. However, learning models and ideas have so far failed to keep up with

the rapid pace of change, and as a result, traditional learning models may now be out of step with our reality. The author emphasizes that: "social theory is not a narrative in itself; it is a conceptual framework. It is a tool for constructing a certain type of narrative" (Farnsworth, Kleanthous, and Wenger-Trayner, 2016, 141). Wenger (1998) created a learning theory framework that addresses the complex contemporary learning context. Social learning theory responds to a changing and unpredictable environment. The framework of the theory focuses on the value created by social learning. It distinguishes between different types of value and models learning as a dynamic flow between them. For Wenger (2000), learning begins with collective action, such as a conversation, a project, or a social action. It is based on a problem-solving approach. People derive value from participating in such activities through simple social interaction (Wenger, 2000). Participating in social activities allows us to gain self-confidence, enables us to gain new insights, create new ideas or form a new perspective on key social issues (such as empowerment, inclusion, and cooperation). In the context of empowerment, it is also essential that social learning theory emphasizes that activity allows people to find valuable (often unexpected) solutions to social problems. It also allows us to find new contacts and meet people with similar experiences with whom we can share our perspectives. Thus, it should be emphasized that learning is not limited to improving the results of actions taken but can also generate new perspectives and approaches. It can even cause cultural or institutional transformation (Wenger-Trayner and Wenger-Trayner, 2014).

Wenger's (1998) social learning theory finds application in pedagogical research, pointing to the importance of social relationships and collective experiences in learning. The author also emphasizes the role of context and environmental influences that affect how we acquire knowledge. In this regard, social learning theory may be helpful for pedagogical researchers who seek to understand better how social relationships shape learning. It is also essential to recognize that the specific educational methods used in the learning process can either strengthen or weaken the participants' commitment to improving themselves and verifying their views or beliefs. Social learning theory also points out that learning is an ongoing process that does not end when formal education ends. Consequently, the activities of informal education and the acquisition of knowledge, for example, through the creation or analysis of social campaigns, are becoming an important research area for educators. The analyses of the most crucial aspects related to Social Learning Theory by Etienne Wenger (1998) cited above will be instrumental in answering the following research questions: "What content is socially taught in social campaigns about people with disabilities on YouTube?" (RQ3) and "What is

the structure of social campaigns on YouTube about people with disabilities?" (RQ2). As I indicated above, we learn informally through various social activities. Therefore, social campaigns can become part of lifelong education. The research question also points to pedagogical, psychological, and sociological aspects of the formal structure of campaigns.

## 2.2.4. Consumer- Directed Theory of Empowerment by J.F. Kosciulek

Social sciences are increasingly exploring empowerment theories (Mazan, 2015). Empowerment theories come from various academic and research areas, mainly sociology, economic and political theory or social work, and special education. Empowerment theories refer to the need for transformations in the area of power structure, which is defined as the ability to access and control resources and people. Contemporary empowerment theorists include Barbara Solomon (1987) and Paolo Freire (1970), among others, who defined empowerment as existing in a historical and cultural context. The theorists emphasize that people can solve immediate problems and long-term difficulties to dismantle oppressive structures when their level of empowerment is high enough. Empowerment theories also note several implications associated with adopting an empowerment perspective which is emphasized by Gorlach and Staręga (1989) "the general theoretical consequences of the concept of empowerment are manifested primarily in the abrogation of its oppositions: objective vs. subjective factors, microstructural vs. macrostructural levels of social life, and individual vs. society. These oppositions are, in fact, only analytical aspects of the same social reality, which must always be seen in their mutual interrelations and conditions" (Gorlach and Staręga, 1989, 64). Sociological theories of empowerment point to social involvement, which means that individuals or groups can increase their power to influence others through activities of a social or political nature. Such social resources as experiences, skills, and support networks can positively affect the autonomy of individuals from groups at risk of social exclusion. The sociological view of empowerment also addresses the issue of leaders who, through their actions, can inspire others and facilitate their acquisition of agency through a positive pattern of community involvement.

An interesting theory was created by J.F. Kosciulek (1999) describing empowerment in the form of the Consumer-Directed Theory of Empowerment (CDTE). The Consumer-Directed Theory of Empowerment (CDTE) was created as a model to guide the development and

evaluation of disability policy and rehabilitation services. In CDTE, an individual's empowerment consists of both internal and external factors. Regarding internal factors, the author primarily includes the psychological realm, e.g., a sense of agency, control, independence, and a desire to change the situation. External factors include a range of abilities, and situational and social competencies, such as organizational skills, interpersonal skills, or the ability to manage resources (Kosciulek, 1999). The theory indicates that people with disabilities should be provided with conditions for self-determination. Furthermore, Kosciulek (1999) assumes that people with disabilities are the best experts in their cases. Accordingly, support activities should be aimed at strengthening self-advocacy and the empowerment of people with disabilities (Kosciulek, 1999). The author believes that through greater participation of institutions in the development of empowerment, and also improvements in social inclusion and quality of life for people with disabilities and their family members can be achieved. This is crucial from the standpoint of empowerment, as it is emphasized that to speak of full empowerment of people with disabilities, the empowerment of their family members must also be strengthened (Emmener, 1991). CDTE suggests that better consumer direction in disability policy and service regulation will lead to empowerment, activism, and quality of life for people with disabilities (Kosciulek, 1999). Consumer direction (CD) is the philosophy and orientation that informed consumers have control over policies and practices that directly affect their lives (Kosciulek, 1999). High levels of empowerment can enhance motivation, maintain/strengthen self-esteem, and promote self-development and change. If this change happens at the micro level, it can also lead to change at the macro level - institutional and organizational change. Ultimately, empowerment is about countering and building development opportunities.

The above observations show why we should also refer to empowerment theories in research projects from special or social pedagogy. This theory provides a framework for thinking about how people construct narratives of oppressive, exclusionary structures. Such a framework is also valuable for identifying pathways for individual functioning in changing social conditions. By analyzing empowerment theory, researchers learn about key aspects of social action and begin to understand how social structure determines community-based activities, such as social campaigns. In my opinion, the Consumer-Directed Theory of Empowerment is essential in the context of pedagogical research, as it emphasizes the need to consider the needs and capabilities of people with disabilities, both in the education process and in deciding on social support strategies. It is also essential that CDTE emphasizes the necessity

of creating various forms of support and tools that will enhance the empowerment and autonomy of people from vulnerable groups. From a broader perspective, references in pedagogical research projects to CDTE can, in my opinion, increase the researcher's knowledge of the needs of people with disabilities and awareness of the need to create an inclusive support system.

Aspects related to empowerment theories are reflected in all the research questions of this project. However, the most important in the context of the Consumer-Directed Theory of Empowerment by Kosciulek (1999) is the following research question: "How do social campaigns on YouTube enhance/construct empowerment of people with disabilities?" (RQ1). The research analyses described in Chapters 4 and 5 of the dissertation were carried out in such a way as to fully perceive and understand the total elements of social campaigns (formal, visual, textual elements) in the context of the empowerment of people with disabilities. Furthermore, an analysis also included a detailed interpretation of the comments posted under the campaign videos, as it will allow to see whether audiences indicate the empowering nature of social campaigns, which is also crucial for understanding how social campaigns strengthen, and construct the empowerment of people with disabilities.

## 2.2.5. Mediatization Theory by Stig Hjarvard

The relations between the media and society became a subject of academic attention for researchers in various scientific fields. My research project is closely related to the analysis of the media in the context of social processes. Therefore crucial in the theoretical analysis is Mediatization Theory by Stig Hjarvard (2008). I will begin my analysis by defining mediatization by ley authors, and then I will move on to the analysis of Mediatization Theory by Stig Hjarvard (2008). Media is "an irreducible dimension of all social processes" (Couldry, 2012, 137). The mediatization of society has become a theory widely analyzed in scientific publications (Adolf, 2011, 155). Molęda-Zdziech (2011) points out that "the postmodern context in which the mediatization process is embedded has made mediality a value, and thus an element of modern man's identity." (Molęda-Zdziech, 2011, 56). Mediatization theory is one of the frameworks through which researchers can study the complex relationship between media and society. Mediatization is seen by Stomback and Esser (2009) as one of the vital social processes alongside modernization, individualization, or globalization. Authors of definitions

emphasize that mediatization is the process of shaping social relations through technology and media (Krotz, 2009; Lundby, 2009). Schulz (2004) argues that mediatization is the process of social change associated with communication media. The author distinguishes four components of the mediatization process. The first is expansion, which means that the media expand human communication capabilities - spatially and temporally. In the case of space, this means that we can communicate without the limitations of geographic distance. In terms of time, expansion indicates that we can receive mediated communications almost instantaneously through modern technologies. The second component of the mediatization process is substitution - the media are replacing social interactions previously conducted face-to-face. According to Schulz (2004), this has relevance to community action. Traditional ways of creating community campaigns (protests, joint meetings, posters) are now created through the media (TV or Internet campaigns). The third component is amalgamation, meaning mediated activities merge or intermingle with unmediated interactions. The final element in the mediatization process is accommodation - people adapt to how the media work, i.e., they succumb to their influence and adapt to them (Schulz, 2004). Institutions organizing social support for people with disabilities are eager to use the media because they are the best and easiest way to disseminate information (Rains, 2018). Krotz (2009) sees mediatization as a long-term meta-process of historical development in which social changes occur as communication media change. The author emphasizes that this meta-process is artificial, so people themselves choose and shape new media. In doing so, they become responsible for the resulting changes and transformations in the communication structure. Mediatization changes human communication, offering new opportunities for communication, which Krotz (2009) indicated. Thus, when people use new media, their relationships and behaviors change, ultimately altering institutions, organizations, and society. Hepp (2009) also stresses that mediatization is not an overarching social process but is an activity that should be analyzed concerning other social or cultural processes, such as individualization or intermediality (Hepp, 2009).

In my project, I focus mainly on Mediatization Theory as described by Stig Hjarvard (2008), who considers mediatization a process in which society becomes increasingly subservient to or dependent on the media. Hjarvard (2008) emphasizes that modern societies are "permeated by the media" (Hjarvard, 2008, 105). The author focused his analysis on the media's growing autonomy and institutional power (Hjarvard, 2008). From Hjarvard's (2008) perspective, mediatization is a two-sided process. Mediatization shows the media becoming independent social institutions. Other actors are subject to dependence on resources controlled

by the media. Consequently, they must submit to the rules under which the media operate to gain access to these resources. The media are gaining institutional status, so increasingly, educational institutions are adopting a perspective in line with the currently dominant media messages when creating educational programs. On the other hand, the author emphasizes that the media are simultaneously becoming integrated with other social institutions. The media are becoming an integral part of political action. Society is becoming increasingly dependent on the media (Hjarvard, 2013). An essential element of mediatization is the transformation of the media concerning social communication and social change: "in general, the concept of mediatization tries to capture long-term processes of the interrelation between media change on the one hand and social and cultural change on the other" (Hepp, Hjarvard, and Lundby 2010, 223). Hjarvard (2008) used the concept of media logic to indicate the centrality of media in social and cultural terms (Hjarvard, 2008). Thus, analyzing the various aspects and perspectives of mediatization, I can say that mediatization is an essential social process because it occurs in real-time and is closely related to the transformations within 21st-century societies. However, when analyzing social transformations, I cannot accept the thesis that media is the only aspect that matters regarding sociological and cultural changes. Other fundamental areas include the functioning of public institutions, economic status, and family relations. As Hjarvard (2008) points out: "Inasmuch as the media are influenced by other fields or institutions, we cannot always be certain that observed media impacts imply submission to media logic alone. Occasionally, mediatization will go hand in hand with commercialization or politicization, and whether mediatization is the most dominant force can only be determined by analysis" (Hjarvard, 2008, 126). Advocates of mediatization challenge researchers and social science theorists to recognize the importance of media expansion in the analysis of social change (Ampuja, Koivisto, and Valiverronen, 2014). Media analysis for culture and society "is no longer an interesting possibility, but an absolute necessity" (Hjarvard, 2008, 133).

Hjarvard's (2008) Mediatization Theory is interesting in the context of pedagogical research projects, as it points to the media as an essential source of information, communication, and knowledge transfer. Mediatization Theory, in my opinion, can help understand how the media affect public perception of pedagogically crucial phenomena, such as science, culture, and history. In addition, research based on mediatization theory allows us to understand the potential consequences of media use in formal and informal education. In the context of special education, the theory is beneficial in analyzing the relationship between the life and educational experiences of people with disabilities and media use. In my research project, the mediatization

theory is particularly important for answering the following research question: "How do social campaigns on YouTube indicate changes in public communication about people with disabilities?" (RQ5). This question indicates the possible reinforcing potential of social campaigns in forming appropriate structures for media messages about people with disabilities. Therefore, it is essential to investigate how campaigns affect the process of change within public communication.

## 2.2.6. Actor – Network Theory by Bruno Latour

Bruno Latour (2011) proposed Actor-Network Theory (ANT) as a new perspective on the role of the individual in society in the context of changing social conditions. ANT is a way of analyzing various systems and environments people encounter. ANT seeks to define and describe the relational ties between human and non-human social actors (referred to by Latour as "actons") within a network or collective (the sum of individual components or actons) (Latour, 2011). Latour (2011) in ANT points out that we should not be tempted by social or technological determinism. It is important to note that social changes also affect the nature of science creation. Latour believes that science can be seen as a center of change, so deep reflection on the practice of science is necessary for modern researchers. Latour (2011) stresses that science should be blended into the collective fabric since only under such circumstances can we see the totality of any relationship between the individual and the group (Arbiszewski, 2007, 125). Latour (2011) notes that any social system can be analyzed most effectively if the researcher considers all its parts (natural, social, cultural, political) interrelated. This means that each person, and each piece of technology, should be carefully analyzed when trying to understand the structure of individual social phenomena (Latour, 2011).

Additionally, Latour (2005) argues that the researcher must examine the relationships between multiple entities to understand the functioning of complex systems (a city, a nation, a social group). Researchers should also focus their research effort on understanding social interactions to see how different people, objects, and situations affect each other (Latour, 2007). The main idea of ANT is to analyze the processes that make up social networks. The fundamental ontological claim of ANT is that reality consists of networks (Latour, 2007). Reflection is given to the successive steps, elements, and processes that shape the nature of the relationship between an individual (actor) and a group (network). Latour (2007) notes that

perhaps a more correct approach would be to speak of a worknet instead of a network, thus indicating that more important than describing the network as an object is a process of forming relationships (their strengthening or weakening). Society is treated in ANT as a collectivity shaped by individuals' actions (Schroeder, 2018). Researchers emphasize that Latour (2005) "framed the effects of networks on individuals as opportunities. Although people cannot avoid being impacted by the networks they belong to, being aware of how they are affected allows for reflection and the ability to respond intentionally to the opportunities networks present" (MacMullin, Jerry, and Cook, 2020, 251).

A further characteristic of ANT is that each interaction is considered as a network, which should be viewed as a group of elements that interact with each other (Latour, 2007). The two essential elements of the network are the actors (the parts of the network that play specific roles in the interaction) and the connections (how the parts work together) (Latour, 2007). It is assumed that all actants are equally essential participants in the network (Abriszewski, 2012). Therefore, if researchers analyze the life situation of a person with disabilities, they should be aware that family, neighborhood, institutions, financial situation, and many other aspects form an interconnected network of spheres that affect the life situation of a person with disabilities. As an example, I would like to point out to social media, such as YouTube. There are technological acts (computers, phones) that are just as powerful and important online as the people whose communication they support. The researcher's reflexivity is highlighted as a key feature when conducting research from the social sciences or humanities stream (Banks, 2009, 93).

Modern technologies are essential in the context of social transformation, as they can reshape social life. What is crucial are the material-semiotic networks that are forming rather than the objects, technologies, and tools themselves. Latour (2005) stresses that the emergence of such discoveries as the cell phone or the Internet was not preceded by democratic procedures on how to introduce new solutions so that they are part of the bonding rather than the disintegration of relationships. In this regard, it is essential to consider whether technologies can be treated as an element of social inclusion, strengthening the social activity of people (actors) from different backgrounds, or as a tool for destabilizing relationships (network). Another view of Latour (2005) relates to this, saying that there are no actors whose activity does not leave traces in the social structure. Therefore, the researcher's attitude to the cultural or social diversity of individuals or groups should be based on the principles of descriptive, cognitive, reflective, and analytical approaches (Nowicka, 2012, 20). According to MacMullin,

Jerry, and Cook (2020), ANT also allows researchers to see ephemeral, difficult-to-grasp phenomena: "ANT is a descriptive methodology that allows researchers to present a snapshot of the network at a given point in time." (MacMullin, Jerry, and Cook, 2020, 251). Broun Latour (2005) also evaluated specific aspects of theoretical approaches to social research projects. The author wrote that both determinism and counter-activism are reductionist. The authors believe that what is "social" (people) cannot be separated from the things they have created (Latour, 2012). Additionally, ANT points out that the vital tool for change is science, so it is essential to study scientific practices (Arbiszewski, 2007, 124). ANT is also linked to social representation theory, as Latour also points out the importance of representation, which he relates to the reality of people who determine its shape through political action (Arbiszewski, 2007, 119).

In pedagogical research, in my opinion, ANT is a valuable perspective, as it allows us to understand how elements of the social structure (people, institutions, technologies) interact with the process of acquiring and processing information by an individual or group. ANT further indicates how crucial these factors are in the context of decision-making and the formation of social, educational, or cultural activities. Therefore, ANT will benefit social or cultural educators who analyze social change concerning the individual's functioning concerning others. In the context of special education, ANT is also applicable, as it allows one to see what factors are crucial when designing and implementing supportive or therapeutic activities. ANT emphasizes the role of teachers, parents, and professionals, but also of people with disabilities, in shaping conditions conducive to strengthening social cooperation between people with and without disabilities. The analyses of Latour's (2005) theory discussed above are particularly relevant in the context of the research question: "What elements related to the transformation of social networks appear in social campaigns on YouTube about people with disabilities?" (RQ6). The transformation of social networks described above also affects various social activities, including the shape and form of social campaigns. Therefore, I believe that it is worth analyzing how changes are manifested concerning social structures and individual-social network relations.

## 2.2.7. Social Role Valorization Theory by Wolf Wolfensberger

In the context of the key issues described in my dissertation, it is also important to note and emphasize the importance of the social role valorization theory created by Wolf Wolfensberger (1983). The concept of social role valorization is embedded in the social sciences (sociology, pedagogy) and social activists' activities (Krause, 2016). Wolfensberger's (1983) theory is sometimes seen as an evolution, an extension of the concept of normalization (Krause, 2016), or as an attempt to systematize it (Papuda-Dolińska, 2018). The theory considers theses and actions to enable individuals or groups at risk of social exclusion to fulfill valued social roles. The theory recognizes that in traditional societies, people with disabilities occupy an underprivileged position, which consequently leads to exclusive practices (Kijak, 2016). People with disabilities are, therefore, at risk of functioning in social space as victims of oppression and discrimination (Thomas and Woods, 2003). Therefore, Wolfensberger (1983) points to the need to recognize the social rights of people with disabilities (Wolfensberger, 1983, 236). A vital tenet of the concept of social role valorization is the assumption that performing socially valued roles carries positive perceptions and acceptance of the person by the rest of society (Żółkowska, 2013). Krause (2016) points out that the consequence of fulfilling socially valued roles is greater acceptance of disability attributes and tolerance of otherness (Krause, 2016, 63). Valorization of social roles can minimize the adverse social effects of disability (Borowska-Beszta, 2012). Additionally, social roles valorization involves "enabling, establishing, strengthening, preserving and/or protecting social roles that are respected, especially for people at risk of undervaluing them, by using, as much as possible, socially acceptable means" (Elks, 1994, 266). The valorization of social roles makes it possible to achieve life well-being, the determinants of which include family, work activities, social networks, social activities a sense of fulfillment and satisfaction (Race, 1999, 97). The concept assumes universality for all socially devalued groups (Bełza, 2021). Wolfensberger (1983) bases his idea on three pillars: social devaluation, normalization, and social integration. Social devaluation means that people should recognize the harmful attitudes and stereotypes towards people with disabilities, as those elements can negatively shape their quality of life. Normalization indicates that people with disabilities should have opportunities to live the same lives as people without disabilities (in the context of education, employment, housing, culture, etc.). The last pillar, social integration, as described by Wolfensberger (1983), highlights the importance of the presence of people with disabilities in community life and their social

recognition as valuable friends, neighbors, citizens, etc. (Wolfensberger, 1983). According to the author of this theory, one of the vital social activities is to build a positive image of people with disabilities (Wolfensberger, 1983).

The concept of social role valorization makes it possible for researchers to understand several factors and mechanisms that shape such phenomena as segregation, stigmatization, and marginalization (Kijak, 2016). The author of the theory analyzes the issues connected with why some individuals and groups are given a lower social status than others. Wolfensberger (1983), in this context, points to the presence of social devaluation, which "describes how a person or group of people is marginalized and shunned from the possibility of fulfilling certain social roles, by which they are given a low social status, understood as passivity, dependence" (Kijak, 2016, 72). The role of consciousness and unconsciousness in the process of social exclusion and creating several dependencies between individuals and groups is essential (Papuda-Dolińska, 2018). Overt and unconscious messages affect the social image of people from devalued groups. According to Armstrong (2006), social role valorization is a remedial tool for an individual's negative life experiences (stigma, rejection, negative social image). Kijak (2016), describing the concept of social role valorization, also points out the different stages that affect the appearance of devaluation. The author writes that the impetus for devalorization is a discrediting trait that is subjected to evaluation during observation by a social audience (with which the evaluation involves assigning a negative status to a person). This leads to generalization and generalization of the trait to the whole person, which consequently means the exclusion of the person from the implementation of social roles. The final stage in the process of devaluation (devaluation) is to assign a negative trait to a person and treat them as a person of inferior value (Kijak, 2016, 73). This carries potential dangers, which, as described by the author, go beyond a particular individual's relationship and immediate social groups. Devaluation is transmitted to further individuals and environments, which can lead to the social exclusion of people from specific groups, such as people with disabilities. This is pointed out by Kijak (2016), writing that "the lack of exposure to the uniqueness of individual biographies easily contributes to the devaluation of this group" (Kijak, 2016, 74).

The theory of valorization of social roles in the context of everyday life for people with disabilities says that these people can lead fully satisfying lives if the right social conditions are created for them. Shaping the right social conditions will enable them to participate in the community's life and enter the mainstream of activity. The basis is understanding the social needs of people with disabilities, which can lead to the formation of individualized and socially

acceptable roles (Kijak, 2016). Wolfensberger (1983) believes that the basic strategy for action is based on a fundamental change to prevent the negative consequences of devalorization. By strengthening the ability to perform socially valuable roles, it is possible to lead a satisfying, quality life (Kijak, 2016). Wolfensberger (1972) postulates the creation of such social conditions that will strengthen the social competence of people with disabilities and compensate for their disabilities and dysfunctions (Wolfensberger, 1972). A strategy of activities aimed at improving the aspects of everyday life of people with disabilities can be implemented within the framework of the PASSING (Program Analysis of Service Systems' Implementation of Normalization Goals) strategy. PASSING is a set of tools and solutions that can be used in practical social actions based on Wolfensberger's theory (Wolfensberger and Thomas, 2007). Wolfensberger (1972) emphasizes that the means and tools used should be consistent with the cultural norms of the communities in question (Wolfensberger, 1972, 84). What is essential is that the methods people use to support the fulfillment of valuable social roles by people with disabilities must be "natural to the situation, universally applicable, and meet the expectations and standards of society" (Kijak, 2016, 78). Activities aimed at improving the social image of people with disabilities are carried out at four primary levels: individual, small social groups, local, and the social system (Żółkowska, 2004, 56). In my research project, I focus on the social systems level as I analyze the image of people with disabilities in the context of media and social activities of a national or local nature. In my opinion, social campaigns (including online social campaigns) can become a handy tool in accomplishing these tasks, as they make it possible to change the nature of messages about people with disabilities toward a positive image of people in this social group.

I would also like to emphasize that despite its advantages, the theory of social role valorization has weaknesses pointed out by researchers (Oliver, 1999; Żółkowska, 2013; Krause, 2016). Krause (2016) describes the concept's weaknesses in both axiological-ethical and social aspects. The researcher points to adaptive coercion as a key controversy associated with Wolfensberger's (1983) theory. That is, "the cultural standards created for the non-disabled community determine the area of functioning of the disabled person. Entering a positive role here is a condition for social acceptance" (Krause, 2016, p. 64). The allegations are that the valorization of social roles implies the necessity of assimilation involving relinquishing one's independence (Papuda-Dolińska, 2018, 14-15). It is emphasized that the theory of social role valorization implies the necessity to conform to the standards and rules of the dominant culture (Żółkowska, 2004, 57-58). This means marginalizing the importance of

minority cultures. Individual perspectives on social functioning and the desire to break away from traditional, socially accepted patterns are losing importance. Critics emphasize the need for greater emphasis on the social acceptance of otherness and diversity, which, in their view, is overlooked by Wolfensberger and proponents of social role valorization theory (Krause, 2016; Żółkowska, 2013). Żółkowska (2013) believes that Wolfensberger's (1983) proposals impose the majority's beliefs on minority groups, which consequently limits the independence of life, such as people with disabilities (Żółkowska, 2013). Critics also note that the theory of social role valorization through comprehensive analyses of assimilation and adaptive behavior goes far beyond studies of the life situation of people with disabilities (Krause, 2016). This can lead to a dilution of the importance of key issues and a focus on side threads that diverge from the most important issues related to the social image of people with disabilities. In the educational context, it is also pointed out that social role valorization theory overlooks the importance of diversity, which is crucial in laying the foundation for inclusive education (Slee, 2011). Despite the significant shortcomings and controversies associated with social role valorization theory, Papuda-Dolińska (2018) emphasizes that the theory has played an essential role in shaping social change regarding the social image of people with disabilities. The strength of Wolfensberger's concept is its descriptive nature and precision in discussing the potential outcomes of social actions taken (Papuda-Dolińska, 2018, 23). The social role valorization theory makes it possible to understand the mechanisms driving social exclusion and stereotyping of people from minority groups, which is pointed out by Papuda-Dolińska (2018). The author writes, "the more fully one participates in social life, the greater the increase in competence and the accompanying ability to perform recognized roles. Moreover, if this social integration is perceived positively by the assimilating part of society, such as non-disabled people, they will likely be more tolerant and accepting towards devalued people" (Papuda-Dolińska, 2018, 21).

In pedagogical research, in my opinion, the theory of social role valorization is essential because it allows us to understand how fulfilled social roles affect people's behavior and decisions. It also allows us to understand what causes difficulties in achieving success or satisfaction for an individual or group. The key point, in my opinion, is that social valorization theory points to the empowerment of the socially devalued person, which ties the theory closely to the analyses conducted in this work and the other approaches described in detail above. Therefore, social valorization theory can be beneficial in finding answers to the following

research question: "How is the image of people with disabilities shaped in the social campaigns on YouTube in the context of their fulfillment of socially valuable roles?" (RQ8).

## 2.3. Empowerment of people with disabilities

### 2.3.1. Legal and institutional aspects of empowerment of people with disabilities

The basis for delving into the various elements of empowerment is an indication of the institutional and legal aspects of the issue. Increased understanding of the need to empower people with disabilities is causing a transformation in policy and legal solutions. This applies to organizations at the global level, as well as projects created by national governments and NGOs operating in individual countries. Pointing to global organizations, I would like to note, among others, the 2006 Convention on Persons with Disabilities developed by the United Nations, which points to the right of people with disabilities to full and equal participation in society (the Polish government signed the convention on March 20th, 2007 and ratified the convention on September 6th, 2012). Also, key in the context of legal solutions on empowerment are programs created by the World Health Assembly or directives proposed by European Union bodies (Bełza, 2021). Legal acts addressing the topic of disability emphasize the need to improve the quality of life of people from this social group by strengthening inclusion and empowerment Article 23 of the Convention on the Rights of the Child states that a child with disabilities should be provided with living conditions that allow for a dignified, independent, active life (United Nations, 1989). The UN stresses the need to focus on the rights of people with disabilities. Its regulations are created to "promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedom by all persons with disabilities and to promote respect for their inherent dignity" (Christensen, Guldvik, and Larsson, 2014, 21). In Poland, as legal acts enhancing the empowerment of people with disabilities in the context of modern technologies I would include Law of April 4, 2019, on digital accessibility of websites and mobile applications of public entities (Ustawa z dnia 4 kwietnia 2019 r. o dostępności cyfrowej stron internetowych i aplikacji mobilnych podmiotów publicznych) and Law of July 19, 2019 on ensuring accessibility for persons with special needs (Ustawa z dnia 19 lipca 2019 r. o zapewnianiu dostępności osobom ze szczególnymi potrzebami). Those two legal acts provide regulations concerning the empowerment of people

with disabilities within the enhancement of accessibility and prevention of digital exclusion. Empowerment is strengthened not only through the interactions of people with disabilities with other people but also through cooperation with institutions. Empowerment also plays a crucial role in the process of "facilitating a person's pursuit of meaningful and power-oriented goals and the gain of influence in social settings" (Sá-Fernandes, Jorge-Monteiro, and Ornelas, 2018, 260). Activists worldwide have been taking steps to highlight the rights of people with disabilities for years. Simeonidou (2009) notes, "by the time the first disabled activists engaged in collective action, they had already experienced a taste of empowerment through single-impairment organizations. Collective action aimed to contribute further to their empowerment, but first, they had to negotiate the nature of 'equality'" (Simeonidou, 2009, 27). The shift toward a social model of disability in Poland has positively impacted changes related to empowerment (Kowalska et al., 2014). The social model is emancipatory and empowering. Political, media, or social actions enable people to overcome their status as excluded and deprived of agency (McLaughlin, 2016). Pulrang (2021) points out an essential change in the situation of people with disabilities. In his article for Forbes, the author notes that people with disabilities now have higher expectations and are less willing to compromise: "it's necessary and a net positive for people with disabilities to revisit old bargains that worked well to establish the core principles of disability rights, but which may be increasingly out of date." (Pulrang, 2021). Clarkson and Coleman (2015) notice that overall organizational efforts should be aimed at creating an open society: "It is imperative that we design a world that best matches the diversity present within the population. By recognizing that design can play either an enabling or disabling role, it becomes possible to develop strategies that address the challenge of designing for the whole population." (Clarkson and Coleman, 2015, 236). Actions towards empowerment connect institutional framework with other types of activity. The support system is based not only on a formal legal or institutional framework, but it is also necessary to create specific programs and action strategies and generate cooperation among those involved in their implementation (Gąciarz, Kubicki, and Rudnicki, 2014, 105). Activity as an element of empowerment is crucial in the context of the functioning of an individual. Tsai and Ghosal (1998) emphasize that social interaction generates a sense of trust in the community and trustworthiness.

## 2.3.2. The structure of empowerment

Basic definitions of empowerment indicate that it is a process concerning the attribution of strength, power, and agency to individuals or social groups (McLaughlin, 2016). In a broader sense, it is the process of becoming a significant, meaningful "social actor who can fully contribute individually and collectively to changing the surrounding world" (Góralska and Leek, 2017, 273). The desired outcome of empowerment, according to Cameron (2018), is that people "have the opportunity to take control of their own lives and influence their living and working conditions" (Cameron, 2018, 280). Empowerment can be analyzed from the perspective of the individual and the group. From the individual perspective, it refers to how a person perceives themselves, their abilities, and their place in the social space. In the group sense, empowerment refers to overcoming barriers to social activity. Group empowerment implies cooperation, the involvement of group members in joint action (Góralska and Leek, 2017, 274). I would like to point out that the permeation of different elements and borrowing them from other societies and cultures is the basis of social learning (Linton, 1975). Empowerment draws on this resource, as social learning allows people to understand themselves better, their resources, and their potential. This aligns with the idea of constructiionism in education, which assumes that "reflection on personal experience is an excellent starting point for one's understanding of the world" (Bednarek and Lubina, 2008, 32). The authors cited above further note that the learning process takes place through continuous social discourse (Bednarek and Lubina, 2008). Online discourse can be a tool of activism capable of bringing about socio-political change with or without the help of collective action implemented in traditional forms (Shaw, 2012).

Empowerment as a process begins with the explicit opposition of an individual or group. People with disabilities (and their families or those speaking on their behalf) should be aware of the social constraints surrounding them. This awareness comes from understanding the historical, social, and political context (Balcazar and Suarez-Balcazar, 2017). However, the basis is one's life experiences, which point out the deficiencies and limitations resulting from inadequate institutional performance. The realization of the fact of the need for action aimed at changing life situations leads to several activities. People with disabilities get involved at the local and neighborhood level. They also strive for changes in the legal or institutional sphere. They also try to get the media interested in disability issues. Civic education can influence the population's quality of life in national, global, or local layers what, which was pointed out by

Pietrusińska and Gromadzka (2018). It is worth noting that being a full-fledged citizen in sociological terms consists of many elements. Lister (1997) believes citizens should enjoy the rights necessary to formulate demands and participate in social and political life (Lister, 1997). Equally important is the level of competence and practical skills related to interpersonal contacts or, for example, the use of multimedia equipment (Lister, 1997). The next element is self-esteem, the level of belief in one's abilities and the ability to change the status quo, as emphasized by Balcazar and Suarez-Balcazar (2017). Properly implemented civic education, according to Shils (2010), contributes to the formation of civil society, defined as "a special kind of society that is characterized mainly by shared, collective self-awareness - cognitive and normative" (Shils, 2010, 513). The author continues that civil society allows for the realization of the ideas of empowerment and community. It also enables the completion of articulatory functions by allowing people from marginalized groups to express their voices (Shils, 2010).

To properly analyze the structure of empowerment, I would also like to point out vital social issues, which is social support as an area of empowerment. Social support is associated with realizing human needs - security, belonging, respect, or acceptance (Dudkiewicz and Hoffman, 2021, 22). When analyzing the fundamental issues of social support for people with disabilities, it is essential to remember some potential areas crucial for organizing support activities. *The Academic Network of European Disability Experts[2]* (points primarily to six key areas. These are, as described by Grammenos (2011), personal and family life, choice and control, access to goods and services, education and lifelong learning, work and employment, and income and poverty. The right to be independent, to decide and control one's life, is at the heart of the idea of empowerment. Access to services facilitates the creation of living conditions that enable empowerment (Grammenos, 2011). Education is also a key element in expanding the knowledge of inclusion and empowerment of people from vulnerable groups. Access to well-paying jobs for people with disabilities can also help them feel more secure, strengthening their independence. Opposition to poverty among people with disabilities is one of the main demands of self-advocates (Grammennos, 2011).

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[2] The Academic Network of European Disability Experts (ANED) is a network of experts and researchers in disability policy established by the European Commission in 2007. With the assistance of the Commission's Disability Unit, ANED seeks to establish and maintain a pan-European academic network in the field of disability that will contribute to policy development.

Moving on to a detailed discussion of the empowerment of people with disabilities, it is necessary at the outset to analyze the vital issue of social determinants of health. I think that an analysis of the relationship between society and health can show how much it depends on how society shapes relations within different groups. Therefore, the situation of people with disabilities largely depends on social conditions (this aligns with the social model of disability). (Shakespeare, 2013). Many factors shape a person's living situation. Braveman, Egerter, and Williams (2011) argue that these include individual determinants (age, gender, physical condition) and factors related to this activity, such as health behavior (diet, physical activity, addictions). Also key are the conditions in which a person lives and functions (neighborhood, social, or community networks). A researcher can include all environmental, cultural, and socioeconomic factors and health and support systems in this area. These aspects can be seen as social determinants of health (Braveman, Egerter, and Williams, 2011; Appuhamy, 2017). They have a crucial impact on the inequality or inclusion of people from different groups (e.g., people with disabilities) (Braveman, Egerter, and Williams, 2011). The World Health Organization (2008) developed a framework of social determinants of health. The model distinguishes two main groups of determinants - structural and indirect. Structural ones are related to the socioeconomic and political context of living conditions (World Health Organization, 2008). They include governance, politics, and the various values a given society or group holds. These determinants can determine, for example, inequalities in the distribution of resources. Socioeconomic position influences mediating factors (Appuhamy, 2017). Intermediate determinants include material circumstances (housing, work), psychological factors (stressful living conditions, relationships, and social support), and behavioral and biological factors. All the determinants described above affect access to health and the support system. Social cohesion and social capital are affected by both structural and indirect conditions (Appuhamy, 2017).

Additionally, I would like to point out that empowerment is a process consisting of many components. Information, inclusion in participation, the ability to take responsibility for the quality of one's life, and organizational capacity stand out as the main components (Zimmerman, 2000). The author also emphasizes that inclusion is one of the essential elements in this area (Zimmerman, 2000). In this context, it means the process of taking action to address specific needs by enabling participation in community activities. Empowerment occurs at the individual, group, institutional, and community levels (Zimmerman, 2000). The perception of empowerment by specific individuals depends on their life experiences, situational context, and

spatial or temporal barriers, as described by Balcazar and Suarez-Balcazar (2017). The specialized literature also distinguishes between different types of empowerment due to specific areas, such as social, educational, economic, political, and psychological empowerment. (Sá-Fernandes, Jorge-Monteiro, and Ornelas, 2018). Pedagogical researchers recognize the need to emphasize the importance of empowerment of people with disabilities. Empowerment plays a central role in the transformative change in the quality of life of people with disabilities, striving to recognize people with disabilities as full citizens (Sá-Fernandes, Jorge-Monteiro, and Ornelas, 2018, 259). A vital role in empowerment is played by the activity of people with disabilities aimed at changing their disadvantaged situation. This significantly impacts the shape of relations with the environment and can reinforce or filter incoming information (Ossowski, 1979, 123-124). In this area of empowerment, I would also like to point out the characteristics of people with disabilities. An individual's acceptance of disability results from internal and external factors. External factors that strengthen the self-acceptance of a person with a disability include tolerance or willingness to integrate on the part of the immediate environment (Konieczna, 2015, 74). It is important to emphasize that researchers stress that people with disabilities have valuable lifestyles, forming an independent, autonomous narrative separate from those without disabilities (Borowska-Beszta, 2013). However, Jurga (2017) points out that despite significant changes in improving the quality of life of people with disabilities, the effectiveness of these measures is still unsatisfactory (Jurga, 2017, 105). As noted by Gąciarz (2017), a significant problem is passive social policy. This means there is a lack of consistency between the declared commitment of institutions to activities supporting people with disabilities and the actual actions taken. It also means that activities aimed at social inclusion "are not adequately operationalized in laws and in the ways public funds are spent and are not equipped with adequate organizational resources of public institutions" (Gąciarz, 2017, 115).

### 2.3.3. Social phenomena limiting empowerment of people with disabilities

People with disabilities often find it difficult to engage in social activities. Many barriers interfere with empowerment in the context of social participation. These can include mental barriers in society, architectural barriers, lack of transportation, inadequately prepared staff, mental barriers on the part of people with disabilities and their families/guardians, and legislation. Trevisan (2020) emphasizes that "lower levels of participation among people with

disabilities are both a consequence of exclusionary barriers and also a source of further political marginalization" (Trevisan, 2020, 2). Social difficulties are significant, as this is an area where the action is difficult due to the need to deconstruct established patterns. Dosch (2019) emphasizes, "while no person is immune to the disabling powers of ableism, racism, or any 'ism,' those people depicted as sub-human by society suffer the most in the perpetuation of myths of normality" (Dosch, 2019, 152). Because of these difficulties, the possibilities for proper empowerment are limited. Schalock (1990) emphasizes that people from groups at risk of social exclusion may be characterized by low social competence, and a negative social image of the individual or social group may accompany low competence. The author writes about a two-way relationship, as the negative perception of the individual by the rest of society means the possibility of increasing social competence is limited (Schalock, 1990). Therefore, the need to improve the social image and increase the competence of people from groups at risk of social exclusion is indicated (Schalock, 1990). Inappropriate attitudes can also be associated with the phenomenon of cultural blindness (Kalyanpur, 1998). Kalyanpur (1998) emphasizes that cultural blindness is an attitude that puts the individual and the group to which they belong at the center. This attitude is characterized by indifference to the needs of others. Other people's life situations, perspectives, thoughts, and ideas are overlooked. People representing cultural blindness do not see the beauty in diversity. For them, diversity is dangerous as a condition that "ruins the traditional world." (Kalyanpur, 1998). Anything different, incomprehensible, is simultaneously seen as dangerous, threatening a certain social order. It is also important to emphasize that we may be unaware of our attitude based on cultural blindness. Therefore, as Kalyanpur (1998) notes, there is a "need to examine and identify the cultural underpinnings of one's professional practice toward building truly collaborative relationships" (Kalyanpur, 1998, 318). The author continues that cultural blindness occurs when a group fails to recognize or accept minority groups. This includes religious, sexual, or national minorities and people with disabilities. Cultural blindness can be seen as an element of ethnocentrism or cultural relativism (Kalyanpur, 1998). I argue that cultural blindness can apply to the situation of people with disabilities (physical, intellectual, sensory), as well as those with mental disorders. The absence of people with disabilities from the public space, relegating them to the margins of society, has been the dominant attitude in the discourse on key social issues for centuries. This attitude has had (and continues to have) numerous political, social, educational, and economic consequences (Kalyanpur, 1998). It also affects the health care system, especially in access to certain facilities or in the approach of professionals to people with disabilities. Their policies may be based on stereotypes or prejudices (Kalyanpur, 1998). Examples of such attitudes can

be found in descriptions in scholarly publications. Żyta's (2011) interviewees, during a qualitative research project, shared with the researcher traumatic experiences during pregnancy and after the birth of a child with disabilities. Mothers of children with Down syndrome were discriminated against and stigmatized by those who should support them physically, mentally, or emotionally (Żyta, 2011). In addition to these support experiences, the researchers also point to the systems' flaws. Watermeyer (2017) writes that "theoretical accounts of social inequality varying positions on how positive change can be achieved, broadly ranging from those emphasizing intervention at the political and material level to those with a more personal and psychological focus" (Watermayer, 2017, 143). Therefore, when thinking about cultural blindness in the context of the healthcare system, researchers and people organizing support should pay particular attention to providing appropriate conditions for people from vulnerable groups. For the empowerment of people with disabilities to fully exist in the public space, regarding Salazar (2018), it is necessary to create conditions conducive to humanized care. Humanized care refers to an intellectual, affective, and moral attitude that requires deconstructing one's mental, emotional, communicative, and behavioral patterns in health actions, giving special importance to individualizing the approach to the other person (Salazar, 2018). Such an approach in relief activities is based on individualism in the forms of assistance shaped so that it is possible to get to the heart of the difficulties of a particular person and provide appropriate, tailored to the individual needs support. However, the authors note difficulties in making the humanized care approach a reality. This is due to resistance on the part of institutions, as well as insufficient competence of those involved in supporting people at risk of social exclusion (Salazar, 2018). For the empowerment of people with disabilities to be fully realized, certain conditions are required. First, a change in public perception about what support and care are and a strengthening of the reflective and self-critical approach of practitioners, educators, and researchers to their actions is required. Second, it is necessary to emphasize transparency in support activities, which should be based on a moral commitment to protect the other person's dignity (Watson, 2005). A third inherent element of such activities should also be the indication of the importance of strengthening cultural competence (Campinha-Bacote, 2002). The process of acquiring cultural competence involves integrating cultural awareness, knowledge, and cultural skills. This awareness can reinforce professionals' understanding that it is necessary to intensify the participation of people from groups at risk of social exclusion in decisions regarding health or social activity (Papadopoulos, 2006).

A barrier to the empowerment of children and teenagers with disabilities is the school reality, which is not necessarily open and inclusive. As Korzeniowska (2018) points out: "we can speak of an open community when it undertakes concrete actions related to helping and activating people with disabilities." (Korzeniowska, 2018, 101). Therefore, in my opinion, taking actions of a social nature, such as social campaigns, is an essential part of the activities carried out in educational institutions. The issue of empowerment of students with disabilities at school is related to the practice of integration and inclusion. As Lajzerowicz (2016) writes, integration in school remains only in the realm of dreams and plans. It is a kind of utopia without reference to practice: "teachers very often claim that integration at school is a myth. They ask how to run a class in which a child with hyperactivity, an aggressive child, or an autistic child has been admitted, in such a way that everyone is taken care of, and students with SEN and others." (Lajzerowicz, 2016, 137). Difficulties with the implementation of empowerment involve, in my opinion, not only problems in the area of education and knowledge acquisition but also in the area of peer relations. Due to the barriers arising from the implementation of integration in Polish educational institutions, it is often limited to basic organizational activities only. Therefore, numerous educational and social campaigns are being created online to counteract the barriers to school empowerment. The purpose of such campaigns is to highlight, among other things, the need to counteract school failure of people from rural communities and digital exclusion or to emphasize the role of emotional and psychological support for children and young people. Social campaigns targeting children and adolescents indicating the dangers of active presence in the virtual world are also being developed.

Moving on to analyses of empowerment implementation in the context of the media or new technologies, I would like to emphasize that technologies are not a remedy for all problems. Pullin (2009) stresses that technological innovations can minimize ableism's effects but cannot eliminate them. It is noted that attempts to make life easier for people with disabilities omit the participation of the affected people themselves in the design of new solutions. This approach is far from the idea of empowerment (Pullin, 2009). This results in the creation of products or tools that can be cumbersome to use by people with disabilities. Bidleman (2021) cites the "smart cane" as an example, which aims to support blind people daily. However, as described by Bidleman (2021):

the "smart cane" is much heavier than traditional canes used by people with visual impairments. As a result, prolonged use of them can cause injury or trauma. The author continues that, also, materials to promote such solutions do not include people with disabilities

as an audience: "even Stanford's videos about the "smart cane" display the ableism and inaccessibility that pervade our society. The videos are not audio-described, so while the developers believe that they are engaging diversity and increasing accessibility, they are not doing so properly. It is extremely hypocritical to brag about accessibility efforts for blind people in videos that don't contain audio description. (Bidleman, 2021).

This is closely related to technoableism, which appears in marketing to promote technologies helpful to people with disabilities (Shew, 2022a). Shew (2022a), analyzing technoableism, emphasizes that people with disabilities are in the background while developing new solutions. They are seen as recipients of help rather than as people who can help and support others by sharing their knowledge, ideas, and experiences. Therefore, to minimize barriers to the empowerment of people with disabilities in research, researchers should emphasize the role of people with disabilities as experts in the process of creating several technology projects. Shakespeare (2013) emphasizes that there is a need to ensure that the voice of people with disabilities is at the center of decision-making processes. Projects using modern technologies as tools to assist people with disabilities emphasize that such solutions can improve the quality of life for people in this social group (Benda, Montague, and Valdez, 2020). However, as Bidleman (2021) points out, creating barriers to empowerment by assuming that the lives of people with disabilities are less qualitative than those of people without disabilities is a manifestation of ableism, as this approach fails to recognize differences and different needs or requirements. In the social or cultural context, it is also worth referring to the technocultural approach, which emphasizes that "technology does not determine culture, nor does culture determine technology, but the two social forces are in a relationship of mutual dependence and mutually produce each other" (Kozinets, 2012, 268). Therefore, in my opinion, the above-described remark is crucial during analyses of empowerment in modern technologies and concerning the cultural aspects. Therefore, for modern technologies to be seen as a valuable addition to the formation of empowerment of people with disabilities, they must be present at every stage of the design and creation of these solutions.

### 2.3.4. Social conditions supporting empowerment of people with disabilities

An essential issue in the context of the analysis of empowerment is the concept of social capital, which describes the multitude of factors that affect the quality of an individual's social life. Social capital finds a special place in the works of modern sociology classics Pierre Bourdieu, James Coleman, Robert Putman, and Francis Fukuyama (Juszczyk-Rygałło, 2018). Social capital is "the characteristics of social organizations, such as networks (arrangements) of individuals or households and their associated norms and values, which create externalities for the community as a whole" (Pogonowska, 2004, 16). As stated by Putnam (1993), social capital determines the relationship between living standards (material status, occupational status, access to education, culture) and quality of life (social relations). Empowerment can strengthen the social capital of people with disabilities. Changes of an institutional nature can bolster the social capital of people in this social group (Masłyk, 2019). Access to social capital can be studied at the level of a specific group, local community, or neighborhood (Zhang and Centola, 2019). Goggin (2016) emphasizes that the Internet is also a space relevant to attempts to foster social capital for people with disabilities and their families. The Internet can contribute to both a better standard of living (more educational opportunities and jobs) and quality of life (a vast platform for individual and group communication). The social activity of people with disabilities is closely linked to social capital, which determines their ability to overcome barriers and obtain the necessary social support (Goggin, 2016). As Rosa (2019) writes, efforts should be made to strengthen the social capital of people with disabilities through activities aimed at changing the social perspective of disability: "as people with a disability are generally and still described as dependent on the 'good will' of others and professionals to come and 'fix] them, their capability of independence and self-determination globally needs to be argued for" (Rosa, 2019, 102).

Barnes (2020) writes that the effectiveness of empowerment depends on the cooperation of all actors, starting with the individual and ending with international public institutions. The first condition is the elements related to the functioning of the individual, their approach to activity, self-reliance, and empowerment. The development of these factors and skills acquisition occurs during interaction with other people in social and moral conditions (Żółkowska, 2011, 81). The second condition is the immediate, closest social environment with which the individual interacts. The key environment is institutions, which constitute the third layer of developmental support (Żółkowska, 2011). As Poehner and Lantolf (2010) stated,

actions towards people with disabilities should "not aim at helping the individual solve a problem but to move the individual toward independent, agentive performance and to be able to transfer what is appropriated in a given circumstance to future situations" (Poehner and Lantolf, 2010, 316). In this context, Schafranek (2021) points to the distinction between "ally" and "accomplice ." Ally challenges the status quo and promotes social justice, empowerment, diversity, working within and with current power structures, and also supports the individual in specific, complex situations that require intervention (Schafranek, 2021). On the other hand, as Kim (2019) stated, organizations, institutions, and support groups seen as accomplices go a step further in their actions. They seek to undermine and dismantle social, political, and economic structures that create an oppressive social structure (Kim, 2019).

Social conditions supporting the empowerment of people with disabilities are also connected with the individual identity of a specific person. The individual's identity is undergoing transformations in the face of a multicultural society, as indicated by Leszniewski (2017) Stojkow and Żuchowska (2014) also point to two opposing identity models for people with disabilities. These are the identity based on opposition and the project's identity (Stojkow and Żuchowska, 2014). Opposition-based identity, as stated by the authors, results in presenting people with disabilities as a suppressed minority outside the social mainstream. In this view, people with disabilities must strive to strengthen their rights independently, as the rest of society does not recognize their needs. This type of identity limits or even prevents the empowerment or emancipation of people with disabilities (Stojkow and Żuchowska, 2014). This is due to taking actions that seek only to survive and to take care of basic needs rather than to empower the people's voice in this social group. Under this model, "no efforts are made to win or negotiate the realization of their specific interests" (Stojkow and Żuchowska, 2014, 156). In the context of conditions supporting the empowerment of people with disabilities, project identity seems to be much better. This is because people characterized by this approach seek profound structural changes related to redefining identity (Stojkow and Żuchowska, 2014). They also want to improve the situation of people with disabilities in public spaces. Jurga (2017) emphasizes that the widespread presence of people with disabilities in public spaces is necessary for them to become "active participants in socioeconomic development" (Jurga, 2017, 107). People with disabilities direct their actions toward "transforming the entire social structure by undertaking activities in public and social spaces aimed at redefining the image and place of people with disabilities in society" (Stojkow and Żuchowska, 2014, 157). In my opinion, social media can be seen as a space for building project identity. This is because new

media are more open to the grassroots initiative, strengthening civic action (including by people from socially vulnerable backgrounds) (Shirky, 2011). An online presence can also be seen as a new kind of identity. The online communities being created are taking the form of new virtual nations. That is why the term digital citizenship is used (Rushkoff, 2010; Goggin, 2016). Digital citizenship is the ability to participate in an online society (Goggin, 2016). According to the author, a person who moves freely online should be considered a full-fledged digital citizen. This is a person who is aware of the rules of the Internet. They also understand the specific vocabulary and mental shortcuts in the online content (Goggin, 2016). The multitude of these elements that constitute digital citizenship shows how easy it is to find oneself on the margins of virtual communities. One must be aware of the many different relationships shaping the Internet to participate fully in this world (Goggin, 2016). Developing critical thinking is seen as one of the main tasks aimed at shaping informed digital citizens. Numerous organizations, including the National Digital Inclusion Alliance (NDIA), are being formed for this purpose. The Alliance as an institution strives for digital equality and digital inclusion and, by that, to enhancement the empowerment of people with disabilities. Digital inclusion as an empowerment context is one of the essential slogans taken up by people with disabilities. They strive for full participation in society. Digital inclusion is crucial in supporting the empowerment of people with disabilities (Seale and Chadwick, 2017). Digital inclusion treated as a condition supporting empowerment encompasses three broad elements: access, adaptation, and use (Seal and Chadwick, 2017). Access means design adapted to the needs of people from different groups (e.g., people with disabilities). Adaptation refers to activities related to digital literacy or consumer/user safety. Application refers to the preparation of activities related to education, economic development, healthcare, and social connections (Seal and Chadwick, 2017). People should view digital inclusion as an essential element of social justice, as Seale and Chadwick (2017) described. Creators of activities within the virtual space must know that it can become an area of social inequality. This is due to the presence of privileging mechanisms, disfavoring specific social groups (Chrzanowska, 2015, 633). Therefore, it is necessary to strive to prevent the Internet from becoming another tool of social exclusion. As stated by Penney (2015), effective online social campaigns aimed at strengthening the presence of people with disabilities in public spaces are characterized by innovation and an out-of-the-box view of the issue at hand. They enable engaging audiences with little effort (cost, access, time). Organizations creating social campaigns on YouTube can easily reach interested parties (Penney, 2015).

While analyzing social conditions supporting the empowerment of people with disabilities, I would like to point out key aspects of social change. The activities of people with disabilities can be seen as an essential element of social change, especially in the context of empowerment (Oliver, 1990). People with disabilities can be self-advocates, i.e., take a stance in line with the idea of "nothing about us without us"[3]. They make statements based on their experiences: "addressing every aspect of my vision impairment over the years has helped me immensely on my journey of love and acceptance...The older I got, the more comfortable I became advocating for myself, which [led] me to using my platform to advocate for others as well." (Life of a Blind Girl, 2021). They are experts on their needs and are aware of how much needs to change in the area of social action for inclusion (Oliver, 1990). People with disabilities can act and are aware of the range of opportunities for social support realized in various forms, including online social support (Shakespeare, 2013). Social support increasingly takes the form of online meetings on social media or forums instead of face-to-face meetings (Rains, 2018). This is supported by research conducted by Duggan et al. (2015), which showed that 79% of parents of children with disabilities use social media for information and support (Duggan et al. 2015). Convenience, ease, unlimited access, and the fact that those using this form of support perceive the involvement of others as less evaluative than with face-to-face contact are cited as reasons for the shift toward online support, as discussed by Blum-Ross and Livingstone (2017). Carey, Block, and Scotch (2020) also point out that so-called sharenting, i.e., sharing information about one's child with other Internet users, can help self-advocacy. This is because the sincerity of the content presented about, for example, the daily life of a child with disabilities is intentionally blunt in such a way as to reveal thereby the lack of help and support from institutions (Carey, Block, and Scotch, 2020). However, some risks and concerns should be pointed out in the context of sharenting as a social support activity implemented online. Sharenting, as noted by Rader (2015), can be used by parents (or support organizations, for example) as a way to gain attention only, which is not followed by actions and reflections that could change the adverse situation of a child with disabilities. Parents show their children in front of a large online audience without their agreement and for purposes that may not benefit the child in any way (Rader, 2015).

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[3] "Nothing about us without us" is a slogan used to present the idea of self-representation and self-advocacy of people from socially marginalized groups as an element of changing the social situation to more open, more inclusive towards people from minorities (such as people with disabilities) (Charlton, 1998). In the case of people with disabilities the idea of "Nothing about us without us" was strongly emphasized by the People First Movement created in 1974 (Montgomery and Baglioni, 2022).

Among other conditions that support the empowerment of people with disabilities are the integration and inclusion of people with disabilities. The integration allows a person with disabilities to be themselves among others, as emphasized by Hulek (1997). Jurga (2017) argues that appropriate living conditions need to be created that enable functioning based on the principles of dignity, anti-discrimination, and empowerment (Jurga, 2017, 115). Szumski (2013) also wrote about the integration of people with and without disabilities, saying that integration involves bringing together two communities with limited contact under previous conditions. According to the author, integration as a base element of social action is essential (Szumski, 2013). Trębicka-Postrzygacz and Roguska (2015) emphasize that integration allows people to get to know more deeply people, groups, and environments that they did not know and may have approached with distance, fear, or hostility. Overcoming this fear is one of the essential conditions for successful integration (Trębicka-Postrzygacz and Roguska, 2015, 416). To maintain definitional precision, I would like to point out, at this point, the differences between inclusion and integration. These phenomena are not at the center of analysis and conclusions in my netnographic research project (the main research category is the empowerment of people with disabilities), however, I would like to point out some key elements in defining integration and inclusion. As a general definition, according to Hehir (2005), integration is the process of bringing people with disabilities into existing mainstream environments or activities. A significant focus of integration is to modify the environment or actions to accommodate the needs of people with disabilities (Hehir, 2005). On the other hand, as Hehir (2005) described, inclusion refers to a broader and more comprehensive approach that aims to create environments and activities that are inherently welcoming and accessible to all, including individuals with disabilities. To ensure inclusion, barriers to participation must be addressed and removed, diversity must be promoted, and all perspectives and contributions should be valued (Hehir, 2005).

Within the analysis of social conditions supporting the empowerment of people with disabilities, I would also move from the analysis of integration and inclusion to the description of social competencies, which are the next crucial aspect in this area. Empowerment, discussed in this section, is only one phenomenon that falls under social competence. Empowerment means strengthening in the social, mental, and emotional areas (Santoso, 2019). As described by Wolińska (2015), forming appropriate social behavior is done through social training. Social training is functioning within the family and talking to parents about values or emotions. Social training can also be through contact with peers, playing, learning, and spending leisure time

together. Relationships between people with and without disabilities contribute to understanding and, in the long run, acceptance of otherness: "the knowledge and skills acquired by the able-bodied in interactions with the disabled allow the disabled to be perceived not only through the prism of their limitations but also as valuable people, valued employees with dreams and qualifications" (Wolińska, 2015, 63). The author writes that social training allows for the acquisition of many additional necessary skills (Wolińska, 2015). For people with disabilities, this can include functioning in a school or work group. Social training can also address issues related to intimacy and sexuality of people with disabilities (Ćwirynkało and Żyta, 2019). The next condition enhancing the empowerment of people with disabilities, described in academic literature, concerns involving parents in different empowering actions. Involving families of people with disabilities in empowerment activities is crucial: "when professionals take the opinions and desires of families into consideration, the quality of decision-making and interventions are improved" (Cameron, 2018, 278). Social inclusion of people with disabilities and their families is also inclusion in culture, which can become essential for ensuring social cohesion (Błaszczyk and Banaszak, 2020, 67). This is especially true of the rapidly developing visual culture, which is defined as "the totality of seen aspects of the social world, in part objectified in the form of images and the rules that determine their production, analysis, interpretation and evaluation" (Ogonowska, 2012, 53). Images can take various forms, including videos published on social media platforms. Many elements related to social training in the current reality are related to the media. Traditional media, especially modern technologies, are essential in shaping social attitudes (Mossberger, Tolbert, and McNeal, 2007). The culture and different aspects of socio-cultural changes can be used within the empowerment as tools for the social training of individuals or groups. Through this, social training can take on a natural character, that is, it occurs within the framework of actual life events. Its form can also be laboratory or experimental, where media, training, or therapeutic interactions are undertaken (Martowska, 2012; Deptuła and Misiuk, 2016). According to Deptuła and Misiuk (2016), adequately guided social training throughout an individual's life allows him to be a full-fledged presence in the community's life. The basis for such functioning is the possession of adequate knowledge of social conditions and the potential to take appropriate action. Individuals with a high level in both areas indicated above (knowledge, potential) will be more aware of their social role and will engage in the empowerment process with greater courage (Gresham, 1981).

Effectively conducted empowerment of people with disabilities also consists of conditions supporting the functioning of people with disabilities within work environments. According to Sá-Fernandes, Jorge-Monteiro, and Ornelas (2018), the opportunity to work in an interesting position that is compatible with one's education can strengthen a person with disabilities' sense of independence. The authors continue that people with disabilities who are engaged in the open employment market achieve significantly higher empowerment scores than those receiving social benefits due to their participation in the community and ability to meet basic life needs independently (Sá-Fernandes, Jorge-Monteiro, and Ornelas, 2018, 261). Therefore, in my opinion, media activities such as social campaigns should be directed toward strengthening public awareness of employment for people with disabilities. As Mills (2008) described, many people with disabilities face negative experiences from the rest of society. The daily difficulties of people with disabilities reflect structural deficiencies and the historical construction process (Mills, 2008). This is, for example, very evident in the case of people with intellectual disabilities, which was indicated by Ćwirynkało and Żyta (2019). Social conditioning can inhibit the social integration of people with disabilities. According to Cameron (2018), adverse social reactions cause a decrease in self-esteem and self-efficacy. Action by institutions such as schools and the media is necessary to change the established order. Cameron (2018) points out that "a fundamental condition for empowerment is the belief that support recipients have a range of competencies that can be utilized to produce positive change" (Cameron, 2018, 282). A necessary condition for the empowerment of people with disabilities is also an individualistic approach to organized support activities for people with disabilities is also essential. In the context of supporting conditions of empowerment, it is also worth emphasizing the importance of mental and emotional resilience. Resilience, as described by Runswick-Cole and Goodley (2013), is the process of adapting a person or group to changing conditions. In the context of my research project, it is particularly relevant concerning modern technology and the Internet. This perspective means analyzing whether an individual or group adapts to new environmental conditions and withstands difficulties (Runswick-Cole and Goodley, 2013). Byra and Parchomiuk (2018) noted that resilience is essential in coping and adapting to stressful situations for people with disabilities and their families. Resilience has its basis in psychological research on the analysis of cognitive processes. However, the concept can be transferred to the arena of social or cultural research. In this sense, resilience refers to communities, groups, and their responses to new and unfamiliar events of varying severity or magnitude (Runswick-Cole and Goodley, 2013).

## 2.4. Social campaigns about disability and the Internet as areas of empowerment

### 2.4.1. Social movements and their functions

Social campaigns are part of broadly defined social movements. However, they differ in the degree of organization (Ganz, 2009). Social campaigns are thoroughly planned activities when social movements are characterized by a high level of spontaneity (Sztompka, 2010). Movements can take various forms (protests, legislative initiatives, educational actions). The unifying feature of all social movements is their group dimension (Ganz, 2009). They are actions taken collectively by citizens or non-governmental institutions (Calman, 2019). It can be said that a social movement is an impetus, a launching pad for more elaborate, structured activities, such as social campaigns (Tarrow, 2022). Social movements' overall goal is to make a difference (Sztompka, 2010). These activities are also primarily driven by the lack of adequately functioning aid institutions, as Hrynkiewicz (1990) indicated. Participants in social movements are excluded daily from the opportunity to decide on matters of state importance, and they express their opposition to the authorities' decisions through a range of diverse activities, as emphasized by Amenta and Polletta (2019). People from vulnerable groups within movements use non-institutional strategies and tactics in sustained campaigns for social change (Tarrow, 2022). Van Dyke and Taylor (2018) write that the effectiveness of social movements depends on the overall strategy of action, the number of people involved, the resources and time devoted, and the political, social, and cultural context) (Van Dyke and Taylor, 2018). Numerous interesting initiatives are emerging worldwide to strengthen the activism of people with disabilities. An interesting example of the social movement for people with disabilities is the Disability Inclusion Facilitators[4], which aims to build relationships between people with and without disabilities. Members of Disability Inclusion Facilitators also focus on raising awareness about disability. These initiatives bring together experts to address the social exclusion of people with disabilities.

Social movements can serve multiple functions that shape how specific actions are formulated and what strategies their creators adopt (Tarrow, 2022). These functions are intertwined. According to Tarrow (2022), the primary one is the support function, activities

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[4] Disability Inclusion Facilitators (DIFs) is a social movement started in 2018 which provides support and guidelines for the inclusion of people with disabilities (in the contexts of education, work, public spaces, or a community organization). (www.light-for-the-world.org).

aimed at helping people in a particular social group. The control function is to supervise to verify the activities of public institutions. Also important is the affiliative function, bringing people together and creating a community of people with similar life experiences, views, or needs (Tarrow, 2022). This aligns with the opinions of Bauman (2019), who distinguished between society and community. According to the author, society is anonymous and bureaucratic. Community is characterized by cooperation and unity of experience (Bauman, Haffner, 2019). In addition, Koperski (2016) emphasizes that many social movements have essential creative functions, i.e., they take initiatives that seek to create something new (e.g., in terms of regulation). An informational function is also fundamental. In the context of people with disabilities, this would include informing people with disabilities and their families about the difficulties of everyday life. These kinds of activities draw attention to the fact that people in this social group face many challenges, such as architectural ones (Koperski, 2016). The last essential function of social movements, according to Koperski (2016), is the opinion-forming function. It involves seeking to change people's views on disability. It is the deconstruction of prejudices and stereotypical perceptions of people with disabilities (Koperski, 2016).

Clark (2016) writes that studies of online social movements have shown the vital role of digital platforms in activist information sharing, dissemination of policy frameworks, decentralization of leadership, and reducing the cost of participation in social action (Clark, 2016, 4). Researchers analyzing social movements shaped in the virtual world point to key areas that determine the level of engagement in action (Lovejoy and Saxton, 2012). Lovejoy and Saxton (2012) created a framework describing three main types of digital mobilization. These types are - information, community, and action (Lovejoy and Saxton, 2012). The authors continue that in the first type, people are only informed about an organization's goals, ideas, and projects. The second variant means that people become part of a larger community. They share common ideas and perspectives, which leads to a sense of belonging. The last step is to be an activist involved in activities created by the organization. Supporters feel they belong to a larger collective, so they want to engage in shared collective activities designed traditionally or digitally (Lovejoy and Saxton, 2012). Consequently, according to Nyabola (2018), social campaigns can be seen as an essential element of e-democracy. E-democracy becomes a tool for universal democracy based on freedom of expression (Nyabola, 2018). In this context, the absence of censorship in social actions carried out in the virtual world is emphasized. E-participation engages citizens through modern tools (such as social media) in social activity and decision-making in key areas of their daily lives (Agren, 2020).

## 2.4.2. Social campaigns, their types and functions

Kuraszko (2010) indicates that social campaigns can be divided according to the subject matter addressed and the area of involvement. In connection with this criterion, social campaigns can concern, for example, activism and civil society, education, culture, health, prevention, gender equality, and social rights, or counteracting social exclusion (Kuraszko, 2010). Analyses of Almeida and Chase-Dunn (2018) show that many social campaigns in the 21st century are primarily concerned with global activities. These include, for example, numerous organized activities related to climate change, ecology, or migration. Furthermore, research shows that social campaigns are more effective if they are undertaken in transnational cooperation (Dodson, 2016). This is especially true when global international NGOs, scientific research institutions, or transnational social institutions are created (Dodson, 2016). Another criterion of the social campaigns division is content communication models (Kuraszko, 2010). A distinction is made between information, stakeholder-response, and stakeholder engagement-based campaigns (Kuraszko, 2010). According to the author, informational campaigns do not aim to affect the recipient's emotions. Their main task is to provide specific information and knowledge on a particular topic. This can be, for example, information on where to look for help (promoting emergency numbers or web addresses of aid organizations) or a description of the structure of the institution's operations (Kuraszko, 2010). Campaigns of the second type (stakeholder-response campaigns) seek to persuade audiences to adopt the sender's perspective presented in the social campaign. The last type of campaign, that is, campaigns based on stakeholder engagement, rely most heavily on collaboration between the creator and the recipient. In the case of these campaigns, the goal is to establish a dialogue, open cooperation with the addressees, and strengthen the commitment to a specific social group (Kuraszko, 2010). As a criterion for dividing social campaigns, their scope is also distinguished. Accordingly, campaigns can be local, regional, national, and global (Pawlak, Kulpaczynska, and Kutryn, 2017).

Social media campaigns significantly impact politics and activism (Miller, 2017; Atkinson, 2017). According to Miller (2017), online campaigns can aid revolutionary change efforts. Social movements can also lead to increased momentum among politicians (Calman, 2019). Social media campaigns can also help micropolitics of power in everyday life, as Miller (2017) indicates. This means that various social movements can strengthen the local quality of life activities. Therefore, as indicated by Verdegem (2011), social media campaigns are used to

accentuate issues related to gender, minorities, or disabilities, for example. In this context, social media is "an enabler of self-organization and self-help processes started by, or involving, socially-excluded people that transform weak ties created across the online and offline worlds into effective collective structures of engagement and participation" (Verdegem, 2011, 33). Research on the empowerment of people with disabilities by social campaigns conducted online can take many forms. Social campaigns may be analyzed by the use of netnography involving observation of phenomena present on the Internet (Kozinets, 2012). It can also be active participation in virtual life and contact with people with disabilities, for example, through instant messaging. In addition, the researcher can analyze the visual content of published materials (Kozinets, 2012). A way of conducting research in the online space is also web scraping (Diouf et al., 2019). Scraping involves automatically searching for and retrieving from websites the necessary information to conduct a study (Diouf et al., 2019). This is particularly useful when analyzing many online materials from, for example, social media such as YouTube.

Within the analysis of social campaigns, I would like to highlight different aspects which connect social campaigns with social phenomena. Social campaigns are one of today's innovative forms of social inclusion and, according to Castells (2015), can influence the shape of social relations. Social campaigns are an essential tool for developing "network sociality." According to Wittel (2001), network sociality is about bonding people together and creating collectives that pursue a common goal. Such a goal could be, for example, improving the lives of people with disabilities and their families. Relationships within network sociality are characterized by flexibility, intensity, and temporariness (Wittel, 2001). Social campaigns can strengthen people's desire to associate with larger groups. However, there is a risk that characterizes network sociality, namely the group's disintegration once the goal is achieved (Wittel, 2001). The constancy of a virtual community depends on cohesion and commonality (Juszczyk-Rygałło, 2018, 57). A social campaign publicizes the problem and then leads to success or lack of success. However, the bonds formed among those active in the campaign, according to Juszczyk-Rygałło (2018), cannot last. Individuals leave the group, moving on to other activities carried out under different structures. Such situations clearly illustrate the difficulties facing the campaign's designers. Maintaining consistency within the cooperation developed can be difficult to achieve. Juszczyk-Rygałło (2018) emphasizes that "a coherent network of relational ties is the substrate for the formation of virtual social capital. In turn, its quality is determined by the level of commonality in the network group" (Juszczyk-Rygałło, 2018, 57). The elements of social campaigns described above show us that social media can be

crucial for creating social innovation. In this context, social innovation is seen as processes in which new things are designed to meet social needs. Social innovation can be technological with the use of modern technology. Social innovation can also encourage local entrepreneurship through media activities.

Social marketing may play a pivotal role in the area of supporting people with disabilities, also as social campaigns. Social marketing is a standard tool used by traditional and modern media (Tuten and Solomon, 2017). The purpose of social marketing activities is to change a broad audience's views and outlook on socially relevant issues (Mynarska, 2018). Such a change of attitude can be achieved, for example, through a well-planned and executed social campaign. These intentions reference the idea of AIDA operating in commercial advertising (Baber, 2022). AIDA (A-Attention, I-Interest, D-Desire, A-Action) points to key areas that should be included in the design of activities to achieve high effectiveness (Baber, 2022). Developers using social marketing use it to stigmatize negative attitudes (e.g., stereotypical perceptions of people with disabilities) or to reinforce positive messages (e.g., social inclusion, employment of people with disabilities). Mynarska (2018) emphasizes that "from the perspective of social organizations, the task of social marketing is to disseminate information about the needs of people with disabilities and to promote in the media the programs and activities carried out for the benefit of people with disabilities" (Mynarska, 2018, 145). An interesting variation of social campaigns is the so-called cause-related marketing (CRM). As described by Adkins (1999), CRM involves creating a social campaign funded by a specific enterprise or company to combine the promotion of its products with the proclamation of socially valuable ideas. This allows the company to enhance its positive image while striving to strengthen human rights. Cause-related marketing allows companies to maximize resources and provide better customer service (Sadowski, 2012). This can include the actions of beverage manufacturers, for example, who strengthen their credibility by talking about their products as being packaged in renewable plastics so that the company emphasizes that it cares about the environment. Similar actions, in my opinion, can be taken in the context of helping people with disabilities. This takes the form, for example, of activities that promote the employment of people with disabilities in an institution.

Social campaigns can be an essential part of civic education (Owen et al., 2011). By addressing socially relevant topics, campaigns educate and increase knowledge and awareness. Civic education affects both competence and participation (Hoskins et al., 2006). Both of these aspects are also goals of social campaigns. Therefore, in my opinion, educators can turn to

campaigns to reach potential audiences. The ultimate priority of civic education is to increase public participation (Hoskins et al., 2006). The creation of public campaigns is becoming an essential element of media public activity. Activities of this type can furthermore be a tool used in what is known as service learning, which according to Eyler and Giles (1999), involves learning through engagement in action (Eyler and Giles 1999). The authors continue that such learning is based on cooperation, drawing on the experience of many people. Also significant are the local resources and potential of those involved in the process (Eyler and Giles, 1999). Social campaigns, in many cases, deal with local issues, supporting small communities. Therefore, campaign elements can be used during the service learning process. During service learning, participants acquire social competence (Eyler and Giles 1999). This is due to the specificity of the scheme of activities, which consists of several stages. These are a diagnosis of local resources, identification of needs, search for solutions, and reflective evaluation of activities (Eyler and Giles, 1999). This activity structure, in my opinion, can also be successfully used when creating social campaigns on disability.

In the context of social campaigns and empowerment, I would also highlight key aspects of justice from a sociological perspective. Social campaigns address many issues related to global justice (Langman, 2005). Definitions define global justice as a shared social obligation (individually and as a group). This concept is explicitly linked to human rights (Mandel, 2006). Social campaigns are part of activities to strengthen global justice, especially concerning education. Campaigns fill an essential role that traditionally belonged to state institutions. They deepen the understanding of global justice in society. Justice can also be viewed in the context of the social justice theory proposed by Fraser (2001). The author writes about seeing social justice as an element of empowerment of people from marginalized groups. The social justice schema integrates two aspects: redistribution of resources and social recognition (Fraser, 2001). When the researcher analyzes a social campaign on disability, social recognition is closely related to the presentation in campaign spots of phenomena related to the everyday life of people with disabilities to reach a broad audience. Redistribution of resources in this context means adequate financial resources for campaigns involving many people, having the right equipment, etc. (Fraser, 2001).

An essential role of social campaigns is to affect the sphere of emotions. Schaffer (2005) recognizes the importance of emotions in the process of acquiring knowledge, forming beliefs, and changing attitudes. Campaign content is designed to affect the whole range of emotions. Designers know that "all emotions have some kind of vital importance for survival and all have

useful, internal and interpersonal, regulatory functions" (Schaffer, 2005, 149). Social campaigns raise the visibility of people from a particular social group in public spaces. Protest actions are a way of gaining visibility for both external audiences and the movement activists themselves (Casquete, 2006). Strengthening emotional support, self-esteem, and freedom are identified as target outcomes for social campaigns, which aligns with ideas presented by Oliver (1996), who describing definitions of disability, also emphasizes the importance of these issues. The author clearly emphasized that it is not people with disabilities who should be the target of professional interventions and practices but society (Oliver, 1996). The challenge in carrying out a public campaign on disability is to preserve the empowerment of people with disabilities because, as Gąciarz (2017) emphasizes, "participation in the public sphere requires a high degree of empowerment from social actors, who either seek to make their issues (rights, interests, problems) a matter of public concern or want to influence the course of public affairs. Otherwise, they have no chance of being recognized as an important part of the public discourse, or they depend on what meaning other actors participating in the public sphere will give them" (Gąciarz, 2017, 97). By strengthening the competence of social actors to form a system of knowledge and tools to enhance the process of their functioning, a responsible, cooperative society is created (Stojkow and Żuchowska, 2014, 56). There is also an emphasis on the need to increase social involvement and participation in interaction, co-responsibility, and acquisition of social competencies by people with disabilities (Bąbka, 2014). Wołosiuk (2013) argues that the needs of people with disabilities and the presentation of their genuine concerns, but also their successes, should be at the center of campaign activities: "it is necessary to sensitize the public to the needs of people with disabilities, to activate for the benefit of the disabled, to spread the image of a disabled person as a full member of society." (Wołosiuk, 2013, 72). People with disabilities must not become a tool in the hands of campaign developers. Publications increasingly refer to the phenomenon called "inspirational porn" (Grue, 2016; Dosch, 2019). The presentation of people with disabilities is often directed in a way that leads the viewer to reflect "'how heroic,' and the underlying 'thank god, it's not me'" (Dosch, 2019, 153). In her speech titled "I'm not your inspiration, thank you very much" at Tedx Sydney, Stella Young (2014) emphasized that her disability (and the disabilities of others) should not inspire people without disabilities (Young, 2014). Zdrodowska (2016) also wrote that: "Disabled people are exposed and used to evoke emotions whose beneficiaries are only able-bodied viewers" (Zdrodowska, 2016, 397). The hidden knowledge behind "inspirational porn" shows us that the media using the image of the "brave hero" or "brave warrior" approves of people with disabilities doing what society perceives as the "right" way for a person with

disabilities to be (Zdrodowska, 2015). Therefore, in my opinion, disability should not be presented as part of a message that says, "others are in a worse situation." This is one of the challenges facing social campaign developers. I argue that they should create their projects considering that they are describing real phenomena of everyday life of people from marginalized groups. Therefore, campaigns should be created sensitively, with empathy and high ethical standards.

### 2.4.3. The effectiveness of social campaigns

Piątek (2015), analyzing the effectiveness of social campaigns as a tool for changing attitudes toward people with disabilities, points to four main factors. These are the sender, the content of the message and its organization, the medium, and the recipient (Piątek, 2015, 148). Social campaigns rely on strong emotions by creating expressive, surprising (often controversial) content. We are talking in this context about the so-called shockvertising involving the operation of shock in advertising materials (Koza, Mazurek, and Pernal, 2011). The goal is to attract the recipient's attention, to surprise him through controversial topics, and violation of norms, ideals, or values (Wojturkiewicz, 2021, 63). Campaign designers use proven ways to influence audiences. They refer to widely described psychological mechanisms, such as the primacy or freshness effect (Piątek, 2015). In addition, they use robust, incisive, concrete argumentation. According to Piątek (2015), the recipient's engaging medium also shapes a social campaign's effectiveness. This is reflected in the language used, stylistic elements, or graphic representations of the idea described. Sahaj (2017) emphasizes that through appropriate trends analysis, social campaign designers can reach a broad audience and interest them in the issue presented in the spot. Through organized activities and specialized algorithms, successful social campaigns achieve access to specific groups of viewers, listeners, etc. Media social campaigns contribute to changing social perspectives. As Sahaj (2017) wrote: "the process of destereotyping is accompanied by the repositioning of representatives of niche and often discriminated social groups, which include people with disabilities. Not only are they becoming more 'visible' in public space and mass media, but they are also being presented in roles hitherto unobvious, unanticipated for them and not associated with them" (Sahaj, 2017, 185). Analyses of social campaigns on breaking down social barriers to disability show that presenting people with disabilities in positive contexts can bring many potential benefits. Kamecka - Antczak (2020) points, among other things, to socialization, strengthening public debate, a pretext for

training social skills, and deconstructing stereotypical approaches to the everyday life of people with disabilities (Kamecka-Antczak, 2020).

An essential feature of effective social campaigns is their longevity which is emphasized by Prochenko (2003), stressing that it cannot be assumed that a short-term social advertising campaign can permanently change the attitudes of its addressees (Prochenko, 2003). The content created in the form of spots, posters, and local activities should remain in the public space for many months. However, staggering the activities over time also means that the expected effects are postponed (Piątek, 2015). The assumed changes, e.g., aiming to improve the situation of people with disabilities in the labor market, are implemented gradually. Therefore, the effectiveness of social campaigns in terms of internalizing specific patterns or attitudes by recipients is often challenging to measure. In this regard, the role of ethnographic researchers who observe the effectiveness of created social projects with the appropriate distance, not only emotionally but equally significantly temporally, is crucial (Kaur, 2017). Social campaigns concerning people with disabilities, or more broadly analyzed groups of people at risk of social exclusion, I would primarily classify as communication campaigns. According to Dobek-Ostrowska and Wiszniowski (2017), campaigns of this type are designed to inform the public about important social, economic, and educational issues. Issues of inclusion, empowerment, and social cooperation find space in campaigns of a communicative nature. Their goal is to change social views on key social issues from the point of view of the group as well as the individual. Communication campaigns are activities that "express social interests, refer to facts, address 'ideal' attitudes, both from an individual and collective point of view and are financed by social institutions and organizations" (Dobek-Ostrowska and Wiszniowski, 2017, 77).

### 2.4.4. Internet in the context of social activity

The Internet is becoming a leading communication, interaction, and cooperation medium. Bąk (2018) argues that people can now observe the emergence of a global media society (Bąk, 2018, 38). The virtual world is a space for the transmission of knowledge, information, and culture. People use the Internet to develop educationally, professionally, culturally, and socially. The Internet reaches billions of people around the world. In the context of this research project, it is vital to highlight YouTube in particular. This is a platform that already has more than 1.9 billion users. Research from 2020 indicates that, in total, social media

already has about 3.8 billion users. The average user spends 6h43 min. a day online (data for Poland - 6h 26 min.). Data from 2020 indicates that in Poland, social media is used by 19 million users (Digital Report, 2020). Researchers can see information technology's technological and social aspects as inclusive factors (Tomczyk et al., 2019, 166). Adding comments, opinions, reviews, and exchanging private messages (individual and group) form various messages that form the basis of virtual interpersonal contacts. It allows social support to be seen as part of building social ties (Dudkiewicz and Hoffman, 2021).

The Internet brings with it many contradictory consequences. On the one hand, it is becoming an essential tool for social change by facilitating communication and collaboration (Reed, 2014). It is worth citing notions of a cooperative society describing how modern technologies have increased our drive for cooperation in an economic or socio-cultural context (Jemielniak, 2019, 37). On the other hand, the Internet can contribute to an increased sense of loneliness, confusion, and alienation (Smieszek, 2019a). This is pointed out by Kostyło (2014), who asks the question: "when entering the space of the Internet, do we protect our freedom, especially the freedom to obtain and transmit information, or do we become deprived of this freedom, alienate ourselves, lose contact with ourselves" (Kostyło, 2014, 192). Users can feel lost in the virtual world through an excess of stimuli. This is especially evident in the case of social media, which are based on dynamics and constant activity. Researchers are even already talking about the so-called "permanent change syndrome" as a consequence of functioning in an era of dynamic digital development (Krzysztofek, 2018). Content appearing in social media takes different forms. Initially, they were mainly texts or messages sent to friends or a wider audience (for example, in the form of a blog or discussion forum). In the course of the transformation, video content has gained importance. Social media such as Instagram and TikTok are based on simple, short audiovisual materials. In this study, the main focus is on YouTube as the largest social media platform, which is almost entirely devoted to video materials.

The Internet helps strengthen the sense of social solidarity between people without disabilities and people with disabilities. It also facilitates the social and political activism of people with disabilities. Thus, it enables them to fight for their rights more efficiently. Social solidarity is crucial for systematically and effectively promoting the rights of people with disabilities (Montgomery and Baglioni, 2022). Yadlin-Segal (2019) emphasizes that "online networking sites and user-generated online media texts (e.g., Internet memes, tweets, and blogs) allow disability activism by challenging government policies, cultural misconceptions, and

social exclusions through the easier circulation of the perspective of the marginalized" (Yadlin-Segal, 2019, 38). The civic sphere can develop through social media. This is due to the democratic nature of portals such as YouTube and Facebook. Democracy on the Internet contributes to the empowerment of individuals (Krzystofek, 2014). A civic sphere is a plane that differs in its characteristics from traditional political, economic, or religious spheres (Bobrowska, 2013). This results in greater involvement of people from vulnerable backgrounds in activities. However, it is essential to remember that even seemingly democratic areas, such as social media, can exclude certain groups of users. Recognizing that social media users are not a homogeneous group is essential. According to Gruchała (2016), they may differ in their competencies, ways of using the Internet, and extent of use of social media, but also in their sensitivity and attitudes towards other users (Gruchała, 2016).

The Internet can be an essential element in empowering people with disabilities. This is evident in research conducted since the beginning of the 21st century. Taylor's (2000) analysis shows that the Internet "[has] the potential to help provide people with disabilities access to a myriad of professional, educational, social, and economic resources" (Taylor, 2000, 28). The Internet increases the visibility and presence of people from socially vulnerable backgrounds in public spaces (Van Dijck and Poell, 2013). Social media provide great opportunities to promote awareness of disability issues among the public. Santoso (2019) argues that social media effectively promotes the empowerment of people with disabilities (Santoso, 2019). Opposition to the actions of public institutions is often the driving force behind the actions of these individuals or social groups. Harlow (2017) notes that the Internet is changing the nature of activities to strengthen human rights (points to the activism of people from ethnic minorities, women, immigrants, and other marginalized groups). According to Harlow (2017), the Internet is changing many areas of protest activity. For example, modern technologies shape "new models for documentation, community building, awareness rising, civic and political engagement, mobilization and reconciliation and access to justice" (Harlow, 2017, 318). The phenomenon of "hierarchization" of disability can be seen in traditional media. It involves a more significant presence in the media of people with selected disabilities (motor disabilities, sensory disabilities). People with intellectual disabilities and people with mental disorders do not appear equally often in media coverage: "This is because there is a preponderance of privilege in the dominant culture for people with sensory dysfunctions in the face of the constant devaluing of people with intellectual dysfunctions, mental disorders or autism spectrum disorders" (Borowska-Beszta, 2019, 166). Social campaigns on the Internet are often grassroots

in nature. As a result, content about previously overlooked groups of people with disabilities has, in my opinion, a more significant opportunity to reach a broad audience.

Coll-Planas and Visa (2016) also highlight the rise of health-related content: "the digital public sphere has become a unique setting for people to share health-related knowledge, either through forums, mailing lists, online self-help groups, institutional web pages, social media or personal blogs" (Coll-Planas and Visa, 2016, 884). Social media are an essential source for obtaining health information (Hulewska, 2016). The author concludes: "research leads to the conclusion that the service has great potential for educating about health and promoting a pro-health lifestyle among young people" (Hulewska, 2016, 98). According to Hulewska (2016), the dynamic development of many social media platforms will reinforce these trends so that the Internet will increasingly be seen as one of the essential sources of health-related knowledge. Social media often overtake face-to-face contact, such as with family or health services (Hulewska, 2016, 101). The field of "e-health," which involves the use of information systems to deliver health or medical services, is growing (Duplaga, 2010). Institutions such as The Health on The Net Foundation[5] are emerging to strengthen the accessibility of health-related content for all website users. In this way, according to Maksymowicz (2016), the Internet can become an important tool to combat the social exclusion of people with disabilities or illnesses, which makes it possible to associate and organize within larger communities, so it becomes easier to influence policymakers among other things (Maksymowicz, 2016)

Platforms such as YouTube (for example, Netflix, Steam, and Spotify) have a crucial power to determine the accessibility and presentation of user-generated content (both professional and amateur). This is closely related to the idea of platformization, which means the penetration of economic, governmental, and infrastructural extensions of online media into network and application systems, profoundly affecting the operations of cultural institutions (Nieborg and Poell, 2018). The authors of the term "platformization" emphasize that "if a platform holder succeeds in launching at the right time, adopting an optimal pricing structure, and providing available infrastructure, strong winner-take-all effects can come into play, ultimately allowing the platform to aggress a disproportionate number of users, revenues and/or profits" (Nieborg and Poell, 2018). Specific online communities are being shaped on the Internet. Online communities are defined as "social clusters that form in virtual space when a

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[5] The Health on the Net Foundation (HON) is an non-profit foundation established in 1996 to promote the deployment of valuable health information online by developing useful schemes, research activities which may provide access to trustworthy resources (www.hon.ch).

sufficiently large number of people hold public discussions for long enough and with enough human affection for personal relationships to form between them" (Kozinets, 2012, 22). A vital element of this definition is the attention to clusters, i.e., the indication that wherever a large group of users gathers, a specific cohesive social structure can form. It is also essential that personal relationships are formed between these individuals (Kozinets, 2012). Kozinets (2012) means by that, that on the Internet, participants in the exchange of information exchange certain emotions in addition to that information. Kozinets (2012), however, believes that the use of the phrase virtual communities is inappropriate, as it assumes that the ties that are formed within virtual communities are somehow unreal, virtual, and impossible to capture in a traditional social framework (Kozinets 2012). Online relationships are genuine and essential to these individuals and cannot be considered merely virtual (Kozinets, 2012). The author also points out that "online communities are changing how people seek to change the world around them" (Kozinets, 2012, 65).

The Internet has resulted in the disappearance of the division between creators and consumers, which according to Olcoń-Kubicka (2010), means that in a virtual space, anyone can be both a recipient and a creator (Olcoń-Kubicka, 2010). The Internet offers easy access to information about "the practicalities and logistics of concrete actions" (Schumann, 2015, 27). Online communication also promotes cooperation, both in formal groups and within informal structures (Schumann, 2015). It is the basis on which online societies are formed. For people with disabilities, social media can be an arena where they can show their anger and frustration against ableism (Webster, 2022b). This can lead to unity and solidarity among community members who have experienced similar problems (Webster, 2022b). Therefore, in my opinion, understanding how the Internet can affect people's social functioning is an essential task for researchers. The virtual world allows professional artists and amateurs to present their work to the general public. Institutions, as well as individuals, publish content on disability. However, the forms of online communication differ for private and public content. This requires the researcher to make a detailed, in-depth observation of online materials, as the content published on social media may not show the entire context of the phenomena under study (Kozinets, 2012). This is related to the tendency of creators to emphasize certain aspects and avoid presenting negative content (Belk, Llamas, 2013). This is closely related to the social approval theory of Delroy L. Paulhus (2002), who pointed out that human activity and behavior are based on three fundamental tendencies: impression management, self-consciousness enhancement, and self-consciousness denial (Paulhus, 2002). This carries over into the content that is posted

on social media. Social media allows for the presentation of the self in a controlled manner. Therefore, the researcher, in my opinion, must reach the hidden content (tacit knowledge) or not explicitly extracted. When analyzing issues such as empowerment, this is of particular importance since, in my opinion, only by reaching the entire context of diverse phenomena can the researcher identify and understand the social mechanisms shaping them.

In the case of publicly transmitted information, the recipient of the created content is collective in nature (Podkowińska, 2018). The Internet fulfills many essential functions. Virtual space increasingly merges with "traditional reality" (Cover, 2016). This was noted by Haythornthwaite (2005), writing about the interpenetration of technological change with social mechanisms. The author pointed out that virtual communities can strengthen social networks by enriching relationships with new contact forms (Haythornthwaite, 2005). According to Blood (2000): "the promise of the web was that everyone could publish, that a thousand voices could flourish, communicate, connect." (Blood, 2000). This also applies to people with disabilities and their families, whose voices can resound on the Internet. The presence of modern technology, including the Internet, was a natural step in the social inclusion of people with disabilities, as: "participation in the broader culture of people with disabilities had to "claim" sooner or later the possibility to use the information space (virtual space, digital space, cyberspace) for purposes other than rehabilitation, and characteristic of the non-disabled population" (Chrzanowska, 2015, 632). New technologies make it possible to overcome physical barriers that limit the activities of people with disabilities (Tomczyk et al., 2019, 166). Social media offer many means to participate more fully in society and generate opposition to exclusion and stereotypes. Dobransky and Hargittai (2016) analyze that if the barriers to creating online communities were reduced, people with disabilities would benefit more from social media (Dobransky and Hargittai, 2016). In the Polish context, it is worth quoting the conclusions drawn by a group of researchers: "the results of the analyses show that Polish Internet users with disabilities do not use the full potential of an online network - both to facilitate their daily functioning and in the area of fighting for equal treatment and full social inclusion" (Tomczyk et al., 2019, 167). Existing barriers limit efforts to strengthen empowerment. However, as the analyses described in this part of the work will show, many potential actions and ways can change this state. The online world can fulfill many of the basic needs of life for individuals and groups. Żmijowska (2017) even stresses that the Internet fulfills most (or all) of the needs according to Maslow's concept (Żmijowska, 2017). Excluding the first level of physiological needs, all other levels can be realized in part through online activity

in the current social conditions. This also applies to people with disabilities. Concerning the central area of analysis of this work, which is the empowerment of people with disabilities, the levels of esteem and self-actualization are significant. The sense of fulfillment or creative activity characteristic of these two levels is essential for a proper empowerment process for people with disabilities. In addition, levels of safety and security can also be realized through the Internet: "thanks to services like LinkedIn or GoldenLine, where one can post their professional achievements and create a network of business contacts, we feel stable" (Żmijowska, 2017 112).

The Internet's structure reflects the reality around us (with all its advantages and limitations). The chaos in the virtual space reflects the chaotic nature of the real world (Krzystofek, 2018, p.82). The Internet reinforces and facilitates collectivism. According to Kozinets (2012), this is of great importance in the research context, as the researcher can focus on which elements of everyday life are also reflected online. Noticing the planes of coherence allows us to create a foundation for research. It makes it possible to understand the nature of relationships, communication, and social hierarchies online. Communication and information acquisition is the primary purpose of activities carried out in virtual space (Błeszynski and Orlowska, 2018). In my opinion, it is significant to pay attention to holistic analyses of culture in the context of disability cultures, as social, cultural, and communicative elements intermingle in virtual space. A researcher analyzing sociological aspects of the Internet should also remember that "receipt of a message is burdened with the weight of many messages, invisible, hidden in the message" (Żmijowska, 2017, 114).

Researchers emphasize the presence of Internet culture, which is characterized by specific features (Van Dijck, 2013). Cyberspace has created a different type of culture. It is distinguished by the interpenetration of the planes of the creator and the recipient (Porter, 2013). One can also point to the instantaneousness of the message. According to Porter (2013), the culture of the Internet can be understood as a term that defines a set of changes and processes that participants undergo when interacting with the Internet. The virtual world produces its specific system of meanings and symbols, which users use (Porter, 2013). Combining images, text, and sound in the materials is also essential. The culture of the Internet, however, does not function in isolation from offline reality "the Internet has also influenced the transformation of offline culture. Therefore, we can speak of a specific Internet culture but also of the existence of a strong relationship between the Internet and culture. The cultural and technological layers influence each other, creating a new quality" (Olcoń-Kubicka, 2010, 139). Cultural elements

intermingle with the political, educational, or social spheres. As a result, activities of a social nature (such as social campaigns) have more significant opportunities for implementation. Interesting in this context is the idea of a culture of congruence created by Jenkins (2007). Jenkins (2007) believes that the Internet fosters the formation of collective intelligence that facilitates the transmission of knowledge or culture within virtual communities (Jenkins, 2007). The author also notes that on the Internet, knowledge is dispersed. This means that if people want to get to the sources, they are condemned to collaborate with other users. As a result, collective action is gaining importance. Rubinstein (2005) points out that the nature of new technologies has influenced the emergence of a new type of communication - auditory-textual-visual communication. This means the image becomes integral to the auditory or textual message (Rubinstein, 2005). YouTube was founded in 2005, and from the beginning, the creators' idea was to allow users to share their (often amateur) content with a broad audience. As emphasized by Burgess and Green (2018), while many users view YouTube only as an entertainment platform, the site also provides a space for a burgeoning community that uses videos as a form of communication and expression. While content published by traditional media outlets is managed mainly by large corporations, social media is a much more egalitarian venue. Television or newspapers employ a moderately small number of people to create content for audiences. In contrast, anyone can distribute their social media content and share it publicly (Burgess and Green, 2018). This change has resulted in the democratization of published content. The transformation should be seen as an evolution from "one-to-many" communication to "many-to-many" communication (Burgess and Green, 2018).

## 2.4.5. Difficulties of implementing online social campaigns

Internet researchers (Verdegem, 2011; Kozinets, 2012; Burgess and Green, 2018) note both the positive impacts of social media on individuals and groups and potential risks or shortcomings. The Internet can support efforts toward inclusion or empowerment for people with disabilities. However, this can only happen if an online activity is conducted thoughtfully, long-termly, and tailored to the needs and abilities of the audience. Verdegem (2011) notes the dual face of social media: "it can possibly create new digital divides widening the gap created by digital and social exclusion for already vulnerable groups and people. Simultaneously it can also be an enabler of self-organization and self-help processes started by, or involving, socially-excluded people that transform weak ties created across the online and offline worlds into

effective collective structures of engagement and participation" (Verdegem, 2011, 33). Therefore, any analytical activity related to the observation of online phenomena requires the precision of the researcher.). Verdegem (2011) states that recognizing all aspects of the virtual world, both positive and negative, is crucial when taking action on the Internet. The Internet is both a space of community and a potential focus of conflict. The clash of different ideas often results in fighting, creating an atmosphere of hostility. Podgórski (2015) emphasizes that "everything depends on the individual decision of the Internet user, the most beautiful truths and words may remain only a dead letter, just as negative patterns and anti-values may remain so" (Podgórski, 2015, 33-34). However, the diversity of views and opinions on social media can also contribute to forming artistic, creative ferment. As Davidow (2011) emphasized, multiple visions of creating online content are emerging, attracting the audience's attention with their unconventionality and breaking patterns. Harlow (2017) notes, however, that platforms aimed at sharing content play an essential role in resolving social conflicts and "are facilitating post-conflict reconciliation" (Harlow, 2017, 321).

When analyzing the Internet in the context of empowerment through social activism, I would also like to discuss the accessibility of online content. Internet accessibility, as stated by Kujawski (2018), is a crucial issue: "access to the Internet is, therefore, a prerequisite for full participation in social and professional life. The lack of contact with modern technologies, as well as the lack of skills or resources needed to use them, generates significant inequalities between users and non-users" (Kujawski, 2018, 254). Activities seeking to use the Internet in the process of empowering people with disabilities face many difficulties. One of them is the "digital divide" phenomenon (Van Dijk, 2020). There is a marked difference in access to the Internet by people with and without disabilities. People from disadvantaged backgrounds often have limited access to online resources, which is pointed out by Ersoy and Güneyli (2016): "disabled people experience relative inequality in their engagement with the Internet, in terms of their physical access to it as well as their use of digital technologies and network capability" (Ersoy and Güneyli, 2016, 44). In the EU, people with disabilities are 62% less likely to have access to the Internet at home than people without disabilities (Scholz, Yalcin, and Priestley, 2017). Lack of a computer or poor quality of an Internet connection is a significant problem that can make it challenging to function online. This causes difficulties in accessing information. It also limits the ability to connect with others and form relationships (Scholz, Yalcin, and Priestley, 2017). It is not only access to the Internet that is key in empowerment activities, but also the ability to use modern technology: "Today it is primarily the ability to use

the Internet effectively that is rising to the status of a competence necessary for independent functioning and development of every person." (Masłyk and Migaczewska, 2014, 176). Information and communication technologies are developing rapidly, contributing to social stratification, as many people cannot keep up with technological changes. However, as Góralska and Leek (2017) note, the lack of visibility of certain groups in the online space is not solely due to technological difficulties. The absence of people with disabilities from online activities may be due to psychological difficulties, such as social anxiety or lack of motivation (Góralska and Leek 2017). Therefore, in my opinion, an essential task for educators is also to strengthen empowerment through activities aimed at shaping the self-esteem or intrinsic motivation of people with disabilities. Structural barriers (at the institutional level) that make it difficult or impossible for people with disabilities to use online resources are also vital. According to Ersoy and Güneyli (2016), these barriers include educational exclusion, occupational exclusion, and lack of neighborhood or local support (Ersoy and Güneyli, 2016). Hargittai and Walejko (2008) call this type of difficulty the "participation divide" since social exclusion manifests itself with difficulty in social participation.

Also, adapting equipment and technological innovations to the needs and capabilities of people with disabilities is a challenge faced by theorists and practitioners which is emphasized by Dejnaka (2012): "it is important that people with disabilities also participate in the changes of the Internet and virtual communication. However, this requires adapting websites in accordance with the principles of accessibility and usability" (Dejnaka, 2012, 38). Accessibility means creating social media in such a way that they are accessible to the broadest possible audience. Usability is a range of facilities designed to improve the movement of people with disabilities through virtual space (Dejnaka, 2012). The presence of many varied pieces of equipment that facilitate the daily lives of people with disabilities is an essential element of an inclusive society. Companies developing Internet-based equipment should have devices that enable people with disabilities to use them efficiently (Dejnaka, 2012). However, as research conducted by Clarkson and Coleman (2015) shows, this is a problem, and few pieces of equipment are fully adapted to the capabilities of people with disabilities (Clarkson and Coleman, 2015). On the other hand, the profound changes that have taken place in this field in recent years are highlighted. In the media context, the indications proposed in the Web Content Accessibility Guidelines (WCAG)[6] describing the principles for creating accessible websites

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[6] Web Content Accessibility Guidelines (WCAG) are guidelines created by the World Wide Web Consortium (W3C) for supporting the accessibility of websites, web and mobile applications, and other types of online content

and mobile applications are essential. Clarkson and Coleman (2015) encourage more activity in the area of innovative technologies that strengthen social inclusion: "the next twenty years will need to witness an acceleration of change if the aspirations and goals of today's researchers and designers are to be fully met" (Clarkson and Coleman, 2015, 245).

There are also definitional difficulties in texts about socially-motivated activity undertaken via the Internet. The authors (Bennett and Segerberg, 2013; Castells, 2015; Tufekci, 2017) have repeatedly questioned whether this type of activity is real and whether involvement in online social campaigns is too passive on the part of the recipient. Recipients of social campaigns on social media often do not engage in a particularly elaborate activity. Their task is, in many cases, limited solely to watching a short spot. Ward (2016) points out that "a number of scholars argue that to advance activism and effect real change, one needs to do more than simply passively participate online." This fact gave rise to the term slactivism. Slacktivism combines the words "slacker" and "activism" (Glenn, 2015). The word is usually used negatively when describing online activity concerning social or political action. It is even used in this context with the figurative phrase "from bed activism," indicating the minimal activity of participants in social activities (Butler, 2011). The main characteristic of slactivism is, according to Rotman et al. (2011), the low involvement of people participating in specific social activities, "low-risk, low-cost activity via social media whose purpose is to raise awareness, produce change, or grant satisfaction to the person engaged in the activity" (Rotman et al., 2011, 821). Compared to traditional activism, slactivism is characterized by low costs (finances, time, tools) (Glenn, 2015). Schumann (2015) emphasizes that slactivism results in the feeling that we have done something good, we have engaged in activities despite the actual lack of this engagement: "as users satisfy their need to take action through simple clicks they should be less willing to join subsequent protests or sit-ins" (Schumann, 2015, 4). Slactivism can distract from real action that requires real participation (Jemielniak, 2019, 132). However, Kapin and Ward (2013) emphasize that a passive activity based solely on a short-term commitment to participate in an online campaign can have desirable long-term effects. Slactivism can be the beginning, the seed for more extensive involvement of portal users in social activities (Kapin and Ward, 2013).

As stated by Yadlin-Segal (2019), a potential danger associated with social campaigns is their possible oppressive nature. This is due to the focus on difficulties and viewing people

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for all users (especially for people with disabilities). WCAG provides principles, recommendations, and technical standards which are helpful for the creation of inclusive digital content (World Wide Web Consortium, 2008).

with disabilities solely through the lens of their disability. This means limiting their life experiences to only one area (Yadlin-Segal, 2019). The author analyzing social campaigns also notes that a possible mistake is to present people with disabilities in isolation from other social activities: "by reducing the realities of individuals with disabilities into deterministically positive advocacy, messages shared through the campaign lacked the depth of day-to-day lives and complex realities experienced by members of the community." (Yadlin-Segal, 2019, 48). Therefore, a profound reflection on the social campaigns created is called for so that they can be an essential element of empowerment. The social campaigns analyzed in my research project are in the nature of activities conducted online. Such actions go beyond the transmission of information and content. It is not a one-sided activity in which the recipient is passive. Dąbrowska-Cendrowska (2018) notes that "the development of new information and communication technologies has enabled passive audiences to enter the role of active users" (Dąbrowska-Cendrowska, 2018, 45).

A problem in properly consuming online content can also be the indiscriminate nature of media creators and consumers (Boyd and Ellison, 2007). It involves publishing materials without adequate thought about potential negative consequences (Boyd and Ellison, 2007). In the online space, some comments and videos can be harmful. Destructive actions have, among others, content full of aggression, hate comments, or misleading materials (fake news) (Siemieniecka, Skibinska, and Majewska, 2020). Therefore, Podgórski (2015) writes vividly that "the Internet seems to be an important space for transmitting values, but also anti-values." (Podgórski, 2015, 25). Living in the current information society results in the emergence of new forms of aggression and attempts to domesticate minorities (Miczka, 2016, 135). The author continues that people function in a world of dynamic change and instant gratification, which can confuse and cause confusion: "ecstasy and spasm can be regarded as manifestations of abnormality and confusion, but nowadays it is primarily a symptom of life under conditions of increasing uncertainty." (Miczka, 2016, 135). This is a considerable threat to people with disabilities, for whom the rapidity of social and technological transformations can reinforce feelings of alienation.

While analyzing the Internet in the context of the empowerment of people with disabilities, I would also emphasize that excessive exposure to the Internet can be a drawback within social activism. Presenting all aspects of one's privacy and sharing all intimate details of one's life are problematic issues that are also becoming part of public debates. The "life-streaming" phenomenon is seen as a significant social problem and a potential source of many

risks (Kamińska, 2019). Excessive intimacy in the online public space is a considerable risk: "the explosion of intimacy causes content that was read as 'normal' to belong to the realm of deviance, disorder, causing individuals to make inadequate assessments of themselves, seeing anomalies where they do not exist" (Szpunar, 2016, 78). This indicates the so-called destructive community (Sennett, 2009). It is not based on cooperation or voluntary listening to the experiences of others but on the compulsion of unconditional acceptance of confidence (Sennett, 2009). According to the author, the destructive element of such communities is their excessive sincerity demanding reciprocity regardless of how the members feel. To participate fully in the life of such a group, one must share one's intimacy and privacy (Sennett, 2009). This results in several negative consequences. Morawska (2019) notes the possibility of depression, cyberbullying, or deterioration of well-being among social media users (Morawska, 2019, 39). Social trust and a sense of security are disrupted. Users need to learn how to present themselves in the virtual world to feel comfortable with what they reveal to others (Morawska, 2019). A destructive community leads to a state where objective, independent judgment becomes unattainable (Sennett, 2009). Social media have methods of formal and external control (Kamińska, 2019). However, they are not solid and efficient enough to entirely block harmful content (Boyd, 2014). According to Boyd (2014), this results in situations where valuable material is displaced by publications, such as those that are offensive or stereotypically address disability issues. The topics covered can also be very easily taken out of context.

The next aspect of the Internet in the context of the empowerment of people with disabilities is social activism and citizenship. People from disadvantaged backgrounds can feel like "second-class" citizens by not having their representatives in state or local government structures. The mainstream media lacks quality material addressing the issue of disability (Yadlin-Segal, 2019). Traditional media's scant coverage of disability issues also adds to this feeling. Therefore, the Internet enables people with disabilities to clearly articulate their issues without being constrained by authority or the media. Kim and Chen (2016) notice a strong link between social media use and political participation (Kim and Chen, 2016). Castells (2015) notes that the Internet represents a separate sphere of relations and communication, as communicating and reaching out to others is more egalitarian. This can be related to the words of Fraser (1990), who spoke of the emergence of counter-public spheres (counter-public sphere), where excluded groups can articulate their own identities and discuss ideas (Fraser, 1990). According to Brunner et al. (2018), social media should be seen as a "counter-public sphere" where the voice of excluded groups is heard. Social media enable people with

disabilities to participate in social activities (Brunner et al., 2018). Carty (2015) points out that the approval of traditional authorities (mainstream media, political or business elites, or military and police) is unnecessary to use the Internet in the empowerment process (Carty, 2015). However, it is noted by researchers that few people still use the Internet for educational and developmental purposes. Błeszynski and Ostrowska (2018) emphasize that "its [Internet] role in education and social participation, i.e., building social capital, is underestimated" (Błeszynski and Ostrowska, 2018, 74). Ollier-Malaterre, Jacobs, and Rothbrand (2019) stress that Internet capital is not only a form of incorporated cultural capital. It combines various elements of socialization, modern technology, education, and social experience (Ollier-Malaterre, Jackobs, and Rothbard, 2019, 436).

## 2.5. Video as a tool for social learning, social representation and empowerment

A film can be seen as a mirror that shows the face of contemporary social phenomena and phenomena (Wedding, Boyd, and Niemiec, 2014). The film is seen as the most democratic of the arts (Grodź, 2018, 76). This is due to the in-depth interactions between the filmmaker and the viewer (Grodź, 2018). The video engages both the emotions and the intellect, so it can contribute to changing social perspectives on various phenomena. Bełza (2021) notes this, pointing out that: "films not only reflect the concerns, beliefs, and values of the cultures that create them but are also an important factor in influencing the perpetuation of these beliefs. This influence can be trivial, as in the case of fashion trends or rhetorical figures, but it can also be very profound and lead to social or political reform or the formation of ideologies; moreover, it can have the effect of changing perceptions of certain social groups" (Bełza, 2021, 202). According to Wejbert-Wąsiewicz (2017), the film allows people to understand the reality around us better and arouses previously unconscious instincts, desires, or aspirations (Wejbert-Wąsiewicz, 2017). The film, as described by Hesley and Hesley (1998), can give people hope, can open them up to opportunities to better understand a problem, identify an individual's resources, identify appropriate behavioral models, facilitate the experience of difficult emotions, and aid communication (Hesley and Hesley, 1998).

An in-depth debate on the use of videos in the process of the empowerment of people with disabilities leads to an emphasis on the need to think about the analysis of film as a vehicle

for social change (Szymczyk and Olesiak, 2018, 110). From the point of view of psychology, the film enables projection and identification, i.e., the use of visual material to understand better fears, goals, and dreams by observing the stories and experiences of film characters (Wejbert-Wąsiewicz, 2017). Grodź (2018) writes about the empowering nature of films: "the film gives comfort and discretion in speaking 'about oneself as another' (...), opens to difference, teaches tolerance, sensitizes, indicating different points of view, allows to 'practice' the precision of speaking about emotions, naming them to avoid misunderstandings" (Grodź, 2018, 76-77). Furthermore, the film allows people to maintain a sense of security since the events described do not affect them directly but are part of the characters' lives. We look at the events with the necessary distance (Harland and Szymczyk, 2018). This allows people to feel complex emotions while hiding behind the glass of film fiction. Skrzypczak (1985) emphasizes the significant role of film materials as audiovisual means, which have "the ability to reproduce reality with photographic fidelity, in natural colors, animated, as well as extensive possibilities of applying so-called special techniques" (Skrzypczak, 1985, 5). Therefore, in my opinion, film as an area of interest for social researchers is essential. Bron and Skorupa (2014) emphasize that by watching and looking for patterns, themes, film patterns, or key trends, the researcher enriches both his knowledge and practical skills (Brol and Skorupa, 2014).

In my research project, I analyze videos created within social campaigns and which present disability issues. Analysis shows that films in the form of cinematherapy can be a tool for personal development for people with disabilities (Smieszek, 2019b). The image of people with disabilities in film productions has evolved in line with the transformation of knowledge about disability and the development of public awareness of the needs and capabilities of people with disabilities (Bełza, 2021). Ellcessor and Kirkpatrick (2019) write that disability presented in films and visual materials raises new questions for media studies, sociology, or pedagogy researchers. It also offers unique, intellectually fascinating perspectives and reveals valuable insights about the media and society (Ellcessor and Kirkpatrick, 2019, 140). Gąciarz (2017) notes that disability appears too infrequently in media coverage, which can perpetuate views about the marginal importance of disability to the functioning of societies (Gąciarz, 2017, 106). Today, the need for change in this area is emphasized. Bełza (2021) notes, "the depiction of people with disabilities in feature-length films reflects trends of change in both the scientific perspective (concepts of disability) and the perspective of the social functioning of people with disabilities, embedding particular periods of films about people with disabilities in concepts of dehumanization, role valorization, and self-advocacy" (Bełza, 2021, 199). Disability activists

seek to change the social narrative. Of great importance are the actions taken by the people with disabilities themselves (Shakespeare, 2013). Their openness to speak about themselves can change the social image of disability (Shakespeare, 2013). Reimann (2019) figuratively writes that "disability is also an experience, a story about oneself" (Reimann, 2019, 17). There are many examples where media activities have led to a change in public perception of people with disabilities by the rest of society. An interesting exemplification is the story of Chris Burke[7], the first person with Down syndrome to play a regular role in an American TV series. Chris Burke played the lead role in the hit series "Life goes on" (aired between 1989 and 1993). Life goes on" portrayed the Thatcher family, whose son Charles' Corky' (played by Chris Burke) was born with Down syndrome. In the series, the audience follows Charles' Corky' as he changes his special school and begins attending public school. He faced various barriers, obstacles, and problems in the new circumstances. Nevertheless, he was full of joy and had a positive attitude. The audience saw that people with disabilities find meaning in life and should be included in mainstream society. They could see what life is like for a person with Down syndrome and how many problems they and their family face. This example shows that video in the form of a film, TV program, social campaign, etc., can be a powerful tool for changing public perceptions of people with disabilities.

In the context of the empowerment and visual materials, I would like to emphasize that for activities addressing the issue of disability to be noticed by the general public, some specific conditions are necessary. Pawlik (2015) points to the environment, ways of promotion, interest in the phenomenon, and the awareness of the therapist or caregiver as conditions for the presence of creativity of people with disabilities in culture (Pawlik, 2015, 62). In this context, online social campaigns can be seen as a way of promotion. This way of doing things can help increase interest in the disability phenomenon. Ellcessor and Kirkpatrick (2019) highlight how the voice of people with disabilities presented in visual materials can become a significant part of the public debate: "the disability perspective [...] is about decentering the physically and cognitively 'normal' character, the 'normal' viewer, the 'normal' producer, and so on; this has profound consequences for the study of media texts, industrial practices, social relations, media policies, modes of reception, and the design of technologies and spaces. It is about rethinking the stories told, the writers and actors hired, the economics of industries, the politics of access and representation, and the range of possible readings (think 'cripping the text' as analogous to

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[7] Christopher (Chris) Joseph Burke (born August 26, 1965). American actor with Down Syndrome who is best known for his role as Corky Thatcher on the television series "Life Goes On" (aired from 1989 to 1993). Besides his acting career, Chris Burke is engaged in disability right activism

'queering the text'). It is about listening to new voices and engaging in political struggles over power and privilege" (Ellcessor and Kirkpatrick 2019, 140). The presentation of events depicted in a visual work is a social dialogue between the creator and the audience, which was indicated by Otto (2018). People live nowadays in a visual age, which is expressed in the fact that "modern sensibility and mode of perception are moving away from the verbal (written) to the pictorial, visual" (Sztompka, 2005, 16). Dziob (2010) points out that "people who can create coherent narratives about themselves are more successful in life than those who do not have such an ability" (Dziob, 2010, 3). The importance of media representations of people with disabilities is an essential part of the changing reality. Lisowska-Magdiarz (2018) emphasizes that "mainstream media representations of various areas of everyday life, although seemingly trivial, make a real contribution to understanding and valuing social processes and individual behavior of individual people" (Lisowska-Magdiarz, 2018, 59). Media depiction of disability-related situations can take many forms. Frank (1995) divides the ways of narrating illness or disability into narratives of compensation, narratives of chaos, and narratives of exploration (Frank, 1995). Each of the different types of narratives, according to Frank (1995), focuses on various aspects. It can be, for example, focusing on the struggle with illness/disability or referring to misfortune or tragedy. Noticing established narratives allows researchers to visually analyze films or photos more precisely (Frank, 1995).

Within the analysis of the empowerment and video material, I would also discuss the important issue of media and visual narratives. Plummer (1994) highlights that there are various specific relationships between the ongoing process of producing narratives through visual content and the consumption of these narratives. These relationships occur at several levels: personal (the motives for creation), situational (the processes by which people become social objects), organizational (the framework of the environment in which stories are created), and cultural/historical (the point at which a story enters public discourse) (Plummer, 1994). These aspects must become the basis of narrative analysis for the researcher who wants to see the whole perspective of the interpreted materials. Such a deep analysis of the various levels of the relationship between the production and consumption of stories, narratives, and discourse allows one to go beyond simplistic observation (Mirzoeff, 1999). Visual elements can become essential to social research because of the multiplicity of functions a photo or film can perform (Pink, 2007). First and foremost, they can stimulate the imagination and make us think or reflect on the presented situation. The content depicted allows one to empathically imagine oneself in the situation of others (Pink, 2007). Visual materials are also used for documentation, recording

events, actions, and interactions, as indicated by Pink (2007). However, the range of potential benefits of using video analysis goes well beyond documentation of analyzed content: "video is not merely a technological tool for data collection, but a source for information and a partner in dialogues and research stemming from viewing and analyzing moments of life captured in video records" (Skukauskaite and Girdijauskiene, 2021, 2). As stated by Sztompka (2005), visual content can provide an introduction to further research conducted, for example, through an interview or discussion (Sztompka, 2005). Additionally, according to Banks (1995), analyses of photographs can contribute to the creation of new hypotheses or research theories, or thematic research categories. In addition, they can provide evidence to support the validity of theories or hypotheses (Banks, 1995).

Concerning the research project about the empowerment of people with disabilities described in my thesis, another function of photography or video described by Sztompka (2005) is relevant. The author emphasizes that these tools can serve as "apologia of certain values, social criticism or mobilization of social emotions, protest, contestation. (Sztompka, 2005, 75). Such is the function of the materials created by the social campaigns. They describe present values as important to people with disabilities. They also constitute a form of protest, criticism of specific trends, or social deficiencies. They also seek social mobilization and empowerment of people with disabilities. Analyzing how people with disabilities present themselves in virtual spaces is, in my opinion, an essential area of social research. Presenting oneself in a specific way allows the person to present oneself in a properly prepared manner. Powierska (2018) writes that: "the selfie is thus, on the one hand, a tool not so much for hiding, but for making disability invisible in order to highlight the author's other assets and dissociate from the stereotypical perception propagated by the media, and, on the other hand, a way to direct the gaze. It can be a message: 'Look at me beyond my disability' or 'Look at my disability the way I want you to.'" (Powierska, 2018, 113). In relation to disease-related issues, autopathographic photography[8] can be an interesting research area. These visual self-presentation activities present a first-person perspective on the experience of illness and treatment (Tembeck, 2013). It is essential, in my opinion, to promote those materials whose authors approach disability honestly. The role of the media in shaping society is not insignificant. Sahaj (2018) emphasizes that "they [public media] can get the discriminated or marginalized social actors out of non-

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[8] The term "autopathographic photography", as described by Tembeck (2013) refers to the use of photography to document and convey personal experiences of illness or disability. The intention of autopathographic photography is to take control of one's own representation and to communicate one's experience through one's own words and images. In addition to providing insight into people's experiences with illness and disability, it can also serve as a tool for advocacy and education (Tembeck, 2013).

existence and ensure their 'visibility.' They can help to break barriers and widespread stereotypes" (Sahaj, 2018, 88). The analysis of social campaign narratives in the context of empowerment is the focus of my research project. The narrative created says a lot about the values and principles that guide the campaign creators. It also shows what the goals of the creators' actions are. In the humanities, narrative discourse analysis draws on research interests in interpreting meanings and defining situations in social communication (Franczak, 2018). In this context, qualitative research projects are particularly valuable, as "qualitative research is useful in discovering and proposing interpretations of the meanings studied" (Kozinets, 2012, 68). According to Dziob (2010), the analysis of narratives should not be limited to the textual layer alone, as this contradicts the theory of the ubiquity of texts (Dziob, 2010). Films are one layer of storytelling. Therefore, the analyses of films created as part of campaigns are closely related to storytelling. Storytelling refers to the perception of the narrative presented as a dialogue with the context and activity of the creators and the audience (Rancew-Sikora and Skowronek, 2015). Films consist of multiple analytical planes. Therefore, as Lester (2013) stated, the researcher's activities should address all key areas. We should consider several different perspectives when analyzing visual projects and materials. Lester (2013) lists six essential perspectives. These are: personal, historical, technical, ethical, cultural, and critical. According to Lester (2013), the personal perspective is the most subjective. It is an individual, subjective opinion, a reaction to visual material. Historical is the determination of the meaning and sense of a project in the context of history. Technical perspective is the analysis of, for example, equipment and applications used to create the film (Lester, 2013). The ethical perspective is the moral responsibility assumed by the filmmaker and viewer. Cultural refers to the completed work's symbols, metaphors, and deep meanings. The last critical perspective is an issue that goes beyond a single image and affects personal reaction (Lester, 2013). Many aspects of storytelling are now presented in digital form. Digital storytelling combines "the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music and video" (Robin, 2016, 8). Robin (2016) outlines how digital storytelling can be used in efforts aimed at supporting people with disabilities or health issues: "digital storytelling can be a tool for patients, families, and health science professionals to share experiences, cope with illnesses, and add a human element to health serious problems" (Robin, 2016, 23). According to Schumann (2015), storytelling is also popular among social campaigners, as it is a great tool to illustrate their work, ideas, and achievements (Schumann, 2015, 30).

In the following paragraph, I would like to focus on a description of video materials in the context of social campaigns (especially concerning the empowerment of people with disabilities). A video promoting a particular social action is often the centerpiece of a campaign. According to Santoso (2019), this is because the footage has a very intense effect on the audience. It allows the content to be presented concisely and, simultaneously, attractive to the audience. The film affects the emotional sphere and the intellectual reception of the presented material (Santoso, 2019). In my opinion, this is important in the case of social campaign films, which are often informative (e.g., description of the operation of aid institutions). Identification with the heroes of campaign films is another aspect that determines the effectiveness of the spots created by organizations. Przylipiak (1994) stresses that "the act of identification consists in the fact that the viewer, as it were, 'enters' the eyes of the character shown in the film. (...) The issue of emotional identification is that the character's experiences become our experiences, we identify with the characters, we want to be like them or feel the same emotions" (Przylipiak, 1994, 110-111). Szulich-Kałuża (2006) emphasizes that the fundamental characteristic of the film is "its extraordinary suggestiveness in creating patterns of behavior and models of individual, family, and social life" (Szulich-Kałuża, 2006, 114). Stories are not passed on to one person by another but are the combined work of the one who tells and listens (Frank, 1995). The classic portrayal of characters and perceptions of the hero-weaker person relationship in film productions was described by Riesman (1971): "positive heroes are pretty, cheerful, smiling, arousing sympathy with their appearance, negative ones on the contrary - ugly, clumsy, sloppy, antipathetic. The 'positive' is usually the epitome of all virtues, guardians of the youngest, defenders of the poor, the weak and the disadvantaged, guardians of justice, people who fight evil." (Riesman, 1971 138). Gąciarz indicates that the presentation of people with disabilities in the media is based on two different stereotypes: "on the one hand, they show hopeless, tragic cases, evoking extremely pessimistic feelings, and on the other hand, there are numerous examples of stories heroizing people with disabilities and their life stories" (Gąciarz, 2017, 106). The fact that people with disabilities are portrayed as "other" as people who face different problems than the rest of society was pointed out by Sahaj (2017) who writes that "the mass media have so far lacked showing disabled people as average, ordinary people in mundane life situations, with similar or the same needs, desires, and dreams, but also analogous problems, difficulties and concerns" (Sahaj, 2017, 184). Ostrowska (1997) also stressed that people with disabilities are not seen as equal partners in the relationship when taking the initiative (Ostrowska, 1997). Presenting people with disabilities inappropriately removes their agency and negatively affects identity and empowerment efforts, which was emphasized by Stelter

(2010), "if the dominant image of a disabled person is that of a worthless human being who, for physical, psychological, mental or social reasons, is incapable of participating in 'normal' life, then individuals affected by impairment will be forced not only to assume the role of the 'handicapped' but also to accept their otherness, which will adversely affect their sense of identity" (Stelter, 2010, 26). Due to the inappropriate portrayal of people with disabilities in the media, addressees remember negative images as established patterns of perceiving and behaving when dealing with people from minority groups. This trend is trying to change the authors of productions that are part of social campaigns (for a detailed analysis of the presentation of people with disabilities in contemporary Polish social campaigns on YouTube, see Chapter 4 of the dissertation).

Media activities concerning people who are socially marginalized based on emotions can take negative forms. Shaping positive attitudes and presenting the heroes of media stories appropriately and somewhat is only one side of the coin. On the other hand, the media also rely on sensational reporting, often based on stereotypes. Social media campaigns have the power to counter negative portrayals of individuals and social groups in the media. Strengthening autonomy through social action is closely related to other key aspects of individual activity, such as self-reliance, emancipation, freedom, self-determination, or self-realization. Strengthening these elements is a crucial area of interest for developers of inclusive media solutions, enhancing the empowerment of people with disabilities. Barnes (1997) pointed to several main principles for creating media messages so that the media properly portray the image of people with disabilities. The first of these is appropriate language used in published texts. It should be far from an offensive, contemptuous tone. It should also avoid using archaic language that is considered inappropriate from today's perspective (such as "cripled" or "invalid"). Language should be far from negatively emotive. This means, for example, moving away from talking in the media about people with disabilities as sufferers. Barnes (1997) also stresses that an essential part of empowering people with disabilities is to increase the employment of people with disabilities in the media. According to the author, this would allow people in this group to better shape media coverage of issues of interest to them. A more significant presence of people with disabilities in the media would improve social inclusion. It is also essential to ensure that media content is accessible to people with disabilities (Barnes, 1997).

The language of a film created as part of a social campaign is also essential in the context of the empowerment of people with disabilities. This is reflected in the term "strategic

communication," which is used by specialists responsible for creating and analyzing content created by organizations, institutions, companies, etc. (Franusiak, 2018). Strategic communication is designed to achieve the goal and specific task facing the creators of specific social activities. Franusiak (2018) emphasizes that "strategic communication is a key element of a campaign to promote a film and the message its creators want to send to the world" (Franusiak, 2018, 307). An element of strategic communication is the appropriate language, such as the campaign being created, which aims to reinforce the message. Researchers recognize the evolution of film language: "the whole vision of the world is contained in language, creating a linguistic picture of the world" (Bartmiński, 1999, 111). Otto (2018) also in this context highlights that "it has become common practice to try to directly influence viewers through expressive film images, aiming to attract their attention and, in the long run, to change perceptions of people with disabilities and break down harmful stereotypes about them and shape a positive image in society" (Otto, 2018, 56-57).

Today's social campaigns are heavily embedded in the Internet. Even if a social campaign is created traditionally, the creators use social media or websites to promote their actions or, for example, create electronic petitions. Videos and images published online for social campaigns differ from traditional campaigns. The Internet, through its characteristics, forces the creation of different content (Castells, 2005). Internet reality is more fluid and unstable. To engage viewers, social campaign videos should be characterized by interactivity. Art transforms an individual's experience in an artistic way. It gives them a range of meanings described in a social and cultural context. It also reflects a range of societal tensions and conflicts and sources of possible understanding (Carroll, 2012). Art on the Internet is "happening, happening, flowing, rather than a static and finished work" (Winiecka, 2018, 15). This causes, in my opinion, changes in the relationship between the filmmaker and the viewer. Feedback from the viewer becomes much more prominent. Viewers explicitly express their views through comments (Burgess and Green, 2018). The comments section is transformed into a place for debate on the content of the social campaign video. As a result, the possibilities for changing public perception expand. It is no longer just the film designed to change public attitudes toward the discussed topic, but a whole set of side elements (such as comments) become helpful (Burgess and Green, 2018).

The images are a form of self-expression. Photovoice is a process in which individuals or groups can identify, represent and amplify their voice through various techniques (photo, video) (Wang and Burris, 1997, 369). Photovoice also reinforces a sense of community and

social integrity. Photovoice allows people to represent their lives, viewpoints, and experiences through the use of narrative and art in the form of photography or video (Wang and Burris, 1997). Wang and Burris (1997) emphasize that photovoice is a participatory method that allows people to identify and represent themselves, their community, and the circumstances of their lives through photography. Photovoice enables those involved to capture, discuss and share stories they find meaningful. Visual material is used to "furnish evidence and to promote an effective participatory means of sharing expertise and knowledge" (Wang and Burris, 1997, 369). As Wang and Burris (1997) state, photovoice is very flexible and can be used for various purposes. This method can empower marginalized beneficiaries of health systems to generate positive change. Photovoice makes it possible to present not only the group's needs but also its strengths. This is especially important for people with disabilities, who can show their potential through visual materials (Baczała, 2021). Photovoice also aims to create a space for social debate, a critical discussion of relevant social issues. People who use photovoice in their activities also do so to reach decision-makers (Wang and Burris, 1997). Photovoice increases the sense of personal and collective self, which is vital for activities created by people from vulnerable groups. Photovoice is also essential in the context of self-advocacy. Photovoice is inherently participatory. It considers people with different skills, abilities, capabilities, or disabilities. Photovoice engages them in achieving specific goals, such as the goal of empowering people with disabilities (Wang and Burris, 1997). Schumann (2012) argues that researchers should consider online Photovoice as a participatory activity because it reorganizes the flow of information and thus affects the power relations between decision-making entities and citizens (Schumann, 2015, 5).

The analysis of visual materials in social research can be conducted in multiple ways. Researchers point to the many benefits of photo analysis in fields such as visual sociology and media pedagogy. As stated by Konecki (2005), a researcher can adopt various strategies for using photographs in a research project, which implies further analytical steps. According to Konecki (2005), creating photographs can be an essential research step supplemented by analyzing developed materials. A second approach is to view photographs as found materials presenting a specific slice of reality, which is then analyzed (Konecki, 2005). The author also points out that photographs can be seen as an interesting source of narrative analysis. A final way to use photographs in social research is to use photographs as "evidence to support conclusions or as illustrations for conclusions obtained from studies in which the main empirical data are verbal texts or numbers" (Konecki, 2005, 42).

Summarizing the above-presented analysis, I would like to emphasize that in my netnographic research project, I perceive visual materials as foundational material that carries narratives or social commentary on specific social phenomena and processes. In this regard, I treat video materials as objects of social significance, as they point to essential areas of social action. The selected materials were interpreted according to the principles of photovoice, as the focus is on the social dimension of video as objects of central analytical importance. The cultural dimension is equally significant, as I treat the research material as idioms representing objects or phenomena reflecting the social situation (Konecki, 2005, 44). It is also worth pointing out the socio-psychological dimension of the visual content since research interpretations are also concerned with the subjective perception of the analyzed actions of individuals or social groups. The photovoice process can support the ingenuity and perspectives of the most vulnerable groups. This method can sustain the social participation of people with disabilities. Not insignificantly, photovoice allows those who use it to contribute ideas or stories from other group members (Wang and Burris, 1997).

## Chapter summary

Stories are shaped in various ways. They can take the form of oral, written, or visual transmission. Analyzed in Chapter 2, the authors' ideas show that empowerment can be strengthened by creating stories in video form. As a result of transformations in modern technology, social relations are also being transformed. Many elements of social interaction are taking on new forms. This includes communication, cooperation, or social activity, which Siemieniecka and Szabłowska-Zaremba (2021) emphasize. Organizations that support people with disabilities try to reach out to potential allies through many avenues. One is social campaigns, which are increasingly moving to the Internet. The online network has also shaped the nature and form of social campaigns. Video and images published online can be essential for changing public perception. As I showed in Chapter 2, the Internet and visual materials are crucial in academic publications about empowerment. The topics covered in the various subsections of this chapter are interconnected by the unifying issue of empowerment of people with disabilities analyzed from different perspectives. Social campaigns about the empowerment of people with disabilities are linked to videos and actions taken in the virtual world. The focus on issues related to modern technologies stems from the social transformations people are currently experiencing. Bauman described people's reality, saying we live in a "reflexive modernity" (Bauman, 2008). Reflective reflection on social change (including issues related to the empowerment of people with disabilities) was the starting point for the research activities described in the following chapters of my dissertation.

# Chapter 3. Methodology

## 3.1. Researcher positioning

I view and analyze methodology in my project as "the analysis of the assumptions, principles, and procedures in a particular approach to inquiry" (Schwandt, 2001, 161). A properly constructed methodology part of the research makes it possible to create a design to answer the research questions posed. The methodology in my research projects is based on an epistemological program, constructionism. I described my perception of constructionism in the context of my research project in detail in Chapter 1.2. At this point, I would like to emphasize that constructionism in the context of researcher positioning concerning my research project means the emphasis on understanding subjective experiences, the researcher's reflexivity, the importance of context, and the use of different techniques of data analysis (Gergen and Davis, 2012). The adopted methodology is the basis for the methods, techniques, and research tools used, thanks to which it is possible to collect and analyze the research material. According to Kaplan (1964), the methodology should highlight key issues in the description, explanation, and justification for the methods chosen and the results obtained (Kaplan, 1964). Decisions on the methodology adopted are essential because they interact and are closely related to the research questions and strategy adopted. My netnographic research project is based on qualitative research methodology. By qualitative research, I mean "social research in which the researcher relies on text data rather than numerical data, analyzes those data in their textual form rather than converting them to numbers for analysis, aims to understand the meaning of human action, and asks open questions about phenomena as they occur in context rather than setting out to test predetermined hypotheses" (Carter and Little, 2007, 1317). The choice of such a research orientation resulted from thinking about what research strategy would provide adequate cultural space to seek answers to research questions and obtain valuable data for the purpose of analysis and interpretation. Qualitative research provides a better understanding of the structure and mechanisms of observed social phenomena. The key aspect of qualitative research projects is that they "seek to objectify the results obtained, but they also represent the subjective evaluation of the researcher and are constructed under the influence of the researcher's prior knowledge and experiences" (Bełza, 2021, 202). Qualitative research contributes to analyses in the field of special education, social pedagogy, and disability studies by capturing a variety of research perspectives useful for describing disability phenomena. In

research in disability studies, adopting a qualitative perspective means that the researcher seeks to understand and explain phenomena related to the lives and activities of people with disabilities and their family members (Berger and Lorenz, 2016). According to Berger and Lorenz (2016), qualitative research explores areas of attitudes, opinions, views, or social relations. In addition, qualitative projects are an important and valuable source of information and solutions helpful in creating practical solutions or social policies regarding people with disabilities.

Research should be seen as one of many ways of knowing or understanding. According to Creswell (2013), it is a process of methodical inquiry that aims to collect, analyze, interpret, and describe results. The researcher can ensure the accuracy of information through sensitivity to context and openness to the contexts or meanings that emerge from the data (Creswell, 2013). My project was guided by methodological sensitivity, defined as the skill required by the researcher in selecting, combining, and applying methods, techniques, and tools in specific research circumstances (Charmaz and Bryant, 2011). Interpretation of meanings can help to understand a particular slice of social life and its specific aspects (Denzin and Lincoln, 2011). My project primarily involves empowerment and the social perception of disability. Qualitative research is considered subjective and impressionistic. Importantly, qualitative projects mainly focus on social interactions at the micro level (Cole, 2020) but can also be analyzed on a macro level. A qualitative researcher explores social phenomena in their natural setting, trying to make sense of them or interpret them in terms of the meaning people give them (Denzin and Lincoln, 2009). It should be emphasized that the researcher in qualitative projects should always be in dialogue with the data, the context, and other participants in the project. Qualitative research involves collecting and analyzing non-numerical data (e.g., text, audio, video) to understand issues, ideas, opinions, concepts, or experiences (Denzin and Lincoln, 2011; Silverman, 2011; Creswell, 2013). I analyzed non-numerical data in my project. I focused my research on analyzing visual and textual data created by online social media campaigns on YouTube. Lather (1986) writes that qualitative projects are often associated with the idea of research as practice, meaning that research is "explicitly committed to critiquing the status quo and building a more just society" (Lather, 1986, 258). Qualitative research means exploring all aspects of the social world, that is, analyzing "the texture and weave of everyday life, the understandings, experiences, and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings they generate" (Mason, 2002, 1). One of the key elements is the diversity of research environments

and the variety of data formats and types. The multiplicity of methods used is consistent with Flick's (2012) assertion that qualitative research is more inquiry than research which means that qualitative research seeks to understand social phenomena more than focus on objective knowledge (Flick, 2012, 23). Hammersley and Atkinson (2000) point to the term foreshadowed problems to indicate the initial assumptions of qualitative research design. It stems from the researcher's desire to reach the depths of the phenomena under analysis through the use of detailed, precise methods, techniques, and tools that will allow for proper interpretation (Hammersley and Atkinson, 2000).

Moving to the characteristics of virtual research, that is, research on the Internet, I would like to point out that online qualitative research is widely explored and analyzed (Hine, 2000; Markham, 2004; Kozinets, 2012; Salmons, 2022). Such research, according to Salmons (2022), is seen as "an umbrella term used to describe methodological traditions for using information and communications technologies to study perceptions, experiences or behaviors through their verbal or visual expressions, actions, or writings" (Salmons, 2022, 35). Markham (2004) writes about three primary variants of Internet analysis. According to the author, the Internet can be seen as a tool (a way of transmitting information and establishing relationships), a place (a space for realizing interactions between actors), or a way of being (the self-determination of Internet users in interactions) (Markham, 2004). In my research project, I focus on the study of the virtual space of YouTube, which stems from several assumptions. One is the general accessibility and ubiquity of this portal. The choice of YouTube was further dictated by the fact that, unlike other social media, YouTube clearly shows that work (e.g., a social campaign) results from teamwork. In the case of textual materials posted on Twitter, Facebook, or institutional websites, these are often texts prepared solely by one person. Similarly, with portals based on visual materials (Instagram, TikTok), the author is primarily one person. In the context of YouTube, activities are much more collective, which is more in line with the purpose of studying the empowerment of people with disabilities through the prism of social campaigns. The egalitarian aspect was also essential. Ideally, the media provide audiences with reliable, fair content. Gamson et al. (1992) indicate that this content gives audiences a "coherent sense of the broader social forces that affect the conditions of their everyday lives" (Gamson et al. 1992). As a researcher conducting my project with online data, I have to be aware of different social phenomena connected with media and changes in social structures because those aspects can shape my researcher's positioning. The democratization of the media can strengthen the processes of inclusion of people from vulnerable backgrounds. Providing content that presents

the voices of many different backgrounds makes it easier to understand the needs of others. This allows the media to become a tool used by social movements: "the underdetermined nature of media discourse allows plenty of room for challengers such as social movements to offer competing constructions of reality and to find support for them from readers whose daily lives may lead them to construct meaning in ways that go beyond media imagery." (Gamson et al., 1992, 373). Research shows that YouTube is particularly often cited as a medium that can reinforce positive ideas related to, for example, empowerment or social activism. Participants in a research project conducted by Trevisan (2020) emphasize that "YouTube enabled them to access election information that was both more accessible and more relevant to them compared with that available through other media, particularly television." (Trevisan, 2020, 5).

## 3.2. Method

In my research project concerning the social campaigns on YouTube as an area of the empowerment of people with disabilities, I use netnography as a method. Key definitions and theoretical aspects of netnography I described in Chapter 1.4.6. In this chapter, I would like to focus on essential methodological contexts of netnography in relation to ethnography and different approaches to conducting ethnographic research projects online.

Netnography is in crucial aspects similar to traditional ethnographic approaches to conducting research projects (Kozinets, 2012). According to Hine (2020), a common goal of traditional ethnography and netnography is to understand social relations, interactions, or behaviors of individuals or groups. Pink (2016) states that researchers can gain a richer understanding of online communities through a combination of the strengths of both ethnography and netnography. Traditional ethnography is a qualitative research method that involves systematically observing people and their behavior within a particular cultural context (Atkinson et al., 2001). In ethnography, it is also essential to recognize that, as Rubacha (2008) highlights, it is impossible to separate data analysis from data collection since these stages co-occur during the course of implementing a research project. During ethnographic fieldwork, researchers immerse themselves in the culture under study and attempt to understand the worldview and experiences of the groups they observe. The traditional method of ethnographic research involves field research, which requires ethnographers to spend an extended period among the group being studied (Atkinson et al., 2001). For the purpose of collecting data, they, as enlisted by Agar (1986), use techniques such as participant observation, interviews, and focus

groups. Netnography, on the other hand, involves the study of human behavior in online communities and networks (Kozinets, 2012). Kozinets (2012) emphasizes that a researcher who uses a netnography as a method observes and analyzes the digital interactions between individuals, groups, and communities in an online environment. The study of online communication includes web discussions, social media posts, blogs, and other forms of online communication (Kozinets, 2012). In order to collect and analyze data, netnography usually employs a variety of tools and software but can also be conducted manually by observing online actions and preparing notes, and writing down the analysis and interpretations (Kozinets, 2012). In my netnographic project, I do not use tools or software to collect and analyze data from 40 social campaigns on YouTube. I chose this approach to netnography as, in my research project, I focus on qualitative aspects of analyzed data. Therefore the use of tools or software was not necessary.

Participatory observation has been identified (Kozinets, 2012) as one of the methodological links between traditional ethnography and netnography. As noted by Kozinets (2012), both approaches require the researcher to immerse themselves in the culture or online community to gain a deeper understanding of the behaviors and experiences of those involved. Participant observation is an ethnographic method that consists in being present among the subjects of the study and participating in their daily activities (Spradley, 1980). Participants in netnography involve in active engagement with online communities and networks and observe their behavior (Kozinets, 2012). The use of in-depth interviews is another methodological link between traditional ethnography and netnography. Interviews are used in both approaches to gain a deeper understanding of the experiences and perspectives of the people being interviewed (Kozinets, 2012). In my netnographic research project, I do not use interviews as a technique for collecting data. To better understand people engaged in analyzed social campaigns, I use content analysis as a technique. To gain knowledge about opinions about the analyzed 40 social campaigns, I collected data from comments published by the viewers of the social campaigns on YouTube. In order to understand the goals of the creators of the 40 analyzed social campaigns, I collected and analyzed data published in videos' descriptions on YouTube.

Essential for my netnographic research project are also methodological aspects of virtual ethnography described by Christine Hine (2000). According to Hine (2000), virtual ethnography is a research methodology that utilizes ethnographic principles to study online communities and digital environments. Hine (2000) described several methodological aspects of virtual ethnography, including the use of digital tools and online methods to collect and

analyze data. According to Hine (2000), virtual ethnography aims to conduct research in online communities and virtual environments using various digital tools and techniques. A wide range of communication tools is available, including text-based channels, audio and video communication channels, and other forms of digital content. Hine (2000) also emphasized the importance of immersion and engagement in virtual ethnography. Immersion and engagement allow researchers to understand better the online community's culture, norms, and practices. Furthermore, they can collect rich and detailed data for analysis (Hine, 2000). Essential for my research is also the methodological approach to netnography described by Markham (2004). According to Markham (2004), netnography can also include archival research by analyzing online content through the perspective of analysis of different social phenomena. Such content may be posts, images, videos, or other types of digital data (Markham, 2004). Within my netnographic research project, I analyzed content created within 40 analyzed social campaigns on YouTube. These are videos presenting issues concerning disability in the context of empowerment, comments posted by the audience, descriptions of the videos, and slogans used by campaign creators to promote their materials.

In my netnographic research project about the empowerment of people with disabilities, I analyze visual data in the form of visual materials (66 spots) created by creators of 40 analyzed social campaigns and published on YouTube. Therefore, the fundamental methodological aspects of visual ethnography are also essential in the context of my method. As Pink (2007) emphasized, visual ethnography involves collecting and analyzing different types of visual data (the most commonly used are photos and videos). The author also points out that visual ethnography leads to interpretative analysis, which means that the researcher has to consider all cultural aspects in which analyzed data were created (Pink, 2007). In my opinion, it is imperative to analyze crucial social phenomena, such as the empowerment of people with disabilities, because it allows the researcher to reach all essential aspects of studied materials, and it is necessary to have knowledge about the cultural and social context of those visual materials. Furthermore, such a reflexive approach to visual ethnography allows researchers, as stated by Nowotniak (2012), to analyze also tacit knowledge of visual materials.

My approach to netnography as a method is primarily based on ideas proposed by Kozinets (2012). Netnography, according to Robert Kozinets (2012), is an online research methodology based on ethnographic principles that have been adapted to study online communities and virtual environments. As stated by Kozinets (2012), there are several vital methodological issues associated with netnography that should be considered to enable its

successful application in research. The choice of the appropriate online communities and virtual environments to study is one of the most fundamental methodological issues of netnography. Kozinets (2012) stressed that researchers should carefully select the platforms and online communities they study in order to ensure that they are relevant to the research questions and objectives. To accomplish this, it is necessary to understand the characteristics and behaviors of the target population to determine the most appropriate virtual environments for data collection. Kozinets (2012) also emphasizes the importance of using various data collection techniques to collect rich and diverse data that capture the complexity of online communities and virtual environments. Therefore, data collection and analysis techniques must be flexible and adapted to the unique characteristics of the online space under study. Thus, in my netnographic research project, I used 6 techniques of data analysis (formal analysis, visual analysis, taxonomic analysis, coding and categorization, thematic analysis, and content analysis) to gain deep knowledge about the empowerment of people with disabilities. Additionally, Kozinets (2012) emphasizes the importance of rigor and transparency in netnographic research. It involves documenting the research process, including the selection of a purposive sample, the methods used to collect and analyze data, and the interpretation of results. In addition, the data analysis must be transparent and account for the study's potential biases and limitations (Kozinets, 2012). The ethical aspect of my netnographic research project I analyze in detail in Chapter 3.8.

Netnography, as described by Kozinets (2012), "explores the world of phenomena, seeking to formulate theoretical propositions or dense, rich descriptions, comparisons, and classifications" (Kozinets, 2012, 192). This means that particular themes, categories, and solutions emerged by gathering relevant confirmations in the collected data (Kozinets, 2012). Related to the inductive nature of my project is also the descriptive approach means striving to let the data "speak for itself" (Merriam and Tisdell, 2015). Accordingly, the basis for my analysis and interpretation are direct quotes from the analyzed social campaigns, comments, or other audiovisual or textual materials collected during the research. According to Merriam and Tisdell (2015), descriptions lead to analysis, i.e., to go beyond the exclusive presentation of the collected data and present key issues related to the relationships between the various issues described. The next step is interpretation, that is, seeking to understand the observed phenomena and attempting to explain them in depth and precision (Merriam and Tisdell, 2015). In my project, I also adopt an emic research perspective, in which the subjects' meanings, opinions, and perspectives play a vital role in the course of the research. My project was based on a long-

term commitment, as I repeatedly inspected a wide range of relevant materials, allowing me to find "thick data" (Geertz, 2005).

## 3.3. Research design

The paradigm I used in my research project is interpretivism. A researcher who refers to interpretivism emphasizes the dynamics of all processes occurring in the social structure. They seek explanations derived from the subjects' experiences, ideas, or beliefs (Jemielniak, 2012). In addition, it focuses on activities related to the most crucial issues affecting the individuals or groups studied. Jemielniak (2012) argues that researchers in this trend focus on everyday life, interpreting the social phenomena around them (Jemielniak, 2012). Interpretivism is consistent with the inductive nature of data analysis. Some researchers even use the term interpretivism synonymously with "qualitative work" (Brantlinger et al., 2005). Interpretivism refers to research framed by specific theories (critical, feminist, disability studies). In interpretivism, learning is seen as constructed knowledge - we learn as a group through participation and dialogue. The role of the researcher in interpretivism aims to reach a deep level of understanding of various social phenomena or to create a dense description of these phenomena or issues.

In my netnographic research project on the empowerment of people with disabilities, I combine elements both of deductive and inductive approaches to preparing and conducting research strategy. Bingham and Witkowsky (2021) enlist crucial aspects of justification for both deductive and inductive approaches. For the purpose of my netnographic research project in the context of deductive analysis, this approach can help the researcher apply a theory or conceptual framework (Bingham and Witkovsky, 2021). The inductive approach allows me to make meaning from the data, develop themes and findings, and identify representative data to support findings (Bingham and Witkovsky, 2021). I used a deductive approach to generate research questions (8 main research questions) from main theories (Social Representation Theory by Serge Moscovici, Theory of Network Society by Manuel Castells, Social Learning Theory by Etienne Wenger, Consumer-Directed Theory of Empowerment by J.F. Kosciulek, Mediatization Theory by Stig Hjarvard, Actor-Network Theory by Bruno Latour, and Social Role Valorization Theory by Wolf Wolfensberger). This is due to the fact that the indicated main theories are the basis for analysis and interpretation of the collected research material (deductive approach), but I also implemented the research in such a way that it leads to

conclusions beyond the accepted theoretical perspectives based on the main research theories (inductive approach). Simultaneously, I also used an inductive approach to identify the empowerment of people with disabilities in 40 social campaigns that extend beyond the theoretical perspectives based on the main research theories. So, I formulated RQ9 to meet such criteria of the inductive approach. I generated RQ9 directly from verbatim data. An approach when the researcher combines both deductive and inductive perspectives, as emphasized by Hanson et al. (2005), can help gain a comprehensive understanding of a specific research area and research topic.

Research strategy is a broad and flexible concept. A research strategy can include several methods and techniques of data collection and analysis and different approaches to the issue of reliability and limitations of research (Creswell, 2013). This is applicable in the case of my research project, as I used several data collection and analysis methods, which will be described in detail in the following section. The methods and techniques I used allowed me to obtain answers to the main and detailed research questions I posed. I adapted within the netnographic project, proven by the social researchers' methods, tools, and techniques used in qualitative research in such a way as to address specific challenges and ethical issues I may have encountered during my research project. Qualitative research is not prepared to achieve external generalization but to explore phenomena related to individuals or groups in a specific context (Gibbs, 2015). However, Maxwell (2013) indicates the possibility of using internal generalizations related to the analyzed data. The research project I completed is exploratory and observational. Exploratory research is beneficial for analyzing social phenomena and situations and closely relates to qualitative research methodology (Stebbins, 2001). My project was designed to be flexible, dynamic, and based on a contextual perspective. Themes, narratives, descriptions, and discourses emerged from the data. As Jurek (2013) points out: "online research is not easy to research, especially if one is interested in virtual ethnography. They require the researcher's dedication, commitment, and experience, as it is easy to observe 'something' and draw general conclusions, while it is more difficult to understand the motives, effects or meaning of actions based on the Internet" (Jurek, 2013, 95). Therefore, when preparing and implementing my online research, I took care to precisely follow the basic principles and rules for creating a netnographic study.

I implemented the research according to the ten criteria for netnographic research proposed by Kozinets (2012). Coherence is vital, i.e., extracting data sets that are free of contradictions and that form a coherent, logically ordered whole. I also maintained

methodological rigor, meaning that I adhered to all netnographic research standards at every stage of designing and executing this research project. Kozinets (2012) also draws attention to literacy, i.e., the inclusion of references to subject literacies and various research approaches in work. This aspect of the project was developed in detail in the initial phases of the study and found its description in the first two chapters of the dissertation. Groundness as a detailed description of the obtained research results in the context of interrelationships between data and theories was also preserved by preparing a clear description of individual research activities and references to the main research theories. Kozinets (2012) also emphasizes that netnographic research should be characterized by innovation in its design, the ideas described, or the narrative forms used. The innovative nature of the prepared research project is described, among other things, in the "justification for the research" subsection, where the numerous gaps in knowledge the project can fill are pointed out in detail. It is also worth referring to another criterion proposed by Kozinets (2012), which is resonance seen as the formation of a specific, profound bond between the researcher and the analyzed fragment of social reality. Related to this criterion are two more - verisimilitude and reflexivity, which indicate the need to present the research results convincingly and open to a diversity of interpretations. The following criterion indicated by Kozinets (2012) is praxis, i.e., striving for a netnographic description in such a way that it inspires and legitimizes the undertaking of activity and social action in the analyzed area of social life (Kozinets, 2012, 230).

In my project, I take the researcher's stance as an observer of the given slice of social reality depicted in the analyzed social campaigns. Observation, in this sense, is the perspective of a "data collector" who is not involved in changing the object under study, which is indicated by Gajdzica (2013b). Being an outside observer, not directly involved in the events or phenomena being analyzed, carries several potential benefits and risks. Observing from a distance allows one to reach the "truth of the spectacle" (Arendt, 1991). Therefore, my stance on netnographic observation is that of an indirect observer, who analyzes recorded data, that is, in this case, social campaign spots, comments, descriptions, and other texts of campaign creators and audiences. I locate myself as a researcher on the margins of the world under study, observing the analyzed slice of social reality. This means that cognition of reality is also indirect, as I study events and opinions about these events, processes, phenomena, or social phenomena. Therefore, the observation is done in two ways: by learning information about the object (formal analysis, visual analysis, coding, and categorization) and by learning opinions about the object (content analysis).

The research conducted within my dissertation was carried out in accordance with the standards of qualitative research, in which basic action steps were distinguished by Kozinets (2012). These constitute: "planning the research, entering the field, collecting data and interpreting them with appropriate ethical standards, and presenting the research" (Kozinets, 2012, 95). Field entry in my research project was implemented in the form of immersion in a virtual world, a detailed observation of selected social campaigns. The table below presents the basic steps that comprise my entire research effort. The beginning was to establish the project's main objectives, determine the direction of the activities to be carried out, and determine the research questions. Subsequently, I conducted a detailed literature analysis, which formed the basis for selecting research methods and pointing out fundamental theories that relate directly to the identified research questions. The literature analysis also indicates gaps in the research that has been done so far, which I can fill through my analysis. The following steps of the activity are the selection of methods, techniques, and tools and the selection of a purposive sample. The research sample selection was spread over a very long period, allowing me to supplement the data with the content of newly created social campaigns. Thanks to this, the analyses were based not only on materials from several years ago but also included conclusions drawn from the interpretation of visual materials that had already been created during the research. The final steps of the research activities were the collection of material for analysis, followed by their analysis and interpretation and description in the form of this dissertation.

Table 1. Research plan

| Time frame | Step of research project |
|---|---|
| October 2018 – December 2018 | Establishing the research area and the general outline of the project |
| January 2019 – January 2022 | Literature analysis |
| January 2019 – April 2020 | Selecting methods, techniques, and tools for the project |
| October 2018 – October 2022 | Selecting purposive sample |
| October 2018 – October 2022 | Collecting data |
| June 2022 – December 2022 | Analysis of the data |
| October 2022 – January 2023 | Preparation of the research report |

Source: own elaboration

## 3.4. Research problem and research questions

According to Frankfort-Nachmias and Nachmias (2001), the research aims to provide testable knowledge. The authors believe that knowledge allows researchers to "explain, predict and understand empirical phenomena of interest" (Frankfort-Nachmias, Nachmias, 2001, 23). In my research project, the goal of the research is to study and understand the phenomenon of empowerment of people with disabilities through the lens of social campaigns online. Empowerment is essential to people's lives in this social group, so understanding the above phenomenon will provide a better understanding of the problems and limitations faced by people with disabilities. My dissertation aims to examine in detail selected social campaigns on YouTube that address the topic of disability. Additionally, the explicit goal is to explore the features and structure of these campaigns in such a way as to be able to isolate elements related to the process of empowerment of people with disabilities. The textual, narrative, and visual layers of the collected data are analyzed.

The research questions help focus the researcher's attention on the analytical and research activities' purpose. The research questions, as described by Babbie and Mouton (2001) indicate the main research areas, set boundaries, and give a specific direction. The developed questions were evaluated during the research to spot potential gaps or ambiguities (Babbie and Mouton, 2001). While working on identifying the main and specific research questions, it was crucial to answer the following questions:

- Are the research questions appropriately aligned with the research objective?
- Is the research question focused, clear, and well-formulated?
- Is it feasible - given the researcher's time, resources and capabilities, and competence - to obtain an answer to the question?

The goal was to construct research questions that combine sensitizing, theoretical, and practical elements. The sensitizing nature means that the questions appropriately tune and orient the researcher to crucial aspects of the analyses (Patton, 2014). The theoretical nature of the questions indicates that they should facilitate the researcher's understanding of the analyzed processes, relationships, dependencies, etc. Finally, the practical nature of the questions gives appropriate direction to the implementation of the research (Patton, 2014).

My research project aims to answer the main research questions. I have identified 9 main research questions:

- Research Question 1: How do social campaigns on YouTube enhance or construct empowerment of people with disabilities?

- Research Question 2: What is the structure of social campaigns on YouTube about people with disabilities?

- Research Question 3: What content is socially taught in social campaigns on YouTube about people with disabilities?

- Research Question 4: How do linguistic constructs used in social campaigns on YouTube shape social representations of people with disabilities?

- Research Question 5: How do social campaigns on YouTube indicate changes in public communication about people with disabilities?

- Research Question 6: What elements related to the transformation of social networks appear in social campaigns about people with disabilities on YouTube?

- Research Question 7: How do social campaigns on YouTube present empowerment of people with disabilities in the context of intergroup relations?

- Research Question 8: How is the image of people with disabilities shaped in the social campaigns on YouTube in the context of their fulfillment of socially valuable roles?

- Research Question 9: Are there any themes which go beyond the categories obtained from 8 main research questions?

I also developed two specific questions closely related to the second main research question:

- Research Question 2.1.: What are the forms of social campaigns spots on YouTube focused on issues related to people with disabilities?

- Research Question 2.2.: What topics related to the lives of people with disabilities dominate the message of social campaigns, and which topics are overlooked or ignored?

The main and specific research questions were developed in conjunction with the main research theories described and analyzed in this work. Although these theories address all research questions in specific areas and scopes, the specific questions are closely related to the specific theories described later in this dissertation (Chapter 2). Those theories are:

- Social Representation Theory by Serge Moscovici
- Theory of Network Society by Manuel Castells
- Social Learning Theory by Etienne Wenger

- Consumer-Directed Theory of Empowerment by J.F. Kosciulek

- Mediatization Theory by Stig Hjarvard

- Actor-Network Theory by Bruno Latour

- Social Role Valorization Theory by Wolf Wolfensberger

Table 2. Research questions in relation to main theories and collected data

| Main research question | Main theory |
|---|---|
| How do social campaigns on YouTube enhance or construct empowerment of people with disabilities? | Consumer – directed Theory of Empowerment by J.F. Kosciulek |
| What is the structure of social campaigns on YouTube about people with disabilities? | Social Learning Theory by Etienne Wenger |
| What content is socially taught in social campaigns on YouTube about people with disabilities? | Social Learning Theory by Etienne Wenger |
| How do linguistic constructs used in social campaigns on YouTube shape social representations of people with disabilities? | Theory of Social Representation by Serge Moscovici |
| How do social campaigns on YouTube indicate changes in public communication about people with disabilities? | Mediatization Theory by Stig Hjarvard |
| What elements related to the transformation of social networks appear in social campaigns about people with disabilities on YouTube? | Actor-Network Theory by Bruno Latour |
| How do social campaigns on YouTube present empowerment of people with disabilities in the context of intergroup relations? | Theory of Network Society by Manuel Castells |
| How is the image of people with disabilities shaped in the social campaigns on YouTube in the context of their fulfillment of socially valuable roles? | Theory of Social Role Valorization by Wolf Wolfensberger |
| Are there any themes which go beyond the categories obtained from 8 main research questions? | Categories generated from verbatim data |

Source: own elaboration

Last research question (RQ9) ("Are there any themes which go beyond the categories obtained from 8 main research questions?") is not connected particularly with any of above-described main theories but was generated from verbatim data. This question serves as a summary of my analysis after conducting netnographic research project with the use of 6 techniques of data analysis (formal analysis, taxonomic analysis, visual analysis, coding and categorization, thematic analysis of video, and content analysis).

At the initial stage of the research, I did not formulate hypotheses. This approach is closely related to the ideas of ethnographic research (Borowska-Beszta, 2005). This is because I use qualitative methods in my dissertation. Many authors (Denizn and Licnoln, 2011; Flick, 2012; Creswell and Poth, 2016) stress that in this type of research, it is essential to avoid making preconceptions. Among others, this is written by Flick (2012), who believes that in the case of qualitative projects, the researcher should refrain from defining hypotheses at the very beginning ( Flick, 2012). With this in mind, when conducting qualitative research projects, one should avoid empowerment in the analysis. To this end, the researcher poses questions, which are answered after analyzing the literature and completing his research. The formulation of

assumptions is avoided. Research in ethnography does not seek strongly objectivized description of the reality found but an interpretation that is "grounded in a reliable reflection of what we consider essential in the hierarchies of domination, power relations, interests or prejudices that influence it" (Jemielniak, 2019, 99). Researchers, as stated by Jamielniak (2019) analyze qualitative materials to access people's experiences without imposing their preconceived expectations or theories (Jemielniak, 2019, 101). My project is exploratory and descriptive. The goal is not only to describe what can be observed but also to interpret what constitutes the broader social, cultural, and pedagogical context. This context provides meanings of various social activities and insights into, for example, the consequences, functions, and goals of the analyzed activities. An essential task is also to analyze the sequences, elements, and deeper meanings that comprise the collected data's structure.

## 3.5. Data collection methods and techniques

Data collection methods in qualitative research include observation, interviews, focus groups, collection of existing texts or audiovisual materials (e.g., legal acts, documents produced by institutions), and acquisition of materials produced by study participants (Creswell, 2013). Data collection also includes increasingly internet-assisted methods (online interviews and data collection created in the virtual world, such as on social media, websites, or blogs) (Kozinets, 2012). According to Kozinets (2012), the management of collected data takes various forms, including recordings, transcriptions, or the use of automated data collection and analysis software. As Merriam and Tisdell (2015) described, data collection in a qualitative research project must be done flexibly and creatively. This is due to the changing social reality, evolving social environment, and modes of communication (Merriam and Tisdell, 2015). In describing the methods and techniques of data collection, I must point out that I used several activities that fall under the netnographic observation described above in my project. Due to the fact that I was relying on pre-existing online data, I chose those methods and techniques that would allow for content analysis and analysis of this data in the context of the narrative, discourse, or photovoice.

In order to answer the research questions, I conducted a netnographic study based on the analysis of social campaigns on YouTube. I made this choice because netnography allowed me to access extensive analytical material. Many contemporary activities related to society and people with disabilities occur on the Internet, so I think it is interesting to study this area in

depth. According to Kozinets (2012), netnography, as a method of analyzing the activities of social groups, is very useful. With it, researchers can enrich and complement many other research methods (Kozinets, 2012). Internet observation allows us to reach target groups that may be difficult to contact directly. Szpunar (2010) identifies single mothers or, for example, people working illegally as such groups (Szpunar, 2010, 80). I argue that people with disabilities should also be added to this group. Jemielniak (2012) emphasizes "getting to know and describing people and phenomena based on behaviors and their effects that can be observed on the Internet" (Jemielniak 2012, vol. 2, 206). Netnographic research can focus on the Internet as a field or tool or research activities using social media concerning various online or offline phenomena (Jemielniak 2012). The data collection technique I used in my project was netnographic observation. This form of data collection is related mainly to the analysis of found data (web content), but the focus is primarily on observation. This approach is associated with the idea that researchers should adapt various methods and qualitative techniques to understand the meaning of social action. My observations were based on a qualitative inductive approach. The data collected were reviewed on an ongoing basis. After collecting visual materials, they were then subjected to selection. It is also important to note that my netnographic observation technique is closely linked to the solutions used in the case study. In my case, I analyze individual social campaigns, which are treated as independent creations of their authors. Then, as part of the analysis, the individual campaigns are interpreted as part of a larger collective. Similarities, differences, common points, and specific themes and categories are analyzed. Therefore, in the case of this research project, I conducted a collective case study, which means the observation of personalized stories and descriptions of individuals or groups that share certain commonalities. In my project, I used an approach based on the method of continuous comparison and verification, which means the process of collecting and analyzing data simultaneously. Decisions were made to include new aspects, issues, or phenomena in the analyses based on areas that emerged during the research activities. I sought recurring themes, categories, and patterns in the materials collected and analyzed.

## 3.6. Purposive sample

Following the rules for research projects conducted using qualitative methods (Creswell, 2013), in my research project, the sample is purposive. In the case of my research on empowerment of people with disabilities in social campaigns, the purposive sample I analyzed includes **40** Polish social campaigns on disability issues. Below I indicate the selection criteria for the online campaigns chosen for the study. They were as follows:

- The YouTube social campaigns observed and analyzed were selected to facilitate, as much as possible, the collection of valuable data to answer the research questions posed and the research problems identified.

- The purposive sample thus serves to gain insight into a selected slice of social reality rather than to gain statistically significant data for the entire population (Ritchie, Lewis, and Elam, 2003).

- Determining the optimal size of the research sample is a crucial step when creating the research structure. The selection of the appropriate number of materials for my research project was dictated by the limitations of narrowing the analysis to a single, primary medium (YouTube) and determining the specific period of posting on YouTube of the social campaigns analyzed (2012-2022).

- To search YouTube resources, I adopted the search strategy where via a browser, I searched for crucial keywords such as "social campaign", "person with disabilities", "rights of people with disabilities", "social action by people with disabilities", and "social activism by people with disabilities".

- I adopted an initial strategy to collect all campaigns that appeared on YouTube after typing in the above keywords. Subsequently, those were selected for detailed analysis, which, through appropriate saturation with themes, categories, and interactions between creators and viewers, allowed deep and precise interpretation.

- It was also important for me to isolate only those social campaigns that focused exclusively on the situation of people with disabilities. As a result, campaigns that partially depicted the situation of people with disabilities while addressing other groups at risk of social exclusion were omitted by me.

- This choice of specific campaigns was dictated by the need to ensure that the analyses were unambiguous and precise and avoided thematic blurring of the collected research material.

- I selected materials created in the Polish language. Limiting the research sample to Polish social campaigns is due to the lack of comprehensive research projects on Polish soil focused on social campaigns on disability. Extending the analysis to include campaigns created in other countries would create several complications related to the appropriate selection of materials or interpretative difficulties related, for example, to the language area.

- To some extent, the analyzed phenomena related to social campaigns are universal in nature. However, in my opinion, the specific outlook, sociocultural contexts, or axiological coloring can vary significantly depending on the country of origin of a given campaign. Accordingly, I limited my analysis to 40 Polish social campaigns concerning disability issues.

After the initial selection described above, for detailed analytical and interpretative work, I selected 40 social campaigns published on YouTube in the period from 2012 to 2022. The social campaigns published on YouTube since January 2012 were analyzed. This choice was dictated by the fact that 2012-2014 saw the dynamic development of social media, including YouTube. YouTube began to produce materials that were no longer strictly entertainment or amateur productions with a narrow focus but also videos that took an educational form or were part of social action. Taking the perspective of 10 years of creating social campaigns on YouTube (2012-2022) concerning disability issues also allows us to compare the structure of campaigns, the topics covered, and the technological development and solutions used by social campaign creators. The research project began in October 2018. The 2018 - 2019 social campaigns created from 2012 to 2019 were selected by me. In the following years of the project, I regularly searched through YouTube resources to extract more campaigns created in 2020, 2021, and 2022. In the table below (Table 3.), I have indicated the name of the campaign, its author, the date it was posted on YouTube, and the link referring directly to the campaign spot. I Also indicated the codes for each campaign, which will facilitate analytical descriptions without having to refer to campaign names. The following campaign coding strategy was adopted: K- as an abbreviation for the word "campaign"; followed by a consecutive number from 1 to 40. In the case of campaigns where more than one spot was analyzed, consecutive research materials within a single campaign are designated by letters. Thus, for example, in the case of the campaign "Autism Misleads the Senses" (K34), where I analyze five visual materials, the individual spots are labeled as follows: K34-A, K34-B, K34-C, K34-D, and K34-E. It is essential to point out that 2012 as the lower limit marks the date the

campaign spot was published on YouTube, not the date the campaign was created. Some of the selected campaigns previously (before 2012) functioned in the media space as TV or radio campaigns. They were published on YouTube several years later than the TV, press, or radio materials. The situation described above applies to campaigns created by the Integracja association, which were published on Integracja. tv channel in 2014, but the visual materials placed there were created in 2004 (K1), 2005 (K2), and 2005 (K2), respectively. (K1), 2005. (K5), 2003. (K3, K12). I take this fact into account when analyzing individual visual materials, as the much earlier date of material creation and the default form of publication other than YouTube (TV spots) may be relevant in the context of analyses of the form of social campaign spots created.

The **40** campaigns analyzed in my research project include a total of **66** spots (spots include visual materials, video descriptions, and comments section). This is due to the fact that a significant number of campaign creators created only one spot, which was then uploaded to YouTube. However, some campaigns consisted of several separately published visuals that depict the same campaign but in different forms or describing other people's situations. This applies to the following campaigns: K1 (5 spots), K5 (2 spots), K12 (2 spots), K21 (6 spots), K24 (2 spots), K25 (9 spots), and K34 (5 spots). In the case of several of the analyzed campaigns, there were also other visual materials that were not followed up on in detail. These were materials that were abbreviated versions of the main spot or additions to the leading spot created by the campaign creators. A total of more than a dozen visual materials were created as part of the campaign marked K25; however, only those in which people with disabilities speak directly were selected for detailed analysis. This is in line with the research aspiration, which is to analyze the empowerment of people with disabilities in the context of social campaigns. A similar strategy I adopted in the case of the campaign marked K21, where more than a dozen materials describing family relationships (in the context of parenthood and male-female relationships) of people with disabilities were produced. For detailed analysis, I selected six campaign spots, which, by saturating them with topics related to social inclusion, create interpretive possibilities in the context of the empowerment of people with disabilities. K33 included different spots on support for people with different types of disabilities. Only the spot featuring content on intellectual disabilities and mental disorders I selected for analysis, as it featured the most content directly relating to empowerment and social inclusion.

The analyzed campaigns were published on YouTube in each year between 2012 and 2022: 2012 (K34, K38), 2013 (K16, K26, K28, K33), 2014 (K1, K5, K6, K12, K14, K37), 2015

(K3, K15, K32), 2016 (K9, K11, K39), 2017 (K2, K13, K35), 2018 (K4, K7, K8), 2019 (K10, K31, K36), 2020 (K17, K18, K29, K40), 2021 (K21, K22, K25, K27), 2022 (K19, K20, K23, K24, K30). Among the **40** campaigns analyzed are those created by the same institutions or organizations and published on the same YouTube accounts. This includes campaigns K1, K5, K6, K9, K19, and K37, created by the Integration association; campaigns K20 and K25, created by the Lower Silesian Federation of Non-Governmental Organizations; campaigns K34 and K35, created by the Synapsis Foundation, and campaigns K8, K19, and K33, which were published on the YouTube account of the City of Gdynia. The creators of the social campaigns selected for analysis are primarily non-governmental organizations (foundations and associations) whose main goal is to support people with disabilities. Some of the analyzed campaigns were implemented by or in cooperation with public institutions. Also present are grassroots initiatives created, for example, by students and by people involved in local institutions, such as a rehabilitation-education center, a care and medical rehabilitation organization, or a community-city social welfare center. Descriptions of campaign financing include information on sources of funding for social campaigns. The spots were primarily financed by the campaign creators' own funds. However, many of the campaigns also indicate support from local donors or public institutions, such as the State Fund for the Rehabilitation of Persons with Disabilities.

Table 3. Purposive sample – list of analyzed social campaigns

| code | Tittle of campaign | Campaign creator | Date of publication on YouTube | Link |
|---|---|---|---|---|
| K1 (K1A – K1E) | • K1-A. Czy naprawdę jesteśmy inni? Sąsiedzi [Are we really different? The neighbors] <br> • K1-B. Czy naprawdę jesteśmy inni? Kłótnia [Are we really differen? The fight] <br> • K1-C. Czy naprawdę | Integracja (Integracja.tv) <br><br> [Integration (integration.tv)] | 11.02.2014 | K1-A https://www.youtube.com/watch?v=Y-Z7GLJdPPI <br><br> K1-B https://www.youtube.com/watch?v=Hvja-bGxIh8 <br><br> K1-C https://www.youtube.com/watch?v=V5eyC4KTMVw <br><br> K1-D https://www.youtube.com/watch?v=D3AlPxU65TY <br><br> K1-E https://www.youtube.com/watch?v=wvHMxnHdsxE |

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| | jesteśmy inni? Szermierz [Are we really different? Fencer]<br>• K1-D. Czy naprawdę jesteśmy inni? Piktogramy [Are we really different? Pictograms]<br>• K1-E. Czy naprawdę jesteśmy inni? Bajka [Are we really different? Fairytale] | | | |
| K2 | Ty widzisz tylko wózek [You only see the wheelchair] | Fundacja Aktywnej Rehabilitacji [Active Rehabilitation Foundation] | 30.10.2017 | https://www.youtube.com/watch?v=K1-liigtV4I |
| K3 | Jesteśmy tacy sami [We are the same, really] | Rada ds. Osób Niepełnosprawnych w Częstochowie [Council for Persons with Disabilities in Częstochowa] | 24.08.2015 | https://www.youtube.com/watch?v=T9PGmsZdNC8 |
| K4 | Być człowiekiem [Be a human] | ZAWADA film, Ośrodek Rehabilitacyjno-Edukacyjno-Wychowawczy PSONI Koło w Rymanowie [Zawada dilm, Rehabilitation-Education Center in Rymanów] | 9.02.2018 | https://www.youtube.com/watch?v=TsmuJSbA5Rw |
| K5 (K5-A – K5B) | • K5A – sprawni w pracy – kroki [Disabled-abled bodied at work – steps]<br>• K5B – sprawni w pracy – CV | Integracja (Integracja.tv)<br><br>[Integration (integration.tv)] | 11.02.2014 | K5A<br>https://www.youtube.com/watch?v=znaakZaDi3o<br><br>K5B<br>https://www.youtube.com/watch?v=_ChJnicirO0 |

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| | [Disabled-abled bodied at work – CV] | | | |
| K6 | Czy naprawdę chciałbyś być na naszym miejscu? [Would you really want to be in our shoes] | Integracja (Integracja.tv) [Integration (Integration.tv)] | 10.02.2014 | https://www.youtube.com/watch?v=fQuYAL9Y1Cs |
| K7 | Obejrzyj. Zrozum. Pomóż [Watch. Understand. Help] | Stowarzyszenie 25+ Nasza Przyszłość [Association 25+ Our Future] | 28.03.2018 | https://www.youtube.com/watch?v=m825Izf9DKQ |
| K8 | Wszyscy jesteśmy z tej samej bajki [We alla re from the same fairytale] | Fundacja DOGIQ, miasto Gdynia [DOGIQ Foundation, city of Gdynia] | 8.10.2018 | https://www.youtube.com/watch?v=XAINfR3l16I |
| K9 | Nie chcę być strażakiem [I don't want to be a firefighter] | Integracja (Integracja.tv) [Integration (Integration.tv)] | 9.03.2016 | https://www.youtube.com/watch?v=H7IYF5ktoRg |
| K10 | Pomóż Nam założyć Przedsiębiorstwo Społeczne [Help us create a social enterprise] | Stowarzyszenie Pomocy Dzieciom i Dorosłym „Przystań" [Association for Assistance to Children and Adults "Haven"] | 6.02.2019 | https://www.youtube.com/watch?v=di2El2Tq6sU |
| K11 | Rodzicielstwo bez barrier [Parenting without barriers] | Województwo Kujawsko-Pomorskie [Kuyavia-Pomerania Province] | 18.04.2016 | https://www.youtube.com/watch?v=ZBNRkcb5Qs4 |
| K12 (K12-A – K12-B) | • K12-A. Dlaczego traktujesz nas inaczej – Pirat [Why do you treat us differently – Roadhog] <br> • K12-B. Dlaczego traktujesz as inaczej – Biuro [Why do you treat us differently? – Office] | Integracja (Integracja.tv) [Integration (Integration.tv)] | 11.02.2014 | K12-A https://www.youtube.com/watch?v=ZrFyn4mLP3Q <br><br> K12-B https://www.youtube.com/watch?v=dCSvunR1Wg0 |

| K13 | Jedno pytanie, które zmieni twoje myślenie [One question that will change your thinking] | Zespół Szkół Specjalnych w Świdnicy [Special schools complex in Świdnica] | 31.03.2017 | https://www.youtube.com/watch?v=GjBNT1u9ph8&t=46s |
|---|---|---|---|---|
| K14 | Zabierz laskę do kina [Take your girl to the movies[9]] | Fundacja Kultury bez Barier [Culture without Barriers Foundation] | 20.01.2014 | https://www.youtube.com/watch?v=sykNNHXXlYI |
| K15 | Przestaw się na zdrowe myślenie [Switch to healthy thinking] | Zakład Opiekuńczo-Leczniczy i Rehabilitacji Medycznej przy ul. Mogileńskiej 42 w Poznaniu [Department of Medical Care and Rehabilitation at 42 Mogileńska Street in Poznań] | 2.10.2015 | https://www.youtube.com/watch?v=Mv5h0j9QZBA |
| K16 | Nie mażę się [I don't grizzle] | Stowarzyszenie na Rzecz Dzieci ze Złożoną Niepełnosprawnością "Potrafię Więcej" [Association for Children with Complex Disabilities „I can more"] | 12.03.2013 | https://www.youtube.com/watch?v=8mvUIH18pak |
| K17 | Nie bój się myśleć inaczej [Don't be affraid to think differently] | Stowarzyszenie Rodzin i Opiekunów Osób z Zespołem Downa „Bardziej Kochani" [Association of Families and Caregivers of People with Down Syndrome „More Loved"] | 13.03.2020 | https://www.youtube.com/watch?v=jJEzFqWkXNo |
| K18 | Jesteśmy dorośli, traktujmy się poważnie [We're adults, let's take each other seriously] | Pracownia Chcemy Całego Życia [The Workshop We Want All Life] | 30.11.2020 | https://www.youtube.com/watch?v=TSdid2x-JOE |
| K19 | Nie zajmuj miejsca tym, którzy go potrzebują [Don't thake up | Miasto Gdynia [The city of Gdynia] | 9.06.2022 | https://www.youtube.com/watch?v=M1imf3tbEqY |

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[9] In Polish tittle there is a wordplay. The word "laska" means both slang world for girl and cane, as white cane for people with visual disabilities

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| | space for those who need it] | | | |
| K20 | Znikam [I disappear] | Dolnośląska Federacja Organizacji Pozarządowych oraz Federacja Kibiców Niepełnosprawnych [Lower Silesian Federation of Non-Governmental Organizations and Federation of Disabled Supporters] | 6.10.2022 | https://www.youtube.com/watch?v=Wr8UBPzB3PU |
| K21 | Pełnosprawni w miłości [Full in love] <br> • K21-A. Spot 30'' <br> • K21-B. Sylwia i Marcin <br> • K21-C. Danuta i Łukasz <br> • K21-D. Malwina i Bartosz <br> • K21-E. Katarzyna, Olimpia i Jaś <br> • K21-F. Małgosia i Piotr | Fundacja Avalon <br><br> [Avalon Foundation] | Pomiędzy IX 2020 a XII 2021 | K21-A <br> https://www.youtube.com/watch?v=9rmh1ZNV1u4 <br><br> K21-B <br> https://www.youtube.com/watch?v=6LwW8iXHG4U <br><br> K21-C <br> https://www.youtube.com/watch?v=-uL3yaGfMlM <br><br> K21-D <br> https://www.youtube.com/watch?v=zch-kaD5h8Q <br><br> K21-E <br> https://www.youtube.com/watch?v=levsJXq7dnI <br><br> K21-F. <br> https://www.youtube.com/watch?v=L6EHEX4o8Tc |
| K22 | Jedną nogą w finale [#onelegged in the finals] | Amp Futbol Polska <br><br> [Amp Football Poland] | 16.12.2021 | https://www.youtube.com/watch?v=vj5Mjmd9KA8 |
| K23 | Fundacja Pełna Życia [Full Life Fundation] | Fundacja Pełna Życia <br><br> [Full Life Foundation] | 14.03.2022 | https://www.youtube.com/watch?v=5W7_IHq4dA4 |
| K24 (K24-A – K24-B) | • K24-A. Twarze sukcesu - pokonać dystans [Faces of success – go the distance] | Monomoda <br><br> [Monomoda] | 31.08.2022 (K24-A), 7.10.2022 (K24-B) | K24-A <br> https://www.youtube.com/watch?v=y4MgJlC2FqE <br><br> K24-B <br> https://www.youtube.com/watch?v=cGiJPZXFJyk |

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|---|---|---|---|---|
| | • K24-B. Twarze sukcesu – praca i szacunek [Faces of success – work and respect] | | | |
| K25 (K25-A – K25-H) | Niepełnosprawność. Niewidzialność? To ja! [Disability. Invisibility? That's me!]<br>• K25-A. Ania<br>• K25-B. Piotr<br>• K25-C. Jan<br>• K25-D. Patrycja<br>• K25-E. Tomek<br>• K25-F. Michał Fitas<br>• K25-G. Michał<br>• K25-H. Anna<br>• K25-I. Andrey | Dolnośląska Federacja Organizacji Pozarządowych<br><br>[Lower Silesian Federation of Non-Governmental Organizations] | Pomiędzy 29.08.2021 a 15.11.2021 | K25-A https://www.youtube.com/watch?v=nGSPonlYK4Y<br><br>K25-B https://www.youtube.com/watch?v=ijmwCkeHit8<br><br>K25-C https://www.youtube.com/watch?v=jWglp81v1RI<br><br>K25-D https://www.youtube.com/watch?v=q54Xzfa_hC0&t=2s<br><br>K25-E https://www.youtube.com/watch?v=KNph0Zo0U6U<br><br>K25-F https://www.youtube.com/watch?v=cSwOc7W0MJ0<br><br>K25-G https://www.youtube.com/watch?v=QNIUAW_vQGI<br><br>K25-H https://www.youtube.com/watch?v=YnFe8tdg5m4&t=2s<br><br>K25-I https://www.youtube.com/watch?v=WmYU5i41jtw |
| K26 | Też chcemy być [We also want to be] | Fundacja Też chcemy być<br><br>[We also want to be Foundation] | 13.06.2013 | https://www.youtube.com/watch?v=hXMzCv0Uksk |
| K27 | FAS Płodowy Zespół Alkholowy [FAS. Fetal Alcohol Syndrome] | Gminno-Miejski Ośrodek Pomocy Społecznej w Bolkowie<br><br>[Communal-Municipal Social Assistance Center in Bolkowo] | 24.10.2021 | https://www.youtube.com/watch?v=QD-SXTSaL9g |

| K28 | Vincent chce być sobą z Syndromem Tourette'a [Vincent want to be himself with Tourette Syndrome] | Polskie Stowarzyszenie Syndrom Tourette'a [Polish association of Tourette Syndrome] | 18.09.2013 | https://www.youtube.com/watch?v=Oi4-Lp5FrdM |
|---|---|---|---|---|
| K29 | Mam prawo do informacji w PJM [I have the right to information in PJM] | Polski Związek Głuchych [Polish Deaf Association] | 12.11.2020 | https://www.youtube.com/watch?v=ND-pQa2EGp0 |
| K30 | Nie migaj się od życia [Don't filnch from life[10]] | Stowarzyszenie Osób niesłyszących W MIG [The deaf people association W MIG] | 25.11.2022 | https://www.youtube.com/watch?v=vcQ1I_PJOvA |
| K31 | Nie oceniaj, spróbuj zrozumieć [Don't judge, try to understand] | Fundację follow Me, Specjalny Ośrodek Szkolno-Wychowawczy im. Kawalerów Ordery Uśmiechu w Hucie [Follow me Foundation, Special School and Educational Center named after the Cavaliers of the Orders of the Smile in Huta] | 17.06.2019 | https://www.youtube.com/watch?v=VQAfUEZ5Hzw |
| K32 | Włącz wrażliwość [Turn on the sensitivity] | uczniowie klas dziennikarskich VI LO w Nowym Sączu [students of journalism classes in VI LO in Nowy Sącz] | 22.05.2015 | https://www.youtube.com/watch?v=OxIizntVK1c |
| K33 | Osoby z niepełnosprawnością intelektualną [People with intellectual disabilities] | Stowarzyszenie Integracja [Integration Association] | 13.03.2013 | https://www.youtube.com/watch?v=RUbAzv_SeRc&t=16s |
| K34 (K34-A-K34E) | Autyzm wprowadza zmysły w błąd [Autism confuses the senses] | Fundacja Synapsis [Synapsis Foundation] | Pomiędzy 1.2012 a 2.2012. | K34-A https://www.youtube.com/watch?v=2vhqJrEE5_g K34-B |

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[10] In Polish version of campaign's tittle there is a wordplay. The word "migać" means both using sign language and flinch or run away.

| | | | | |
|---|---|---|---|---|
| | • K34-A. Finał [Finals]<br>• K34-B. Zachowania [Behaviors]<br>• K34-C. Zmysły[Senses]<br>• K34-D. Metro [Metro]<br>• K34-E. Hipermarket [Hypermarket] | | | https://www.youtube.com/watch?v=vzr5VjpHHW4<br>K34-C<br>https://www.youtube.com/watch?v=AuB1lsHPAkw<br>K34-D<br>https://www.youtube.com/watch?v=gX92deUEMs4<br>K34-E<br>https://www.youtube.com/watch?v=MpHss76GWZs |
| K35 | Mój pierwszy dzień w pracy [My first day at work] | Fundacja Synapsis<br><br>[Synapsis Foundation] | 18.04.2017 | https://www.youtube.com/watch?v=hpHLuQqvGNc |
| K36 | STOP Barierom [STOP Bariers] | Fundacja Neuron Plus<br><br>[Neuron Plus Foundation] | 24.05.2019 | https://www.youtube.com/watch?v=G9_PotRPh1Q |
| K37 | Uwalniamy koperty dla najbardziej potrzebujących [We're releasing envelopes for those most in need] | Integracja (Integracja.tv)<br><br>[Integration (Integration.tv)] | 4.12.2014 | https://www.youtube.com/watch?v=TNz6Euyu9Hw |
| K38 | Kampania przeciw wykluczeniu osób niepełnosprawnych [Camapign against exlucison of persons with disabilities]<br>• K38-A. Spot 01<br>• K38-B. Spot 02<br>• K38-C. Spot 03 | Fundacja Ars Imago, Fundacja Filmowa Se-ma-for<br><br>[Ars Imago Foundation, Film Fundation Se-ma-for] | 1.05.2012 | K38-A<br>https://www.youtube.com/watch?v=dcjSpT5F0ww<br><br>K38-B<br>https://www.youtube.com/watch?v=KSj1iVJsFys<br><br>K38-C<br>https://www.youtube.com/watch?v=KJlRnCHWBOw |
| K39 | Równi w różnorodności [Equal in diversity] | Fundacja Hipoterapia na Rzecz Dzieci Niepełnosprawnych, DrOmnibus [Hippottherapy Foundation for Children with Disabilities, DrOmnibus] | 7.09.2016 | https://www.youtube.com/watch?v=KPAXI1q-U2s&t=24s |

| K40 | Usłysz Głuchych [Hear the Deaf] | Polski Związek Głuchych oddział małopolski i oddział łódzki [Polish association of the Deaf, Małopolska branch and Łódź branch] | 28.08.20 20 | https://youtu.be/VfM1tGl1fPQ |
|------|------|------|------|------|

Source: own analysis

## 3.7. Data analysis

Qualitative data analysis is a process that seeks to reduce and make sense of collected data, often from a variety of sources, to identify areas (codes, categories, themes) that shed light on a research question (Dey, 1993). According to the author, it is a process in which data collection is followed by the preparation of explanations and interpretations. Because qualitative analysis is based on the researcher's impressions and judgments, it is essential that qualitative analysis be systematic and that the researcher present all descriptions in a structured and clear form (Dey, 1993). Qualitative data analysis should consider the "spoken word," context, consistency, and contradictions in the thematic categories extracted, the frequency and intensity of codes and categories, their specificity, and emerging themes and trends (Kubinowski, 2011). As a prelude to the analyses of the collected research material, the technique of "focusing" was applied as proposed by Lofland et al. (2022). The purpose of "focusing" is precisely for the researcher to focus on the research process. "Focusing" includes strategies such as examining the data for possible topics to focus on, coming to an understanding of those topics through deep thinking about the research questions, and taking a broad interest in the research problem and the data (e.g., through literature analysis, meeting with researchers doing similar projects) (Lofland, et al., 2022). In addition, focusing facilitates the selection of analysis methods. Through this process, the researcher becomes more aware of potential factors that positively and negatively influence research activities (Lofland, et al., 2022).

In this project, I used 6 techniques of data analysis. I identified techniques that allowed me to collect valuable, in-depth research material while avoiding "pan-meaning", that is, the trap of giving excessive meanings to the analyzed content (Drozdowski, 2008). I used in analysis various techniques which is a common procedure in research based on web content analysis (Kozinets, 2012). According to Kozinets (2012) indicating that: "netnographic data

analysis must include graphic, visual, audio and audiovisual aspects of data from online communities" (Kozinets, 2012, 192). In my research project, I analyzed all elements of the described social campaigns. The use of multiple, diverse techniques is justified, as it is in line with qualitative research methodology, which emphasizes that projects should "preserve the holism and context, and to avoid limiting the focus to the researchers' assumptions, theories, and frameworks" (Niesz, Koch, and Rumrill, 2008, 118). Using a wide variety of data analysis techniques in a study brings numerous research advantages. It allows one to see all the interpreted content's meanings, properties, and contexts. The variety of methods also stimulates the process of inductive access to knowledge. In addition, it makes it possible to gain distance from the theoretical content of the literature and from the researcher's own experiences, which can limit perspective and the ability to see new, relevant aspects of the analyzed data. The multiplicity of analysis methods further protects the researcher from treating the research material superficially and seeking instant answers to the research questions posed earlier.

As I indicated when describing the purposive sample, social campaign spots were analyzed. Analyzing the spots means conducting specific research activities on the collected material. To ensure that the qualitative research was conducted credibly and comprehensively, I analyzed all aspects of the social campaign spots on YouTube. This means that I conducted the analysis of following sources:

- a formal analysis of spots,
- analysis of visual material,
- analysis of statements appearing in the spot,
- analysis of slogans and descriptions of spots.

To study the declarative goals of the selected spots, I analyzed the descriptions of the videos. In order to reach the audience's opinions about the campaign spots, I analyzed the comments posted under the spots. For each area identified, I selected appropriate analytical technique, which were in line with the adopted strategy of qualitative research and which made it possible to obtain answers to the research questions posed. In my research project I conducted following techniques of analysis:

- Formal analysis (Strauss and Corbin, 1990)
- Taxonomic analysis (Spradley, 1980; Borowska-Beszta, 2005)
- Visual analysis (Rose, 2001; Banks, 2009)
- Coding and categorization (Gibbs, 2015; Saldaña, 2014)

- Thematic analysis (Braun and Clarke, 2006; Joffe, 2012)
- Content analysis (Morgan, 1993).

The exact distinction of each technique in connection with the areas of analysis of the campaign spots is presented in the table below.

Table 4. Research techniques used in relation to different parts of the analyzed visual data

| Analyzed part of the visual data | Research technique |
|---|---|
| Number of views of the campaign spot | Formal analysis, taxonomic analysis |
| Number of positive ratings under the video on YouTube | Formal analysis, taxonomic analysis |
| Interactions of creators with viewers | Formal analysis, taxonomic analysis |
| Link to additional information about the campaign | Formal analysis, taxonomic analysis |
| Subtitles for the video | Formal analysis, taxonomic analysis |
| Sign language interpreter | Formal analysis, taxonomic analysis |
| Duration of the spot | Visual analysis, taxonomic analysis |
| Form of the spot | Visual analysis, taxonomic analysis |
| Use of music in the spot | Visual analysis, taxonomic analysis |
| Main character(s) of the spot | Visual analysis, taxonomic analysis |
| People having voice in the spot | Visual analysis, taxonomic analysis |
| Type of disability depicted in the spot | Visual analysis, taxonomic analysis |
| Individual scenes of the campaign spot | Visual analysis |
| Statements of the characters of the spot | Coding and categorization |
| Individual scenes of the campaign spot + statements of the spot's characters | Thematic analysis |
| Campaign slogans | Content analysis |
| Descriptions of videos posted under campaign spots | Content analysis |
| Comments posted under campaign spots | Content analysis |

Source: own analysis

### 3.7.1. Formal analysis

The first analytical step was to gather essential information on the social campaigns selected for the study. This is vital information from the point of view of potential empowerment, implementation of inclusion, or accessibility. The formal analysis deals with those issues that are observable without delving into the content, structure, or form of the data (Strauss and Corbin, 1990). I used the selected criteria to analyze each collected campaign spot (66 spots in total). I presented the collected data in a summary table, which was then subjected to detailed analysis and interpretation (Chapter 4.3.1. Formal Analysis). I subjected the formal analysis to the following criteria:

- Number of views of the campaign spot - the number of views indicates whether the social campaign reached a broad audience. I adopted the following breakdown of the number of

views: 1-100; 101 - 1,000; 1,001 - 10,000; 10,001 - 100,000; 100,001 - 1,000,000; over 1,000,000.

- Number of positive ratings under YouTube videos - the number of positive ratings is, on the one hand, an indication of whether a social campaign spot was received positively by viewers. On the other hand, it shows whether viewer engagement went beyond watching the video and whether viewers took other actions under the spot (clicking the positive rating icon or writing a comment). The following breakdown of the number of positive ratings was adopted: 1- 10; 11 - 100; 101 - 1000; 1001 - 10,000, above 10,000. Since the current version of YouTube (as of I 2023) hides the number of negative ratings under YouTube videos from the viewer's perspective (only the author of the video has access to such data), it was impossible to compare the number of positive and negative ratings and verify in this way whether the campaign spot was received positively by viewers.

- Creators' interactions with viewers - publishing a video on YouTube allows the creator to interact with viewers in several ways. One of them is interaction through the comments section (posting additional information by campaign creators and responding to viewers' comments). Creators can also highlight comments by liking specific comments with a "heart" icon or by pinning a comment, which means that a viewer's comment will appear at the top of the comments section. Creators' interactions with viewers can be an interesting indicator of whether campaign authors have engaged with viewers. Such contact reinforces interest in the campaign. It can also reinforce the audience's desire to engage further with the social campaign. Moreover, the creator's interactions with the audience show whether the campaign authors are open to criticism from commenting viewers. I adopted the following description in the Table 6 under the heading "creators' interactions with viewers": YES (means that the above-described activities occurred within the framework of a given campaign), NONE (means no interaction or the absence of comments from viewers, which entailed the consequent lack of opportunities for interaction with viewers).

- Link to further information about the campaign -Such information may appear on the spot's closing credits, spoken by the voiceover or actors appearing in the spot, but may also appear in the video's description on YouTube or in a pinned comment under the video. These links take you to the social campaign website (or the organization that created the campaign) or to social media managed by the campaign creators. The link can also indicate a phone number where additional information or support can be obtained. The analysis of whether there are links to further information about the campaign is crucial, as the spot is, in many cases, only one part of the implemented social campaigns, and in order for the recipients

to reach the entirety of the created materials, information on this topic should be clearly indicated. I adopted the following description in the Table 6 under the heading "link to further information about the campaign": YES (there is an indication of where to get additional information), NO (lack of such indication).

- Subtitles for the video - in the context of the accessibility of audiovisual materials and their adaptation to the needs of people with sensory dysfunctions and people with cognitive dysfunctions, a key (and easy to implement by the authors of the campaign) feature is the addition of subtitles to the campaign spot. Subtitles allow people with auditory dysfunctions to properly and fully perceive the created material. In addition, subtitles can aid people with cognitive impairments or attention deficit disorders, as they allow for reading characters' statements that may be difficult to understand (e.g., due to background music overlapping with the statements). I adopted the following description in the table under the heading: "subtitles": YES (subtitles were attached to the film), NO (no subtitles).

- Sign language interpreter - in addition to subtitles, a solution to increase accessibility is the presence within the visual material of a sign language interpreter, which is located in most cases in the corner of the screen and describes the issues spoken by the characters of the spot. Therefore, I adopted the following description in the table under the heading: "sign language interpreter": YES (presence of a sign language interpreter), NO (no sign language interpreter).

### 3.7.2. Taxonomic analysis

In my research project I also use as a technique of analysis taxonomic analysis. I follow indication of taxonomic analysis as described by Spradley (1980) and Borowska-Beszta (2005). Spradley (1980) writes about the taxonomic analysis as a technique which involves the categorization of data into taxonomic groups and the breakdown of data into smaller, more manageable components. Taxonomic analysis is allowed in qualitative research project as a tool for organizing a large amount of data, which then are analyzed and interpreted in details in descriptive form (Spradley, 1980. A taxonomic analysis, as described by Spradley (1980), is a systematic and comprehensive way to assess the cultural knowledge of a group or community and the behavior patterns associated with them. Taxonomic analysis is in Spradley's (1979) view one step of 12 elements of developmental research sequence which is based on linguistic perception of the social reality (Spradley, 1979, after Borowska-Beszta, 2005). In the context

of this framework, researchers are able to identify the underlying cultural meanings and values that shape people's behaviors and actions. Therefore, it is possible for researchers to gain a deeper understanding of cultural practices and beliefs by doing so (Spradley, 1980). Onwuegbuzie, Leech and Collin (2012) describe taxonomic analysis as "creating a classification system that categorizes the domain in a pictorial representation (e.g. flowchart) to help the literature reviewer understand the relationships among the domains (Onwuegbuzie, Leech, and Collins, 2012, p.12). Taxonomic analysis allows to present the hierarchical structure of different aspects of analyzed research data (Spradley, 1980). While taxonomic analysis is typically used with non-numerical data, it, as emphasized by Bernhard (2017) can be conducted with the use of numerical data in qualitative research project as long as the data are relevant for the purpose of specific research. In the case of my netnographic research project taxonomic analysis allowed me to identify proportions of data and hierarchical structures of different aspects of the empowerment of people with disabilities within 40 analyzed social campaigns (66 spots of social campaigns). Within taxonomic analysis I presented numbers of appearances of specific analyzed aspects of social campaigns. Therefore, I conducted taxonomic analysis with the connection with formal and visual analysis. As a result, in tables and in text of my dissertation I present numerical data concerning:

- Numbers of views of the campaign spot (taxonomic analysis and formal analysis)
- Numbers of positive ratings under the video on YouTube (taxonomic analysis and formal analysis)
- Interactions of creators with viewers (taxonomic analysis and formal analysis)
- Link to additional information about the campaign (taxonomic analysis and formal analysis)
- Subtitles for the video (taxonomic analysis and formal analysis)
- Sign language interpreter (taxonomic analysis and formal analysis)
- Duration of the video (taxonomic analysis and visual analysis)
- Form of the spot (taxonomic analysis and visual analysis)
- Use of music in the spot (taxonomic analysis and visual analysis)
- Main character(s) of the spot (taxonomic analysis and visual analysis)
- People having voice in the spot (taxonomic analysis and visual analysis)
- Type of disability depicted in the spot (taxonomic analysis and visual analysis)

### 3.7.3. Visual analysis

In my project, I follow the technique of visual analysis described by Pollak (2017) as: "collecting, procuring, organizing, and interpreting imagery in all its various forms for research purposes" (Pollak, 2017, 98). Visual analysis of online materials involves using various research techniques and tools to interpret online content. This content includes photos, images, videos, or other multimedia materials (Kozinets, 2012). In my research project, the research materials analyzed are spots (short videos) published on YouTube as part of social campaigns. When analyzing online visual materials, it is essential to understand the context in which the content was posted. The language used by the protagonists of the visual material is also essential. Linguistic analysis allows us to understand what messages are behind certain content and what the purpose of the material was (declarative as well as actual) (Rose, 2001). In my case, linguistic analysis was extracted and described within the framework of coding and categorization, and thematic analysis. Visual analysis is also related to social interaction analysis (Rose, 2001). Interaction analysis allows us to understand how audiences respond to particular behaviors and how exposure to the content can affect their behavior and attitudes (Rose, 2001). I present social interactions in my analyses when describing the content analysis of comments. Visual analysis in pedagogical research finds several applications. This method involves interpreting visual materials in the form of videos, photos, drawings, or visualizations (Rose, 2001). The goal of visual analysis is to understand the meanings that these materials have for their creators but also the audience of the content (Banks, 2009). Also subject to interpretation, according to Banks (2009) in the visual analysis is what the materials produced say about their creators' perception of the world. The structure of visual analysis in pedagogical research depends on the research strategy adopted, the purpose of the study, and the research questions posed (Banks, 2009). Also, within the framework of research in special education, in my opinion, the use of visual analysis is a valuable research activity. Visual analysis allows the researcher to understand better the phenomena and processes that occur among people with disabilities. Visual materials make it possible to see specific patterns or trends of behavior or actions of, for example, activists seeking to change the situation of people with disabilities.

Visual analysis, according to Rose (2001) is based on several key steps of research activities. The first step is the selection of visual material, i.e., determining precisely which materials will be analyzed. In the case of my research project, the selected visual material is social campaign spots published on YouTube (66 spots in total). The next step of visual analysis

is also crucial: preparing for analysis. This means that the visual material must be carefully studied before the actual analytical effort is undertaken to ensure that the researcher understands its content and context (Rose, 2001). It is also crucial at this stage to precisely identify the formal or structural elements of the visual material (Rose, 2001). In the framework of the visual analyses I have conducted, the preliminary activities include:

- Duration of the visual material - dividing the duration of the material into up to 30 sec, 0:31 - 1:30 min, 1:31 - 3:00 min, and more than 3 min.

- Form of visual material - I distinguished the following division of visual material: scene (or montage of acting/feature scenes), animation, reportage/documentary material, scene (or montage of scenes) presenting the everyday life of people with disabilities, and statements of characters directly to the camera

- Use of music in visual material

- Analysis of who is the main protagonist of the visual material - after preliminary observation of the campaign spots selected for analysis, the following breakdown of the main protagonists of the visual material was indicated: one person with a disability, one person with a disability and one person without a disability, two people with a disability, one person with a disability and a larger group of people without a disability, a larger group of only people with a disability, a larger group of people with both a disability and a disability, a larger group of only people with a disability, and no presentation of specific people in the visual material

- Analysis of who speaks in the spot - after preliminary observation of the campaign spots selected for analysis, the following division of people speaking in the spot was indicated: only person(s) with disabilities, the only person(s) without disabilities, both person(s) without disabilities and person(s) with disabilities or voiceover.

- Analysis of the type of disability depicted in the visual material - observation of the social campaign spots selected for analysis indicated that the visual material features people with motor disabilities, sensory disabilities (divided into people with hearing impairments and people with visual impairments), intellectual disabilities, Down Syndrome, autism spectrum disorders, mental disorders, Fetal Alcohol Syndrome, Tourette's Syndrome.

The above-described categories were analyzed in detail due to the frequency of their appearance in the campaign spots and their detailed characteristics which means that I combine visual analysis with taxonomic analysis (the use of numerical data in qualitative data analysis). Precise analyses and interpretations can be found in subsection 4.3.2 Visual analysis. These

analyses precede the main part of the visual analyses, which can also be found in the indicated subsection. The main part of the visual analyses consisted of identifying and interpreting the visual elements of the campaign spots in the context of the empowerment of people with disabilities. To achieve this goal, I developed an analytical matrix in which I located individual scenes and fragments of spots in relation to the extracted categories characterizing empowerment. In order to make a precise visual analysis, I described the collected visual material according to the structure proposed by Sztompka (2005). The author indicates that there should be two elements within the analysis: aspects and contexts. Aspects are the following categories: individual, action, interaction, collective, culture/technology, and environment (Sztompka, 2005, 45). The categories of contexts are developed within the framework of specific analyses and in relation to the purpose of the research. In my visual analysis project, I developed contexts by distinguishing the following categories relating to the empowerment of people with disabilities: community participation, social justice, community cohesion, power and control, identifiability, bodies, and mind, relationships, and material resources. These categories are based on the elements of resilience identified by Runswick-Cole and Goodley (2013). Resilience, as a concept that definitionally overlaps in many areas with empowerment, can provide some reference on what key content to focus on when analyzing empowerment. Therefore, it is reasonable to apply the basic defining categories of resilience to visual analyses of empowerment as well. The following matrix served as a research tool for visual analyses of the collected research material.

Table 5. Matrix for visual analysis

| Aspect<br><br><br><br>Context | Individual | Action | Interaction | Collectivity | Culture / technology | Surrendings |
|---|---|---|---|---|---|---|
| Material Resources | | | | | | |
| Relationships | | | | | | |
| Identity | | | | | | |
| Bodies and mind | | | | | | |
| Power and Control | | | | | | |
| Community Participation | | | | | | |
| Social Justice | | | | | | |
| Community Cohesion | | | | | | |

Source: own elaboration based on Sztompka (2005) and Runswick-Cole and Goodley (2013)

The visual analyses consisted of viewing the entirety of the spots selected for the visual material analyses several times and then extracting those passages that relate directly or indirectly to the empowerment of people with disabilities. The individual excerpts from the spots were described according to the categories of aspects and contexts indicated in the analytical matrix. Material Resources context means pointing to the excerpts of visual material in which we see people with disabilities carrying out activities relating to financial, employment, medical care, or assistance. Relationships are scenes that depict a person (or persons) with disabilities during interactions with others (family, other people with disabilities, and the rest of society). Identity is visual excerpts indicating a personal and collective sense of self and purpose for action, self-assessment, and identifying strengths and weaknesses, aspirations, beliefs, and values. Bodies and minds are visual excerpts that explicitly depict the body of people with disabilities (in the context of limitations but also opportunities) or the mental realm (also in the context of limitations and opportunities). Power and control as another context is the extraction of excerpts from the spots analyzed that indicate the experience of caring for oneself and others, the ability to affect change in one's social and physical environment to access health, educational and social resources. The community participation category is all scenes extracted from the data that indicate the involvement of people with disabilities in community activities of a group nature. Social justice as a contextual category means extracting visual materials depicting the experience of pursuing meaningful social roles and enhancing social equality. The last contextual category analyzed within the visual analysis framework is community cohesion, which means scenes indicating activities focused on the pursuit of social well-being.

### 3.7.4. Coding and categorization

Coding is much broader than simply paraphrasing or summarizing the analyzed material. Coding means interacting deeply with the data to understand precisely defined concepts or emerging categories (Gibbs, 2015; Saldaña, 2014). One can even think of coding as "mining" the data, digging beneath the surface to discover the hidden treasures contained in the data (Corbin and Strauss, 2014). I used coding and categorization in my study to connect data (and its fragments) to specific, more extensive systems. Through the mediation of codes,

the researcher determines what meaningful elements emerge from the data (Charmaz, 2009). Babbie (2008) emphasizes that it is difficult to identify clearly defined stages of activities within coding and categorization (Babbie, 2008, 428). Therefore, it is essential to prepare an appropriate categorization key. Szczepaniak (2012) even believes that "in qualitative research, the categorization key is itself a specific outcome of the study" (Szczepaniak, 2012, p. 98). The following keys are a description of the main topics analyzed. Thus, they can be defined as a list of issues raised and themes that are analyzed in detail. I define a categorization key after Lisowska-Magdziarz as "a system of categories necessary for content analysis" (Lisowska-Magdziarz, 2004, 55).

Coding and categorizing online data in qualitative research is the process of analyzing and interpreting data from various sources to understand their meaning and identify key core areas related to the purpose of the research (Saldaña, 2014) . Therefore, clearly identifying the purpose of the study is the first step of coding and categorization. Pointing to the purpose helps identify categories that are relevant to the project. Next, the researcher analyzes each data element and assigns it an appropriate category (Saldaña, 2014). As part of this effort, appropriate online coding tools (such as NVivo or Atlas.ti) can be used. Alternatively, the researcher can create a coding sheet independently and manually carry out the coding and categorization process (Saldaña, 2014) . I adopted just such a research strategy - I extracted categories based on the literature (detailed description of the categories in the next paragraph), to which I assigned the codes I noticed emerging from the analyzed data. Furthermore, to avoid overlooking codes relevant to the study, I developed precise transcriptions of all the visual materials used for the study. Consequently, I continually assessed the coding quality by revisiting the data and verifying the extracted categories with the data. This approach accomplished the coding consistently, and the categories were described accurately and in detail.

I moved from initial descriptive coding in my analyses to focusing on a few explicit, interpretive categories, which I used to obtain answers to the research questions extracted earlier. I adopted a strategy similar to the approach of Miles and Huberman (1994), who start the analysis with a list of codes drawn from the literature, then revise the codes as researchers compare them with actual data (Miles and Huberman, 1994). Therefore, in my research project, I based my analysis of the categories of empowerment on the interesting and valuable division of areas of interest proposed by Balcazar and Suarez-Balcazar (2017). In their text, the authors detail examples of activities that can enhance the empowerment of people with disabilities. The

researchers list five main areas: awareness, capacity building, rights, and advocacy, participation, and promote changes in programs and physical environment (Balcazar, Suarez-Balcazar, 2017, 575). Such precise identification of key aspects proved extremely useful in laying the groundwork for coding and categorization in my research project. I analyzed the collected codes extracted from the statements of the protagonists of the social campaign spots regarding whether and to what extent they reflect the areas mentioned above of empowerment. Compared to the proposal of Balcazar and Suarez-Balcazar (2017), I made a few changes that allowed me to appropriately align the categories with my research objective, research questions, and collected codes. I transformed the capacity building category, which indicates aspects of accessibility and social inclusion, into a more broadly inclusive one, which allowed me to discuss all the collected codes in more depth. In addition, I generalized the last category, which was defined by the authors mentioned above as promote changes in programs and physical environment. During my analysis, I defined this category as promoting changes without specifying the specific areas of those changes. This also allowed me to identify all the elements that were raised by the campaign authors as crucial areas of support. Accordingly, I analyzed whether content related to the key categories of raising public awareness of disability, strengthening social inclusion, promoting the rights and advocacy of people with disabilities, public participation, and promoting necessary change could be seen in the content of the spots. The basis for the coding and categorization analyses were the prepared transcriptions of the campaign spots. The prepared transcription allowed me to precisely identify all statements made by the protagonists of the spots that directly or indirectly referred to the empowerment of people with disabilities. After initially identifying these statements, I then analyzed them in terms of the five main categories of empowerment described above.

### 3.7.5. Thematic analysis of video

One of the analyses used in my research project is a thematic analysis of video footage. Thematic analysis is widely used in various qualitative studies in sociology, pedagogy, or anthropology because it allows us to see cultural and social patterns, rules, ideas, and norms in group and individual contexts (Swain, 2018). Categorizing themes allows the researcher to sort findings and data into distinctive categories. Because of its flexibility, thematic analysis can be applied to different epistemological and ontological perspectives (Gibbs, 2015). Some researchers argue that thematic analysis should be seen as a fundamental method in qualitative

research (Braun and Clarke, 2006). For some researchers, thematic analysis is seen as a "method itself" what is indicated by Joffe (2012). However, Boyatzis (1998) also stresses that thematic analysis is not a single method - instead, thematic analysis is an approach to categorizing and analyzing data. Thus, thematic analysis is a conglomerate of techniques, as it has different variations and types (Boyatzis, 1998). There are different approaches to a thematic analysis presented in contemporary qualitative research. Researchers distinguish between "coding reliability" oriented approaches (Guest, MacQueen and Namey, 2012; Boyatzis, 1998), approaches based on structured codebook and qualitative philosophy, and reflexive approaches based on "organic" coding (Braun, Clarke, 2006). The coding reliability approach uses theory to make predictions. To test the predictions, the researcher designs and then conducts experiment(s) that lead to the creation or modification of the theory (Boyatzis, 1998). The second approach, the coding thematic approach, uses a structured codebook or coding framework and a qualitative philosophy. Reflective thematic analysis is a more inductive, data-driven approach. It begins with familiarization with the data, followed by a coding stage, and then themes are developed (a subjective and interpretive approach). In reflective thematic analysis, themes are understood to be actively created by the researcher.

When describing different aspects of the data analysis, I would also like to present the ideas connected with the researcher's role in the process of qualitative research project. The role of the researcher as a reader of cultural texts during thematic analysis is crucial because it is the reader who attributes textuality to the object (Braun and Clarke, 2006). The researcher, as a reader, also constructs intertextual, transtextual, and contextual relations. Furthermore, and most importantly, as emphasized by Fairclough (2013) the researcher generates the meaning of the emergent text by collecting, extracting, and analyzing data. The author also points out that observation and re-analysis of the collected data are crucial, as it allows the researcher to become comfortable with the data and fully understand it. It is also essential to see the possibility of specific problems during thematic analysis (Fairclough, 2013). The analysis may be unconvincing or underdeveloped due to too many or too few themes. Themes may also overlap or be too distant and completely unrelated, making it difficult or even impossible to conduct an effective analysis. It is also necessary for the researcher to prepare internally consistent topics (Braun and Clarke, 2006). Underprepared analyses can lead to a situation in which the study fails to provide a detailed description and interpretation of the data. It can also be a problem during research analysis if the data is not properly contextualized (Braun and Clarke, 2006). To avoid the problems described above, the primary action of the researcher is

to create a specific, complex thematic analysis process. All steps in this process must be carefully organized and planned. The researcher must be meticulous when collecting, grouping, and analyzing data. Braun and Clarke (2006) emphasize that the analysis must move beyond description and into interpretation and conceptual engagement with data observation. The analysis must include a critical analysis of the assumptions underlying the selected data and their implications. To avoid mistakes during a thematic analysis of video footage, it is essential to properly analyze all available tools and techniques before beginning the analysis in such a way as to be aware of what research strategy will best achieve the objectives (Guest, MacQueen and Namey, 2011). Preparing a transcript (either manually or using appropriate tools) also increases the effectiveness of thematic analysis, as it allows you to organize the data and have continuous access to all key content (Guest, MacQueen, and Namey, 2011). The researcher must also pay attention to the proper labeling and documentation of all relevant points when performing analyses. This allows one to easily return to previously conducted analyses during subsequent research steps and confront the collected material with newly emerging areas (Castleberry and Nolen, 2018). Significant in terms of the reliability, according to Braun and Clarke (2006), of the thematic analysis is that the data collected should be complete and diverse. Verification of the conclusions drawn during thematic analysis can be done by reaching out to other methods of analysis, comparing the consistency, and seeing the contradictions between the conclusions drawn using different methodologies (Bryman, 2016). It is important to emphasize that Nowell et al. (2017) point out that the quality of the realized thematic analysis is separate from the number of people implementing the study. One person responsible for coding and developing analyses are sufficient in qualitative research (Braun and Clark, 2022). An indicator of quality and the fulfillment of ethical principles can be, among other things, the triangulation of methods, which indicates the consistency of the analyses and any counterfactuals (Braun and Clark, 2022). In the case of my project, the validity of the thematic analysis is verified by observing the consistency of the conclusions drawn from it with the interpretation of the data through visual analysis, coding and categorization, and content analysis.

My perception of thematic analysis is closest to reflexive thematic analysis because, in this perspective, there is much room for flexibility and variability. I used this method because it allows the researcher to conduct a comprehensive, in-depth analysis of the collected materials. The thematic analysis allowed me to identify and encode specific patterns of meaning. It emphasizes identifying, examining, and recording patterns in the data (Finlay, 2021). These

patterns (themes) became the categories for analysis. The reflective thematic analysis also allows me to find essential themes that describe the phenomena analyzed in my project. Themes consist of reflections and descriptions derived from the collected material. Finlay (2021) described the thematic analysis as two separate approaches to the material collected and analyzed. One is scientifically descriptive, meaning that the researcher's goal is to do science, describe the data, and prepare a report (Finlay, 2021). The second approach is similar to the reflexive tactic of thematic analysis described above. It is an artistic-interpretive approach in which, as described by Finlay (2021) the researcher's goal is to creatively, carefully interpret, and tell the story of thematic analysis. This idea of creating a thematic approach aligns with my perspective of describing the interpretation of materials collected during the analysis of social campaigns about people with disabilities.

The thematic analysis goes beyond organizing and describing research materials. It also, according to Braun and Clarke (2006) allows reporting on themes or patterns within the data. Guest, MacQueen and Namey (2012) emphasize that "thematic analyses move beyond counting explicit words or phrases and focus on identifying and describing both implicit and explicit ideas within the data, that is, themes" (Guest, MacQueen and Namey, 2012, 9). I analyzed implicit and explicit ideas based on the collected online materials. Key themes were identified in the collected materials and then transformed into codes. The codes allowed me to establish relationships with my data, as they allowed me to learn more about the field I was researching. This is consistent with the view by Lempert (2007) who indicates that codes capture patterns and themes and group them under a suggestive title. Video thematic analysis has also been used because the method is well-suited to large data sets (Guest, MacQuenn, and Namey, 2012). Thematic analysis is often closely related to discourse analysis or content analysis (also in the form of video content analysis). In thematic analysis, interpretation is supported by data, which is crucial in my qualitative research project. The goal was to find key themes and aim to "sketch a picture of the assumptions and meanings that make up the cultural world of which the analyzed texts are a part" (Denzin and Lincoln, 2009, 326). The thematic analysis must be rigorous and follow the ethical principles of qualitative research. Therefore, I prepared the entire process as transparently as possible so that the reader would be aware of the various stages of my project. The data collected and interpretations testify to the thematic analysis process's reliability, veracity, and competence. Themes were captured and grouped to find key elements in relation to the main and specific research questions. Themes also facilitate the representation of patterns. It is also essential to look for evidence that is inconsistent with the

themes (disconfirming evidence) and not overlook it, as such evidence can lead to answers to the research questions.

Thematic analysis can be done through detailed coding data to create meaningful, valuable patterns (Braun and Clarke, 2006). In my project, I follow the definition of coding created by Bryant and Charmaz (2007), who described coding as "the process of defining what data is about" (Bryant and Charmaz, 2007, 605). The authors continue that codes are not simple labels but are conceptual (Bryant and Charmaz, 2007). Braun and Clarke (2006) points to six phases of thematic analysis:

- familiarizing oneself with the data,
- generating initial codes,
- searching for themes among the codes,
- reviewing themes,
- searching for and naming themes,
- creating a final report.

The thematic analysis of the materials I collected was done by continually backtracking through the collected materials and dataset. The iterative process of backtracking between the empirical data and the analysis is created by making the collected data progressively more focused and the analysis successively more theoretical (Braun and Clarke, 2006). This approach led me to explore all possible theoretical explanations for my empirical findings. Data collection and analysis proceeded in parallel so that each informed and improved the other (Braun and Clarke, 2006). The extracted data were coded and then analyzed in relation to the research questions. Initial research activities consisted of preparing field notes on the themes, intending to identify exemplary patterns. The development of interpretations and conclusions from the analyses was also an integral part of the thematic analysis. Such work on visual material allows one to see a broad perspective of all aspects of the identified themes. The main stages of thematic analysis were based on the principles described by Braun and Clarke (2006) The first stage of familiarizing oneself with the data was primarily reading (in the case of visual materials, viewing) the collected research materials and writing down initial reflections and thoughts on possible themes. This activity led to the generation of preliminary codes. This was done by systematically organizing significant portions of the data. This step is closely related to coding and categorization. The coding process evolved through inductive analysis. Subjects

were reviewed and compared against each other to avoid repetition. Analyses were conducted to indicate whether themes were internally consistent, coherent, and distinctive. This was not a linear process but a cyclical one in which codes emerged during the coding and categorization process. At this stage, I began to see relationships forming between codes and themes. Materials were collected and grouped according to the potential final themes identified. Data were interpreted, not just paraphrased or described. I aimed to create the analyses so that they told a compelling and well-organized story about the data in relation to the research questions and theories. After identifying key emerging themes from the data, I precisely named and defined them. Then, I reviewed the themes to meet the ethical aspects of the research. I did this by analyzing and interpreting the themes in relation to the extracted codes and the entire dataset. Defining the themes was done by generating clear definitions for each theme that emerged from the data. The final step was to prepare a detailed, in-depth description of the extracted themes (see Chapter 4.3.4 for a description).

### 3.7.6. Content analysis

The content analysis (Morgan, 1993) in my research project deals with textual materials related to the video materials analyzed. What is essential in terms of interpretation is that the meaning is "not the individual words, but the overall sense of the statement and its context" (Szczepaniak, 2012, 98). Therefore, in my research, I aimed to consider the context and the totality of the circumstances surrounding the creation of the analyzed content. Particular emphasis is placed on capturing the maximum diversity of the issues described and seeing all the nuances of the content under analysis. As recommended by Pisarek (1983), I aimed to distinguish and identify "unambiguously concretized, formal or content elements" (Pisarek, 1983, 45). Because my research project is qualitative, (not quantitative), during inference and interpretation I did not consider what content occurs most often but what distinctive, research-worthy content does or does not appear in the materials analyzed. The content analysis centered around examining the intentions of the sender and the content's creator (Schreier, 2012). The use of both thematic analysis and content analysis within a single research project is justified, as these methods help bring the researcher closer to understanding similar aspects of the analyzed phenomena (Braun and Clarke, 2006). Both thematic analysis and content analysis are concerned with patterns of meaning and are based on the search for common meanings. The difference between the two methods is that content analysis focuses more on the micro-scale

(Braun and Clarke, 2006). This is also reflected in my research project. Through thematic analysis, I extracted the main thematic categories emerging through the analysis of the collected research material. Content analysis is the interpretation of smaller data fragments that I analyzed in the context of key issues related to the empowerment and inclusion of people with disabilities. These fragments were not visual materials but textual content accompanying the spots. These are:

- Slogans of social campaigns - slogans take the form of short, often one-sentence content, in which their authors wish to include the leading thought accompanying their project.

- Descriptions of social campaign videos - in the descriptions of social campaign spots on YouTube, their creators often indicate the purpose of their actions. Therefore, the analysis of the descriptions makes it possible to indicate the declarative goals of the campaigns, which is also crucial for the overall analysis of the collected research material

- Comments posted under social campaign spots - YouTube comment sections repeatedly become a space for lively discussions among viewers of a given material. The situation is also similar for social campaign spots. Therefore, it is reasonable to analyze in detail the comments posted under the campaign spots in order to isolate those elements that are of research value when analyzing the empowerment of people with disabilities.

## 3.8. Ethical issues – ethics in online research

In the following subchapter I analyze the issues of ethical collection of data in online research, triangulation in the context of online research projects, and broad issues connected with the credibility of the qualitative research online. Although online research is still new and undergoing numerous transformations, precise indications of the ethical framework for conducting research projects on the Internet are already present. One of the key institutions involved in developing ethical rules for online research is *The Association of Internet Researchers (AoIR)*. AoIR has developed ethical guidelines for online research (the current version is *Internet Research: Ethical Guidelines 3.0*). These guidelines provide a framework for researchers examining the ethical implications of their work during projects based on digital data or observing online communities. In my project, I base ethical solutions on the above document, as it is a valuable resource for crucial aspects of conducting research in the form of netnography. *Internet Research: Ethical Guidelines 3.0.* addresses issues such as the need for

informed consent on the part of research participants, privacy and confidentiality, data protection, cultural sensitivity, and legal aspects of online research ethics. In my netnographic research project I analyze data from open source on YouTube, therefore, guidelines described in *Internet Research: Ethical Guidelines 3.0.*, concerning informed consent or privacy and confidentiality are not applicable for the purpose of my research. While I did not adhere to all of the guidelines, some of them, such as transparency and openness, respect for diversity, and public communication, were essential to my netnographic research project about the empowerment of people with disabilities. In the following paragraphs, I describe how I manage compliance with those rules.

Triangulation as an element of building the credibility is crucial aspect of preparing and conducting research projects. According to Angrosino (2010), ethnographic research should always involve the triangulation of techniques to maintain the research project's ethical rigor (Angrosino, 2010). Triangulation means seeking convergence or consistency between evidence from multiple and different data sources (Saldaña and Omasta, 2016). Among the different types of triangulation are data triangulation, researcher triangulation, theory triangulation, techniques triangulation and others (Saldaña and Omasta, 2016). In order to increase the credibility of my research project, I used triangulation when designing the research activities. I decided that the triangulation of techniques of collecting and analyzing data as well as triangulation of data sources will be crucial concerning my research, as I used several diverse data analysis techniques for the research material I collected. I also benefited from the triangulation of theories, as I used 7 perspectives to interpret each set of collected data and to answer the research questions. The theories were first described (in Chapter 2) in relation to the research questions. I then performed the analysis by comparing the visual materials with key theoretical perspectives. I constantly compared the different data sets during the analysis to find similarities and differences. This was important because it allowed me to not only isolate specific categories, themes, etc. but also to isolate any potential theoretical errors or flaws in my research design. There are specific quality indicators for qualitative research as described by Brantlinger et al. (2005), which I used in my project to maintain the ethical principles of scientific projects. The documents collected were obtained and stored carefully. Data were accurately described and cited. My analyses and interpretations were appropriately structured based on previously collected research material. In order to adhere to the principles of credibility and reliability, I precisely described the use of all data collection and analysis methods. By the fact that netnography is a method still underrepresented in social research, also

the ethics of online research is all the time an area under deep reflection (Kozinets, 2012, 198). Accordingly, I conducted my research using several complementary techniques of collecting and analyzing the collected research material, which added to my research perspectives of triangulation of techniques of data collection and analysis. According to Banks (2009), the quality of visual research projects can be strengthened by ensuring their specificity and robustness, which can be achieved by taking care of the formal side of the prepared research project (Banks, 2009). Angrosino (2010) emphasizes that the collected research material and data do not speak for itself. Therefore, "data analysis is, therefore, an integral part of the data collection process" (Angrosino, 2010, 140). In my netnographic project, credibility checking is done continuously by analyzing two perspectives - emic and ethic, that is, confronting two key questions: how do the people surveyed understand various particular phenomena or phenomena? and how can the researcher relate the data obtained in the community under study to data from similar studies conducted elsewhere? (Angrosino, 2010, 140). In netnographic research involving peripheral observation, the emic perspective was provided by visual materials and secondary sources in textual form (comments, descriptions, and texts posted on social media). The issue of next aspect of the ethics of collecting data which is obtaining consent from subjects in projects conducted in an online format depends mainly on the scope of analysis and whether the researcher is collecting private, confidential data or using publicly available materials published on open platforms. In my research, the collected research material comes from publicly available and open content on YouTube. These are public materials made available by the creators on their channels. As such, obtaining consent is not a required step which confirms Jemielniak (2019), who writes that "in the case of non-controversial and society-wide issues, the informed consent of the observed is not necessary" (Jemielnak, 2019, 157). This is also confirmed by Siuda (2010): "in the case of the public sphere, researchers may feel less obliged in this regard than in the case of the private sphere." (Siuda, 2010, 189).

Within the analysis of ethical issues of collecting data I would like to add that researchers are also aware of the potential risks or drawbacks of online qualitative research. They emphasize, among others, the difficulties of impersonality, standardization, and the possibility of generalization or lack of rigor. In my project, I countered these drawbacks by creating a detailed, precise study, during which I used various techniques, which allowed me to see a broad perspective of the topics analyzed and enabled me to avoid the risk of a lack of methodological rigor. I also employed various validation strategies as different variants of triangulation. Above all, my commitment to field observation was persistent and long-lasting.

I was also open to uncovering negative cases or anecdotal evidence emerging from the collected data. Following the principles of credibility of research projects, I generated a profound description of the materials, codes, or themes analyzed. I created my report in the form of this dissertation honestly, pointing out potential limitations or errors during the research procedure. Within the descriptions of the analyses, I provided multiple perspectives on the issues discussed in the dissertation. The ethical issues involved in conducting qualitative research on the Internet are very sensitive and ambiguous issues. According to Markham and Buchanan (2017) this is due to the fact that many elements characteristic of traditional research methods in the social sciences (experiment, interview, case study) do not apply in this situation. When conducting research in the virtual space, the creator of such a project must be aware of several limitations that can hinder the realization of valuable research (Markham and Buchanan, 2017). What I mean here is, first of all, the lack of direct face-to-face contact with the subjects, so some of the elements related to the reactions and behaviors of the subjects may not be discernible. The scale and variety of ethical issues pertaining to online research require the researcher to take a deep look at the entire process of the research project being carried out (Markham and Buchanan, 2017). Wester and Loyo (2013) emphasize that in the case of research where social content is analyzed, it is necessary to approach the activities existentially: "a process of hermeneutic self-awareness must be activated in order to give direction to life practice within the ethos shared by the community. The ability to make ethical decisions requires knowledge of one's culture, customs, needs and expectations of individuals and groups." (Wester and Loyo, 2013, 43).

When developing research, it is also essential to ensure that the project is prepared reliably and credibly. There are precise ways to determine reliability and credibility for quantitative research. Researchers who prefer qualitative methodologies are also tasked with ensuring that the ethical basis of the research being conducted is appropriate (Angrosino, 2010; Creswell, 2013). Specific strategies are used to indicate that the research strategy used and the results obtained are valuable and can therefore be presented to readers. However, unlike quantitative research, where there is a need for specific statistical, numerical strategies to confirm the results obtained, in the case of qualitative research, authors who describe the various research steps in a clear, concise, unambiguous manner do not need to refer in the report to specific techniques or tools for credibility (Brantlinger et al., 2005). In qualitative research, according to Silverman (2011), credibility refers to the degree to which research results can be trusted or considered accurate and valid. Accordingly, indicators of credibility and trustworthiness are those elements that demonstrate the thoroughness of the research activities

carried out, namely the precise selection of data for research and in-depth, differentiated analyses (Silverman, 2011). As my research in the form of analyses of content posted on the Internet is concerned with materials available to the public without accessibility restrictions, the elements related to the analysis of social campaigns have not been coded. Campaign names, authors, relevant links, and references have been provided by the creators of these campaigns for public access, so the researcher is not obliged to code the analyzed content. This is in line with the views of Angrosino (2010): "a study based on content analysis of a public website does not necessarily pose ethical problems, hence quoting messages posted in public forums seems acceptable." (Angrosino, 2010, 169). In the case of my research project, where I am analyzing comments posted under campaign spots, I believe it is imperative to ensure the confidentiality of those who posted these comments. Even though these are comments posted publicly, under publicly available YouTube materials, not making their authors' data public is justified, as I did not inform the commenters about my research project.

Video materials (saved in MP4 format) and text files were obtained for analysis. The text files were saved in two separate files - one in doc. format, the other as pdf. (file size about 1-10 MB). The data were stored on the laptop on which I analyzed the data in password-protected folders prepared for this purpose. Backups were on an external drive, also in password-protected folders. Excerpts of visual and textual data extracted from YouTube for research analysis were used following current regulations in the Polish legal system, including the "Copyright and Related Rights Act of February 4, 1994".

## 3.9. Methodological limitations

The implementation of a research project in the form of netnography carries with it some limitations, the negative effects of which I minimized by properly structuring my research and analysis activities. One limitation is the selection of the purposive sample. For my analyses, I selected specific social campaigns on YouTube. This means that they may not be representative of the larger population, but I can make internal generalization within my purposive sample (Maxwell and Chmiel, 2014). Therefore, I avoided external generalizations during my analyses and focused on describing only the interpretations emerging directly from the collected research material. The use of various analysis methods also made it possible to see the broad context of the research, which also helped to locate the analyses in a specific research area. Designing the

project in this way also made it possible to avoid the pitfalls associated with researcher bias (Maxwell, 2013). Because the researcher actively interprets the data in qualitative research, as emphasized by Borowska-Beszta (2017), there is a risk of introducing bias or excessive categories into the analyses. Conducting a multifaceted analysis of the empowerment of people with disabilities made it possible to reduce the risk of bias in my netnographic research projects. Consultation with the supervisors of my thesis (the primary supervisor and additional suppervisor) to verify my conclusions from the perspective of experienced social researchers was also helpful in this regard. I respected any ethical restrictions associated with conducting online research in my research project. As a result, my netnography-based project realized the principles of research integrity and credibility.

It was also limited by the fact that the research material was secondary data. This is important because it prevented direct contact with the subjects. In my project, this meant that it was a limitation to reach precise, detailed data on the purpose of the campaign's creators and on how viewers of the spots evaluate the materials and how they react to them. The solution I used to minimize these limitations was to appropriately expand the foundational data analysis to include those pieces of content that pointed to the issues described above. Accordingly, to get to the declarative goals of the campaign creators, I analyzed the descriptions of the videos posted under the campaign spots. To analyze how viewers received the campaigns, I analyzed the comments found in the comments section under the campaign spots. I am aware that such observation of foundational data may prove incomplete, and through, for example, interviews with campaign creators or viewers, new themes and new perspectives would emerge. However, in my study, I focused primarily on the analysis of visual materials on YouTube, and analyses of the audiences of the campaign spots or the perception of the creators were not the main focus of the study.

## Chapter summary

In the above chapter, I presented the key methodological elements of my research project. I have aimed to show crucial elements that make up qualitative methodology, primarily all elements of qualitative research project conducted online. During the design of the research strategy, I made every effort to ensure that the process of data collection and analysis, and interpretation was carried out in a reliable, credible manner and following the standards of online qualitative methodology. Netnography, as the main methodological area, was subjected to a detailed description so that all key aspects were clearly explained. In addition, I have placed detailed emphasis on the discussion of data analysis techniques. I use several different techniques in the field of qualitative research, so the precise indication of their characteristics and application allowed me to extract the essential elements that should be included in the analyses described in Chapter 4.

# Chapter 4. Findings

## 4.1. Introduction

In Chapter 4, I present detailed analyses of the collected research material. The developed analyses led to conclusions and answers to the main and specific research questions. When presenting the results of qualitative research, it is essential not only to discuss and present the dominant views and themes but also to acknowledge and recognize the contradictions that emerge from the counter-analyses. In Chapter 4, I discuss the data I collected, which I organized according to the methodology used and the research questions. I have analyzed the data for the presence of elements in the research material related to the social phenomena central to the research objective. Within introduction to description of my analyses of the empowerment of people with disabilities I would like to emphasize that the main category – the empowerment in findings of my netnographic research project is a contextual category. This mean that the analysis of the empowerment category are generated from the context of collected data and observed phenomena and issues within analyzed 40 social campaigns on YouTube. This also means that by using 6 different techniques of analysis (formal analysis, taxonomic analysis, visual analysis, coding and categorization, thematic analysis and content analysis) I identify codes, categories, themes which are crucial for complete description of researched category which is the empowerment.

The essential source of data for my analysis of the empowerment of people with disabilities are videos published on YouTube by creators of social campaigns selected for the analysis. During the description of analysis of my netnographic research project I use interchangeably terms "video", "visual material", and "spot" (or "campaign spot"). Lune and Berg (2017) use the term "visual material" to refer to any type of non-textual data that is used as a source of information or evidence. Visual representations may include e.g. pictures, videos, or any other type of visual representation. In my analysis, when I refer to "visual material", I mean videos published on YouTube by social campaign creators. By "spot" I mean, following the definition by Ridout and Franz (2011), short promotional video or advertisement that is designed to raise awareness or promote a particular message or cause created by people or groups who prepared the specific social campaign. In my analysis I use also the term "voiceover". Voiceover was used by creators of analyzed social campaigns to present discussed topics, issues or phenome connected with the empowerment of people with disabilities.

Voiceover, as defined by Hurbis-Cherrier (2012) is the process of recording a voice to use it as narration or commentary in the context of a film, television program, commercial, or other types of audiovisual production. The voice of the speaker is usually not visible on screen but rather provides context, background information, or a character's thoughts and emotions (Hurbis-Cherrier, 2012).

## 4.2. Data

The material forming the basis for the analyses described below are social campaign spots on YouTube. For the analyses, I selected **40** social campaigns and **66** spots made as part of them. Details of the purposive sample are described in subchapter 3.4. At this point, I would like to point out the key data of the analyzed research material. **66** campaign spots form the data subjected to visual analysis. These are short audiovisual materials posted on YouTube. The total length of all analyzed social campaigns is **95** minutes. As part of my analysis, I composed a detailed transcription for each spot that includes a description of the scenes presented, the issues raised by the characters or by the voice-over, and an explanation of the duration of each scene of the audiovisual material. I placed the transcriptions at the end of my dissertation in the appendices section. I analyzed the comments posted under the social campaign spots as part of the content analysis. The analyzed campaign spots generated a total of 1192 comments (as of December 2022). As part of the screening process, I categorized these comments according to the purpose of the study, the research questions, and the categories that emerged from the research. Content analysis is also an analysis of the videos descriptions posted under the campaign spots. Out of **40** campaigns, the descriptions of **29** spots included content about the campaign creators' declarative goals. I discuss and interpret these descriptions in detail in subsection 4.3.5. These are the descriptions of the following campaigns: K1, K2, K5, K6, K7, K8, K10, K11, K12, K13, K14, K16, K17, K18, K19, K20, K21, K22, K25, K26, K28, K29, K31, K32, K33, K34, K36, K29, K40. As part of the content analysis, I also analyzed social campaign slogans. These slogans appeared within the vast majority of the social campaigns selected for analysis. The absence of slogans characterizes only three campaigns - K10, K13, and K25.

## 4.3. Analysis of data

## 4.3.1. Formal analysis

To conduct the formal analysis, I collected primary data indicating the number of views of the campaign spots on YouTube. Additionally, I collected the number of positive ratings for the spot. Furthermore, I investigated whether the creators of the social campaigns engaged in interactions with viewers of the materials they prepared. I also indicated whether the creators of the campaign provided a link to further information about the campaign. Furthermore, in order to complete the formal analysis, I examined whether social campaign spots were equipped with accessibility-enhancing tools, such as video subtitles and sign language translations. Below is a table that summarizes the collected data.

Table 6. Formal analysis

| Campaign identification | Number of views of the campaign's spot (as on 31.01.2023 | Number of positive ratings (as on 31.01.2023) | Creators' interaction with viewers | Link to further information about the camaigns | Subtitles | Sign language interpreter |
|---|---|---|---|---|---|---|
| K1-A | 10.001 – 100.000 | 11 – 100 | None | Yes | Yes | No |
| K1-B | 1001 – 10.000 | 11 – 100 | None | Yes | Yes | No |
| K1-C | 1001 – 10.000 | 11 – 100 | None | Yes | No | No |
| K1-D | 1.001 – 10.000 | 1-10 | None | Yes | No | No |
| K1-E | 1.001 – 10.000 | 11 – 100 | None | Yes | No | No |
| K2 | 1.001 – 10.000 | 11 – 100 | None | Yes | Yes | No |
| K3 | 10.001 – 100.000 | 11 – 100 | None | No | No | No |
| K4 | 10.001 – 100.000 | 101 – 1.000 | Yes | No | No | No |
| K5-A | 1.001 – 10.000 | 11 – 100 | None | Yes | Yes | No |
| K5-B | 1.001 – 10.000 | 11 – 100 | Yes | Yes | Yes | No |
| K6 | 10.001 – 100.000 | 11 – 100 | None | Yes | Yes | No |
| K7 | 101 – 1.000 | 11 – 100 | None | Yes | No | No |
| K8 | 10.001 – 100.000 | 101 – 1.000 | None | Yes | No | No |
| K9 | 100.001 – 1.000 000 | 1.001 – 10.000 | Yes | Yes | Yes (additionally | There is a version with audiodescription |

| | | | | | subtitles in English) | |
|---|---|---|---|---|---|---|
| K10 | 101 – 1.000 | 1 – 10 | None | Yes | Yes | No |
| K11 | 101 – 1.000 | 1-10 | None | Yes | Yes | No |
| K12-A | 1.001 – 10.000 | 11 – 100 | None | Yes | Yes | No |
| K12-B | 1.001 – 10.000 | 1-10 | None | Yes | Yes | No |
| K13 | More than 1.000.000 | 10.001 – 100.000 | None | No | No | No |
| K14 | 1.001 – 10.000 | 1-10 | None | Yes | Yes | No |
| K15 | 1.001 – 10.000 | 11 – 100 | None | Yes | No | No |
| K16 | 1.001 – 10.000 | 1-10 | None | Yes | No | No |
| K17 | 10.001 – 100.000 | 101 – 1.000 | None | No | Yes | No |
| K18 | 1.001 – 10.000 | 101 – 1.000 | None | Yes | No | No |
| K19 | 100.001 – 1.000 000 | 1.001 – 10.000 | None | Yes | Yes | No |
| K20 | 101 – 1.000 | 1-10 | Yes | Yes | Yes | Yes |
| K21-A | 10.001 – 100.000 | 101 – 1.000 | None | Yes | Partially (there is English translation of the voiceover) | No |
| K21-B | 1.001 – 10.000 | 11 - 100 | Yes | Yes | Yes (additionally subtitles in English) | No |
| K21-C | 1.001 – 10.000 | 101 – 1.000 | None | Yes | Yes (additionally subtitles in English) | No |
| K21-D | 1.001 – 10.000 | 11 - 100 | None | Yes | Yes (additionally subtitles in English) | No |
| K21-E | 1.001 – 10.000 | 11 - 100 | None | Yes | Yes (additionally subtitles in English) | No |
| K21-F | 1.001 – 10.000 | 11 - 100 | None | Yes | Yes (additionally subtitles in English) | No |
| K22 | 1.001 – 10.000 | 11 – 100 | None | Yes | No | No |
| K23 | 10 – 100 | 1-10 | None | Yes | Yes | No |
| K24-A | 10.001 – 100.000 | 0 | None | No | Yes | No |
| K24-B | 10.001 – 100.000 | 0 | None | No | Yes | No |
| K25-A | 101 – 1.000 | 1-10 | None | Yes | Yes | Yes |
| K25-B | 11 – 100 | 1-10 | None | Yes | Yes | Yes |
| K25-C | 11 – 100 | 11 – 100 | None | Yes | Yes | Yes |

| K25-D | 101 – 1.000 | 1 – 10 | None | Yes | Yes | Yes |
|---|---|---|---|---|---|---|
| K25-E | 101 – 1.000 | 1 – 10 | None | Yes | Yes | Yes |
| K25-F | 101 – 1.000 | 1 – 10 | None | Yes | Yes | Yes |
| K25-G | 101 – 1.000 | 1 – 10 | None | Yes | Yes | Yes |
| K25-H | 101 – 1.000 | 1 – 10 | None | Yes | Yes | Yes |
| K25-I | 101 – 1.000 | 1-10 | None | Yes | Yes | Yes |
| K26 | 10.001 – 100.000 | 11 – 100 | None | Yes | No | No |
| K27 | 11 – 100 | 1-10 | None | No | No | No |
| K28 | 10.001 – 100.000 | 101 – 1.000 | None | Yes | No | No |
| K29 | 1.001 – 10.000 | 11 – 100 | Yes | Yes | Yes | Yes |
| K30 | 101 – 1.000 | 11 – 100 | None | Yes | Yes | No |
| K31 | 10.001 – 100.000 | 100 – 1.000 | None | Yes | No | No |
| K32 | 1.001 – 10.000 | 1-10 | None | No | No | No |
| K33 | 10.001 – 100.000 | 101 – 1.000 | None | Yes | Yes | No |
| K34-A | 100.001 – 1.000 000 | 101 – 1.000 | None | Yes | No | No |
| K34-B | 100.001 – 1.000 000 | 1.001 – 10.000 | None | Yes | No | No |
| K34-C | 100.001 – 1.000 000 | 1.001 – 10.000 | None | Yes | No | No |
| K34-D | 100.001 – 1.000 000 | 101 – 1.000 | None | Yes | No | No |
| K34-E | 10.001 – 100.000 | 101 – 1.000 | None | Yes | No | No |
| K35 | 10. 001 – 100.000 | 101 – 1.000 | None | Yes | There are no subtitles in Polish but there are English subtitles | No |
| K36 | 10.001 – 100.000 | 1-10 | None | Yes | No | No |
| K37 | 101 – 1.000 | 0 | None | Yes | No | Yes |
| K38-A | 1.001 – 10.000 | 1-10 | None | No | No | No |
| K38-B | 1.001 – 10.000 | 11 - 100 | None | No | No | No |
| K38-C | 1.001 – 10.000 | 1-10 | None | No | No | No |
| K39 | 1.001 – 10.000 | Wyłączona możliwość obserwacji ocen pozytywnych | None | Yes | There are no subtitles in Polish but there ae English subtitles | No |
| K40 | 1001 – 10.000 | 11 - 100 | Yes | Yes | Yes | No |

Source: own analysis

It is essential for social campaigns to reach a broad audience in order to change public perceptions about particular phenomena including social situations related to disabilities. A formal analysis of the number of views generated by social campaigns selected for detailed analysis, however, indicates that 43 of 66 spots reach a small audience (fewer than 10,000 views). It may be a result of the niche in which the topics are presented and the lack of public interest in those topics. A campaign format may also fail to engage viewers due to a lack of appropriate marketing or promotion efforts. However, it is imperative to note that YouTube is not the sole platform for publishing created materials in case of some of the analyze campaigns. It is also common for spots to be broadcast on television, radio, or through other social media (such as Facebook). Therefore, the total number of potential audiences for a campaign may be much broader than indicated by the number of views on YouTube. Nevertheless, 22 of 66 analyzed spots received significant numbers of views on YouTube, so their potential for empowerment or deconstruction of stereotypes is substantial. Campaigns with over 100,000 views are particularly noteworthy (7 out of 66 visual materials). There are a variety of topics addressed in these campaigns, including employment of people with disabilities on the open labor market (K9), parking spaces for people with disabilities (K19), and the specific behavior of people with autism spectrum disorders (K34-A, K34-B, K34-C, K34-D). Among the analyzed campaigns, one of 66 spots received over 1,000,000 views on YouTube. It is a social campaign presenting the everyday life of a child with autism spectrum disorders (K13).

The number of positive evaluations of videos made as part of 40 analyzed social campaigns makes it possible to analyze whether viewers engage in additional campaign activities and evaluate social campaigns as valuable, interesting, or effective. It is imperative to note that the number of positive evaluations cannot be used as a prejudicial key indicator when evaluating the effectiveness of social campaigns, as this data is only numerical, and from which it is difficult to draw any significant conclusions. Nevertheless, analyzing these data reveals that a significant portion (49 of 66 spots) of the campaigns analyzed have a low number of positive evaluations. There are two major ranges, 1-10 and 11-100. Only 16 of 66 spots show a higher number of positive ratings (range 101-1000). The link between the number of spot views and positive ratings is evident here, as campaigns with more than 100,000 views also have a significantly higher number of positive ratings (range 101 - 1000: K9, K19, K34-B, K34-C). Positive ratings for campaigns that reached more than 1,000000 views exceeded 10,000 (K13).

Formal analysis indicates that there are few interactions between creators of social campaign spots and their audiences. Only in 7 of 66 spots created within 40 campaigns did the

campaign authors take explicit actions These was following spots: K4, K5-B, K9, K20, K21-B, K29, K40. In these situations, it took the form of responding to comments posted by viewers or highlighting comments with "heart" emoticons. Such actions are easy to do, requiring no significant commitment from campaign developers. However, despite this, they appear sporadically. The lack of or insignificant response from developers to comments may, in my opinion, can have a negative impact on the activity from the campaign's viewers. In particular, this is true when the comments contain questions addressed directly to the campaign creators (for example, questions regarding additional campaign information). Additionally, recipients suggested changes to the technical-formal aspects of the campaign, such as adding subtitles to the video or changing the color scheme. There was no response from the creators to such suggestions within 40 analyzed campaigns. Interaction is also desirable in the case of situations where viewers share their own experiences in the comments section, experiences that relate to the topics covered in the spot. Viewers of the campaign discussed the campaign in the comments section. However, in the case of none of the 40 social campaigns analyzed, the creators did not engage in discussions through their statements. The lack of more extensive activity on the part of the authors of the analyzed campaigns may significantly limit the potential for empowerment. This is because its basis is social cooperation and the involvement of all social actors.

However, campaign creators are often aware of the need to inform their audiences that the material posted on the YouTube channel is only part of the campaign. As for other online activities, they are primarily published on the website of the organization that created the campaign or on special websites that have been created specifically for the purpose of the campaign. There is also additional information available on other social media sites, including Facebook and Instagram. 44 of 66 of the analyzed by me YouTube spots contained links to additional information that could be found on websites or social media sites. A description of the video posted under the video provides an indication of where additional information can be found. A pinned comment in the comments section, information on the endboard of the spot, or a direct statement from the voiceover or characters of the spot may also be provided such information. Of the 65 visual materials analyzed, only 11 did not contain any links to further information about the campaign. These was following spots: K3, K4, K13, K17, K24-A, K24-B, K27, K32, K38-A, K38-B, K38-C. Surprisingly, the social campaign generating the most views and the most positive ratings was among this group (K13). In my opinion, the campaign's creators failed to fully exploit the tremendous potential of the prepared spot. An audience of

this size could have generated significant interest in the topic presented in the spot. There was no adequate effort made by the creators to ensure that viewers, after watching the spot, knew where they could obtain further information about the campaign or the issues raised.

Considering the availability of audiovisual online materials, the preparation of subtitles for social campaign spots is essential. In order to accommodate this, campaigns creators developed subtitles below the visual material at the bottom of the screen. In 37 of 66 of the analyzed visual materials, subtitles were provided in Polish, including all statements made by the characters. For two visual materials (K3 and K39), English subtitles were prepared for the entire spoken content of the people appearing in the footage. Both Polish and English subtitles were prepared for K9 and K21. In the context of accessibility, it is also worth noting that in 18 spots of analyzed campaigns, the subtitles were directly uploaded into the visual material (K1-B, K2, K14, K17, K19, K20, K23, K25-A, K25-B, K25-C, K25-D, K25-E, K25-F, K25-G, K25-H, K25-I, K29, K33) and in the case of K21 the Polish subtitles were directly uploaded into the visual material but there was possibility to adjust subtitles in English. Fact that subtitles were directly uploaded into spots means that there is no possibility to change the font size or color. This may significantly limit the ability of people with visual dysfunctions to receive the campaign entirely. In my opinion, it is not sufficiently implemented by the authors of the analyzed campaigns to enhance the accessibility of visual materials by developing sign language translations or by preparing versions with audio descriptions. Of the 40 campaigns selected for analysis, only 4 authors prepared materials with sign language translation (K29, K25, K20, K37). An interesting solution was used in the case of K25-C, where the man speaking to the camera, talking about his daily life as a deaf person, translates his speech into sign language by himself (additionally, subtitles are also included). This allows voice to be given directly to the person with disabilities using means of communication that are natural to him. Such solutions are significant from the point of view of self-advocacy and the idea of "nothing about us without us". Among the visual materials analyzed, versions with audio-description are also rare, because it was implemented only in 1 (K9) of 66 spots. A lack of accessible visual materials, in my opinion, can significantly restrict the empowerment and social activities of people with disabilities. It is also possible for people with disabilities to be excluded from participating in web-based activities due to limited access to content addressing disability issues. It can result in limited access to basic information, such as information on organizations that support members of marginalized groups.

## 4.3.2. Visual and taxonomic analysis

Below I implement two analyses of the collected data from 40 campaigns. These are visual analysis (Pink, 2007; Rose, 2001) and taxonomic analysis approved in ethnographic research (Spradley 1980, Borowska-Beszta 2005) to show the scale of analyzed phenomena. Taxonomic analysis was visualized in tables with visual analysis. The effectiveness of a social campaign is primarily determined by its form of execution (Gordon et al., 2006). The authors write about two possible outcomes: either viewers will be encouraged to view the spot or they will not be interested in it. It is essential that visual material is designed appropriately. It is also imperative to ensure that the issues discussed in the campaign are compatible with the target group (Gordon et al., 2006). In addition, it is essential that the marketing strategy prepared by the campaign authors is effective (Gordon et al., 2006). The first thing that I would like to pay attention to when analyzing visuals is their structural components. These include the length of the video posted on YouTube. It is important to consider the length of the campaign spot in order to keep viewers' interest in the topic presented. A spot that is too long may make it difficult for viewers to remember the content covered in it. Since the virtual environment is dominated by short, dynamic materials, this can also reduce viewers' interest. A quick, vibrant spot is more likely to reach a broad audience. The use of short visual materials is also consistent with the preparation of content that is suitable for the perception abilities of people with intellectual disabilities, mental disorders, and attention deficit disorders. As opposed to this, short spots may not be fully understood by viewers due to their abbreviation of the presented content. In a short spot, it is also difficult to skillfully address all the key issues, as time constraints force the omission of side threads.

Table 7. The lenght of the visual material

| The lenght of the visual material | Taxonomic analysis | Visual material identification |
|---|---|---|
| > 0:30 min. | 10 of 66 | K5B, K6, K12-B, K14, K21-A, K22, K31, K34A, K36, K37, |
| 0:31 – 1:30 min. | 35 of 66 | K1-A, K1-B, K1-C, K1-D, K1-E, K5-A, K8, K9, K12-A, K15, K16, K19, K20, K23, K24-A, K24-B, K25-A, K25-B, K25-C, K25-D, K25-E, K25-H, K27, K28, K29, K30, K34-E, K24-I, K21-B, K21-E, K38-A, K38-B, K38-C, K39, K40, |
| 1:31 – 3:00 min. | 15 of 66 | K3, K4, K7, K10, K11, K13, K17, K18, K25F, K33, K34-C, K34-D, K21-C, K21-D, K21-F, |
| <3 min. | 6 of 66 | K2, K25-G, K26, K32, K35, K34-B, |

Source: own analysis

An analysis of the selected social campaigns shows that 60 of 66 of the visual materials do not exceed a duration of 3 minutes. 10 of the campaigns spots were implemented in a concise form, as they did not exceed 30 seconds. There is a predominance of campaign spots in the range of 0:31 - 1:30 min. (35 spots) and 1:31 - 3:00 min. (15 spots). The results of analysis of the length of the visual material shows that the campaigns' creators are aware that the effective way to reach a wide audience is with short materials, which present the issues in a concise manner, lasting to 3 min. Spots exceeding 3 minutes are primarily social campaigns based on direct statements from the protagonists to the camera. In such campaigns, viewers are provided with information about issues relevant to people with disabilities on a day-to-day basis. Therefore, they take the form of longer speeches by the protagonists (a form of mini-interview) or statements by a voiceover on a selected topic supported by a visual presentation. Of course, when analyzing the length of a social campaign spot, it should be emphasized that the length itself is of some importance for the effectiveness of the campaign. However, there are other factors that are more important, such as the format of the visual material, the creativity of the creators, or the relevance of the topics discussed in the campaign.

Social campaign spots can take many forms. Therefore, informational campaigns differ in characteristics from campaigns aimed at changing attitudes or evoking certain emotions in the audience. Careful consideration of the form of the spot is, in my opinion, imperative in shaping the audience's perception of the social campaign's attractivity and value, as well as their engagement with the campaign as a whole. Furthermore, the structure of the spot should be tailored to meet the needs of the target audience. For example, the creators of social campaigns aimed at children and young people will adopt a different strategy than the authors of a spot whose primary goal is to reach potential donors or sponsors of an organization supporting people with disabilities.

Table 8. The form of visual material

| The form of visual material | Taxonomic analysis | Visual material identification |
|---|---|---|
| scene or multiple edited acting/feature scenes | 35 out of 66 | K1-A, K1-B, K1-C, K1-E, K3, K5-A, K5-B, K6, K8, K9, K12-A, K12-B, K13, K16, K18, K19, K20, K21-A, K22, K27, K28, K29, K30, K31, K32, K34-A, K34-B, K34-C, K34-D, K34-E, K35, K36, K37, K39, K40, |
| Animation | 7 out of 66 | K1-D, K14, K26 K33, K38-A, K38-B, K38-C, |
| Reportage or documentary video | 4 out of 66 | K2, K7, K10, K11, |
| A scene (or a montage of scenes) presenting everyday life in combination with the statements of the characters | 17 out of 66 | K4, K21-B, K21-C, K1-D, K21-E, K21-F, K24-A, K24-B, K25-A, K25-B, K25-C, K25-D, K25-E, K25-F, K25-G, K25-H, K25-I, |

| Statements of the characters directly to the camera | 3 out of 66 | K17, K15, K23, |
|---|---|---|

Source: own analysis

An analysis of all types of videos indicates that within 40 social campaigns (66 visual materials in total) fictionalized scenes played by professional actors or by individuals with disabilities are predominant among all forms of videos. Spots in this format can attract viewers' attention by presenting socially relevant topics in an accessible format. When prepared well, scenes can hold the interest of many potential viewers. The creators of many of the analyzed social campaigns used a similar approach to develop a featured scene (35 out of 66 visual materials), but the details of their materials differed significantly. Acting scenes in the analyzed campaigns reflect the reality of people with disabilities in some cases (K1-C, K20, K28), while others adopt a symbolic form based on metaphors (K6, K8, K16, K18). There were, therefore, scenes aiming to evoke emotion in the viewer (K31, K32), as well as spots prepared in a light, humorous tone (K1-A, K9, K29). In addition, some feature spots analyzed took a controversial form, where actors portrayed scenes that deviate from the stereotypical perception of disability (K12-A, K12-B, K19). Such scenes can remain in viewers' memory for extended periods, making them reflect and notice aspects of social reality that have not been seen before. However, it is also noticeable that in the case of some of the spots, the developed scenes are based on plot patterns, which viewers may perceive as trivial or uninteresting (K3). By presenting scenes in a non-trivial manner, spots can strengthen our understanding of the needs and capabilities of people with disabilities. A clear example of this is in spots in which the camera was set from the perspective of a person with autism spectrum disorders (the perspective of a child, K13, and the perspective of a man working in an office, K35). In some of the analyzed spots, the creators invited public figures (for instance, actors) (K34, K39), which can effectively attract viewers' attention and increase the audience's engagement.

Some of the campaign's creators (7 out of 66 visual materials) have adopted the strategy of creating campaign spots in the form of graphic materials. In these spots, changing animations, symbols, or photos are combined with audio content. In the case of materials aimed at children and young people, animated spots may be particularly effective, since colorful, engaging content will interest the target audience. Of interest is the use of photos of people with disabilities as a backdrop to a musical piece specially composed for the campaign, which is seen in 1 spot (K26). The animation also makes it possible to discuss key disability topics in a concise and easy-to-digest manner. Therefore, it is a form that can be successfully used as part

of an informative campaign (K33). In addition, animations were used by the authors, who aimed to present disability metaphorically (K1-D, K14, K38-A, K38-B, K38-C).

The analyzed social campaigns also produced visual materials in the form of short reportage or a short documentary video. This approach has led to the development of a 4 spots, including 1 spot focusing on sports activities for people with disabilities (K2), a spot depicting the hardships of adulthood for people with disabilities (K7), a spot highlighting how difficult it can be to establish a social enterprise (K10), and visual material highlighting barrier-free parenting (K11). In my opinion, preparing a spot in this form has several benefits. The reportage shows real stories of people with disabilities, which adds authenticity to the social campaign. Showing social limitations and other hardships in everyday life can be more believable to the audience than, for example, a social advertisement. Reportage, moreover, can evoke strong emotions in the audience, which helps raise public awareness of disability. It is also relevant to point out that the form of reportage is easy to publish in various media. An online campaign in the form of reportage can also be successfully presented on television, radio, or in the press. This allows campaign authors to reach a broad audience with their content. It is also vital that reportage enables the presentation of a variety of stories and different perspectives. A limitation of campaign spots realized in the form of reportage is that they are usually longer than spots realized, for example, in the form of acting scenes. Therefore, they may seem less attractive to viewers. Also, the fact that reportage is based on storytelling or longer speeches by characters means that such a spot may be more challenging to receive.

In the case of 4 campaigns (K4, K21, K25, K26), a form was adopted in which characters or a voice-over spoke about the issues. The visual background shows scenes of people with disabilities in everyday situations. This is a similar approach to the reportage described above. The difference, however, is this case, the voice-over or character statements are more structured and less spontaneous. In the case of reportage, the activities of the campaign creators consisted of listening to people speaking. When the spots feature a voice-over, it is noticeable that these materials are much more script-based. The characters talk about their everyday life, and the viewers see them in scenes where they perform the activities mentioned in the spot. So it is, for example, a combination of a person with a disability's speech about independence in getting around on public transportation with a scene in which we observe this person at a bus stop (K25-A). This allows more control over the message, as the voice-over can clarify the content presented in the spot. It can also take on an artistic form by the speaker reciting a poem (K4), or by providing the visual content with a background musical score (K26). The format

described above can be effective in showing the reality of people with disabilities in an authentic and undistorted manner. Also, the fact that in the case of K21 and K25, the people with disability themselves speak out is essential, as giving voice to the people with disability is in line with the idea of "nothing about us without us", which is crucial in the context of empowering people from groups at risk of social exclusion. Also present are spots (3 out of 66 visual materials) that consist of direct statements to the camera by people involved in the social campaign. These are visuals in which people are presented on camera close-ups with a gray, black, or white background. These campaigns primarily seek to change the public perception of disability. This form has been used in 3 campaigns, including 1 spot presenting negative attitudes toward people with disabilities (K15), a campaign pointing out stereotypes about people with Down Syndrome (K17), and a campaign showing the hardships of everyday life for people with disabilities (K23). In these cases, the presence of people with disabilities is also noticeable. People with disabilities themselves confront stereotypes with their reality.

Another element of analysis of audiovisual materials worth analyzing is the use of music in developed social campaign spots. Music, like the video's length and the spot's form, can shape the viewers' emotions and attract their attention. However, I would like to emphasize that music can attract attention and make it difficult to concentrate on the visual material or the content spoken by the characters. It is also important to properly match the music to the content presented in the spot. Joyful music used as a background to scenes showing complex or disturbing events may be perceived by viewers as inappropriate.

Table 9. Music used in visual material

| The use of music | Taxonomic analysis | Campaign signature |
|---|---|---|
| Yes | 39 out of 66 | K1-D, K8, K9, K17, K21-A, K22, K24-A, K28, K30, K4, K7, K11, K15, K23, K27, K31, K32, K34-A, K2, K3, K6, K10, K12-A, K14, K18, K19, K20, K24-A, K26, K33, K21-B, K21-C, K21-D, K21-E, K21-J, K36, K38-A, K38-B, K38-C, |
| No | 27 out of 66 | K1-A, K1-B, K1-C, K1-E, K5-A, K5-B, K12-B, K13, K16, K25-A, K25-B, K25-C, K25-D, K25-E, K25-F, K25-G, K25-H, K25-I, K29, K35, K34-B, K34-C, K34-D, K34-E, K37, K39, K40, |

Source: own analysis

Analyses showed that music has been used in many (39 out of 66) spots of the observed social campaigns. However, also numerous (27 out of 66 visual materials) creators adopted the opposite strategy of relying solely on the statements of the spot's characters or voiceover. In the case of social campaigns that used music, however, significant differences can be seen, as there

were spots based on music that could be classified as melancholic, or touching, as well as spots with joyful, light music. The campaign's creators used sad music to highlight the difficulties associated with the daily lives of people with disabilities (K31, K32). This may contribute to arousing sympathy or reflection on the social limitations faced by people with disabilities and their family members. On the other hand, joyful music was used in 3 spots based on humor (K8, K9, K17). Music can evoke feelings of hope in viewers due to its joy and energy. In my project I do not analyze in detail the relationship between music and the effectiveness of social campaigns in the context of the empowerment of people with disabilities. Therefore, drawing conclusions based on the above analyses is not possible. The purpose of the study of the use of music in the analyzed spots was only to indicate the different approaches and strategies of campaign creators to the audiovisual material they developed.

When analyzing visual material created as part of social campaigns, I would also like to pay attention to who is the protagonist of the spot. In the case of social campaigns addressing the issue of disability, it is crucial to analyze whether people with disabilities play vital roles in the visual material. This is essential in the context of empowering people with disabilities, as it shows, for example, that people with disabilities themselves are speaking up for their cause through campaign spots. Furthermore, the presence of people with disabilities in the spots is also crucial for the social inclusion of people from this social group, as it enables them to engage in socially valuable activities.

Table 10. People presented in visual material

| People presented in visual material | Taxonomic analysis | Visual material identification |
|---|---|---|
| Only one person with disabilities | 9 out of 66 | K25-A, K25-C, K25-D, K25-E, K25-F, K25-G, K25-H, K25-I, K40, |
| One person with disabilities and one person without disabilities | 8 out of 66 | K1-E, K3, K12-A, K12-B, K20, K21-D, K29, K36, |
| Two people with disabilities | 1 out of 66 | K1-B, |
| One person with disabilities in relation with group of people without disabilities | 21 out of 66 | K1-C, K5-A, K5-B, K13, K19, K21-B, K21-C, K21-E, K21-F, K28, K31, K32, K35, K34-A, K34-B, K34-C, K34-D, K34-E, K38-A, K38-B, K38-C, |
| Group of only people with disabilities | 2 out of 66 | K23, K24-A, |
| Group of people both with and without disabilities | 18 out of 66 | K1-A, K2, K4, K7, K8, K9, K10, K11, K16, K17, K18, K21-A, K22, K24-A, K24-B, K25-B, K26, K30, |
| Group of only people without disabilities | 4 out of 66 | K6, K15, K27, K39, |
| Lack of presenting specific people | 3 out of 66 | K1-D, K14, K37, |

Source: own analysis

The above table needs to be clarified and interpreted. The table indicates who is the main character of the spot and whether there is an interaction between the spot's main character (or characters) and other characters seen in the video. That is, the description "only a person with a disability" indicates that this person is the only character seen in the spot and does not have in-depth interactions with the characters in the background. The following categories in left column show that the interactions presented in the spot are between two people ( one person with a disability and one person without a disability", "two people with disabilities") or between a larger group of spot characters. In the case of 3 spots, there are not people with disabilities or without disabilities presented directly (K1-D, K14, K37).

Analyses of 66 campaign spots show that spots creators take a varied approach to present people with disabilities. Spots in which the main character is exclusively a person with a disability are primarily materials produced as part of 1 campaign (K25). The creators of this campaign prepared material in a form in which a person with a disability presents their reflections directly to the camera, accompanied by a montage of scenes with the person in various everyday situations. The least frequently used form was presenting a scene involving two people with disabilities in 1 campaign (K1-A). Much more common ( 8 out of 66) in visual materials was to show a person with disability in a relationship with one person without disability. There were scenes showing a positive relationship (K3, K20, K26) and scenes showing resentment or lack of understanding (K12-A, K29). A common situation (21 out of 66 spots) is a depiction in visual material of a person with a disability in contact with a larger group of people without disability. These are primarily spots showing the lack of understanding of the needs or abilities of a person with a disability by the rest of society. The visual materials present a person with a disability as a person who is harassed by others (K1-C) and undervalued (K5-B). We also see people with disabilities in these materials excelling in relationships with others, such as in the work environment (K5-A) or family situations (K21-B, K21-E, K21-F). These are also spots where we see the world as viewers from the perspective of a person with disability (K13, K34). The larger group of exclusively people with disabilities appears sporadically (2 out of 66) as the leading group of characters in the spots. These are materials in which the viewer observe people with disabilities during various daily activities (K24-A) or in which people with disabilities speak directly to the camera (K23). Spots in which we see only people without disabilities also do not dominate the created message of social campaigns. Such a perspective appears when the spot describes the negative attitudes of people without disabilities (K6, K27) or when the material aims to convince the rest of society to take appropriate action to support

people with disabilities (K15, K39). In the context of the empowerment of people with disabilities, it is essential to emphasize that the abundant presence of spots in which a larger group of people without disabilities and people with disabilities are presented can contribute to strengthening social inclusion. Such spots depict people with disabilities in various relationships with others or activities carried out as part of critical social development activities. As a result, we are able to gain a better understanding of how campaign creators perceive the limitations associated with the social presence of individuals with disabilities. The authors also point out in their visual materials what factors enhance social inclusion. In this regard, the audience can observe spots in which the cooperation of people from different backgrounds is depicted (K2, K4, K9, K10, K24-B) or spots in which the perspective of people without disabilities and people with disabilities is contrasted (K7). There are also spots where people without disabilities share their views on various disability issues (K11). Materials in this group also include spots where we see parents of people with disabilities in a relationship with their children (K16, K17) or people with disabilities in the role of a parent or partner (K21-A).

In the previous paragraph, I examined who are the protagonists of the spots within 40 analyzed social campaigns. I would also like to analyze below whether people with disabilities speak directly or if their voices are heard in visual materials. Therefore, I would like to analyze who speaks directly in visual materials. Are the statements said by people with disabilities, people without disabilities or members of those two groups? The analysis of the voice of people with disabilities is significant in the analysis of the empowerment of people with disabilities. Giving the space to people with disabilities demonstrates that they are self-advocates and are capable of presenting their viewpoints on key disability issues. Giving voice to people with disabilities can also contribute to increased empathy and sensitivity to the needs of people with disabilities. In addition, empowerment by giving the voice to people with disabilities demonstrates to the rest of society that people with disabilities are active members of their communities. This is an essential step toward the social deconstruction of the image of people with disabilities as passive recipients of support.

Table 11. People having voice in visual material

| People having voice in visual material | Taxonomic analysis[11] | Visual material identification |
|---|---|---|
| Person or people with disabilities | 14 out of 66 | K1-B, K9, K21-C, K23, K25-A, K25-B, K25-C, K25-D, K25-E, K25-F, K25-G, K25-H, K25-I, K30, |
| Person or people without disabilities | 10 out of 66 | K1-C, K7, K11, K12-A, K12-B, K15, K27, K35, K34-A, K39, |
| Both people with and without disabilities | 14 out of 66 | K1-A, K1-E, K2, K3, K5-A, K8, K10, K17, K19, K21-B, K21-F, K21-D, K29, K32, |
| Voiceover | 29 out of 66 | K1-C, K1-D, K4, K5-A, K5-B, K6, K7, K8, K13, K14, K16, K18, K19, K20, K21-A, K22, K23, K24-A, K24-B, K26 (song), K27, K28, K29, K30, K34-B, K34-C, K36, K37, K40, |
| Lack of direct statements | 5 out of 66 | K34-D, K34-E, K38-A, K38-B, K38-C, |

Source: own analysis

Analysis of the 40 social campaigns selected for the study indicates that the voice of people with disabilities is heard. People with disabilities were provided with the opportunity to express themselves directly in the visual material. In order to achieve this, there were campaigns that featured only the voices of people with disabilities (14 out of 66), as well as campaigns that featured both the voices of people with disabilities and those without disabilities (14 out of 66). There are fewer materials in which only people without disabilities speak (1o out of 66). A typical formal trick used by the creators of social campaigns is that the only character heard in the spot is a voiceover, which acts as a narrator who points out the most relevant content (29 out of 66).

It is also essential when analyzing visual material to pay attention to the type of disability depicted in a given visual material. The type of disability depicted in a spot depends on many factors. The key, in my opinion, is the campaign's goal, which may be to raise awareness of general phenomena concerning the disability and present people from a specific group, such as exclusively people with Down Syndrome or people with autism spectrum disorders. It is also imperative to consider the target group in relation to the type of disability presented. If the campaign is aimed at a specific demographic or age group, the campaign spot may depict a disability that is particularly relevant to that group. It is important to emphasize that in creating the table below (Table 12.), I was guided by indicating the dominant types of disabilities in the material. This means that the 40 analyzed campaign spots on YouTube also featured people from other groups. However, their voice was not that clearly presented within the audiovisual materials.

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[11] The total number in this taxonomic analysis sums up higher than 66, because is some cases there were used both voiceover and statements said by people with or without disabilities (K1-C, K5-A, K7, K8, K19, K23, K27, K30)

Table 12. Disability depicted in visual material

| Disability depicted in visual material | Taxonomic analysis[12] | Visual material identification |
|---|---|---|
| Physical or motor disability | 33 out of 66 | K1-C, K1-D, K2, K3, K4, K5-B, K6, K8, K9, K11, K12-A, K12-B, K16, K18, K19, K21-A, K21-B, K21-C, K21-D, K21-E, K21-F, K22, K23, K24-A, K24-B, K25-E, K25-F, K32, K36, K37, K38-A, K38-C, K39, |
| Sensory disability – hearing dysfunctions and disorders | 8 out of 66 | K1-A, K1-B, K9, K25-C, K25-D, K29, K30, K40, |
| Sensory disability – visual dysfunctions and disorders | 10 out of 66 | K1-E, K4, K5-A, K9, K11, K14, K16, K24-A, K25-H, K25-I, |
| Intellectual disability | 7 out of 66 | K4, K7, K10, K15, K16, K26, K33, |
| Down Syndrome | 5 out of 66 | K4, K17, K18, K23, K25, |
| Autism spectrum disorders | 9 out of 66 | K13, K31, K33, K35, K34-A, K34-B, K34-C, K34-D, K34-E, |
| Mental disorders | 3 out of 66 | K15, K18, K20, |
| Fetal Alcohol Syndrome | 1 out of 66 | K27, |
| Tourette Syndrome | 1 out of 66 | K28, |
| Not specified | 1 out of 66 | K38-B, |

Source: own analysis

Precise analyses of the types of disabilities depicted in 66 social campaign spots lead to several conclusions. The dominance of disabilities affecting physical and mobility (33 out of 66 spots) and sensory disabilities (18 out of 66 spots) in the analyzed visual materials is visible. The presentation of physical and motor disability primarily shows people in wheelchairs while carrying out various daily activities. There are also materials showing the situation of people who have had limbs amputated. People with multiple disabilities are also featured in the campaign spots. When interpreting the predominance of mobility disabilities in the content, I would like to note that this may be due to the fact that wheelchairs and other mobility solutions are visible manifestations of disability. Therefore, it is an easily visually recognizable symbol of disability present in culture and media. As a consequence, in my opinion, visual materials based on short, dynamic messages rely heavily on symbols that are widely available. A similar situation applies to numerous campaigns presenting sensory disabilities. Campaigns describing visual dysfunctions and disorders can easily rely on the symbolism of a cane, black glasses, or a guide dog. Hearing dysfunctions and disorders are presented in the context of using sign language, which is also easily identified by spot audiences. There is a distinct lack of social campaigns that describe other types of disabilities than those described above. Campaigns on Fetal Alcohol Syndrome (1 out of 66 spots) or Tourette's Syndrome (1 out of 66 spots) have

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[12] The total number in this taxonomic analysis sums up higher than 66, because is some cases few types of disabilities were presented and identified as the main issues within one visual material

appeared in small numbers. There was also a lack of data about campaigns that addressed the issues of rare diseases. Above analyses clearly show that the creators of 40 analyzed social campaigns present the most prevalent types of disabilities in their materials, as they focus on the content that affects the most significant number of people and thus, in my opinion, can create conditions for he empowerment of people with disabilities by social change. In order to achieve the full empowerment of people with disabilities, campaign creators should also address those people with disabilities whose voices are not clearly heard, such as people with rare disease, people with complex disabilities. It is vital that social campaigns on disability take into account the diversity of life experiences of people with disabilities.

The next part of the visual analysis was analyzing and interpreting the matrix I developed (Table 13.). This matrix allowed me to appropriately isolate and locate the scenes of the campaign spots within their respective contexts and aspects. In order to conduct this analysis, I examined each of the campaign spots selected for analysis in detail. The situations, relationships, and contexts within which people with disabilities are presented were analyzed. In the Table 13, I pointed out those scenes that directly or indirectly addressed crucial areas related to the empowerment of people with disabilities. In many cases, individual scenes could be placed in several different contexts. This is because the creators of the spots have often developed the prepared content in metaphorical form or in such a way that the content is general and easily identifiable. Accordingly, I have matched individual scenes to those contexts that best convey the main idea behind the presentation of such content.

Table 13. Visual data matrix supplemented with key scenes extracted from visual material

| Aspect<br><br><br><br>Context | Individual | Action | Interaction | Collectivity | Culture / Technology | Surroundings |
|---|---|---|---|---|---|---|
| Material Resources | **K8** Person with a mobility disability | gets out of the car | Assistance dog helps person with disabilities get into wheelchair | - | car | Public space |
| | **K13** Young girl | spends time in kindergarten | Interaction with other children and with people working in the kindergarten | Other children, people working in the kindergarten | Educational materials, toys | Kindergarten classroom |

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|---|---|---|---|---|---|---|
| | | | | | | |
| | **K24-B** People with mobility disabilities | work in the office | Interaction between people with and without disabilities | People working in the same place | - | office building |
| | **K30** Two people using sign language while working | They work in the warehouse (stacking parcels), communicate using sign language | Interaction, cooperation | Other employees | - | warehouse |
| Relationships | **K25-B** Man with disability | works in a coffee shop | Interaction between people with and without disabilities | Customers of the cafe and co-workers | - | cafe |
| | **K1-A** Two people with hearing dysfunctions | Sexual act | Communication of people with hearing disabilities through sign language | neighbor | - | apartment |
| | **K1-B** Two people with hearing dysfunctions | argument | Emotional exchange through sign language | - | - | Urban space |
| | **K3** Woman moving in a wheelchair | A conversation in a cafe with a friend | A friendly conversation between a person with a disability and a person without a disability | Other café customers | - | cafe |
| | **K28** A man with Tourette's syndrome | Travels by bus, has facial tics and makes uncontrollable sounds | Negative reactions from people traveling on the same bus | Other passengers | - | bus |
| | **K28** A man with Tourette's syndrome | He meets a woman, the man has facial tics and makes uncontrollable sounds | Positive reaction from woman, she hugs as well as kisses man | A woman without disabilities | - | park |
| | **K30** | Spend time together | Cooperation, engagement | Participants in the game | - | apartment |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Two adults and two children communicating through sign language | while playing the board game | | (both people with and without disabilities) | | |
| | **K37** Woman with a mobility disability | Spends leisure time with a man without disabilities | Cooperation, joy, engagement | - | - | open air |
| Identity | **K4** Man with Down Syndrome | Plays the drums | - | - | - | apartment |
| | **K22** A boy with a mobility disability | is a member of the Ampfutbol team | Joint play of players with disabilities | Players on the field, coaches | Orthopedic crutches | Children's room, football arena |
| | K24-B A man with a mobility disability | Runs a handbike | - | - | handbike | Open air |
| Bodies and mind | **K1-E** Man with visual disability | Takes care of the child (helps with bathing) | Cooperation between a father and his several-year-old son | - | Book with Braille symbols | Apartment - bathroom, bedroom |
| | **K4** A man in a wheelchair | Observes a football field and the players playing on it | No interaction between a man with disabilities and players without disabilities | Players on the field | - | Public space, football field |
| | **K4** A man with visual dysfunctions | touches the other man's face to feel the structure of his face | Physical contact (facial touch) | A man accompanying a person with visual dysfunctions | - | apartment |
| | **K24-B** Woman with prosthetic hand | works on a computer | - | - | - | office |
| | **K24-B** Woman with a mobility disability | Independently drives a car | - | - | Car steering wheel adapted to the capabilities of a person with a | Open air |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | mobility disability | |
| | **K24-B** Woman with prosthetic hand | embroiders | - | - | - | apartment |
| | **K21-E** Woman with hands missing above elbows | Takes care of children | Playing together, mother-child cooperation | Children without disabilities | - | Apartment, play park, urban space |
| Power and control | **K4** Woman moving with a walker | Exercises in the gym | Other people are also exercising in the gym, but there is no interaction between them | Other people exercising in the gym | walker | gym |
| | **K5-A** Woman with visual disability | Works at the front desk of an office building | woman with visual disability recognizes passing people by the reverberation of footsteps | People without disabilities working together with a woman with disabilities | - | office building |
| | **K16** Parents of children with disabilities | Act out scenes in which they take on the role of an athlete | - | Parents of children with disabilities and their children | - | - |
| Community participation | **K2** People in wheelchairs | Wheelchair rugby game | Cooperation, competition, discussion during the game between players | Athletes with disabilities and referees, fans | Wheelchairs specially adapted to the requirements of sports for people with disabilities | Sports center |
| | **K4** A larger group of people with disabilities | Meeting in front of the building | Cooperation, time spent together | People without disabilities accompanying people with disabilities | - | open air |
| | **K10** A larger group of people with disabilities | Meeting in front of the building | cooperation | People without disabilities accompanying people | - | open air |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | with disabilities | | |
| | **K11** A larger group of people with mobility disabilities | Group meeting | Conversation, cooperation | People without disabilities accompanying people with disabilities | - | Conference room |
| Social Justice | **K4** Woman in wheelchair | extends her hand towards a person without disabilities | Rejection of a person with disabilities by people without disabilities | A couple of people with disabilities | - | park |
| | **K6** A man without a disability | Parks in a parking space for people with disabilities | Negative reaction of witnesses to the situation | A man without disabilities and witnesses of the situation | Parking space for people with disabilities | parking |
| Community Cohesion | **K4** A larger group of people with disabilities (with different types of disabilities) | Cooperation in the school classroom | Interactions of caregivers/teachers without disabilities and students with disabilities | Caregivers / teachers | - | School class |
| | **K32** Woman with a mobility disability | A group of people without disabilities help a woman move up the stairs unsuitable for people with disabilities | Cooperation of a larger group of people without disabilities with one person with a disability | Observers of the situation | Wheelchair for people with disabilities (as a symbol of limitations) | Open air, urban space |

Source: own analysis

The analysis of the collected visual material from 40 social campaign in terms of the contexts of empowerment of people with disabilities, shows that the dominant content presents people with disabilities in various social relationships. These include relationships with people in the immediate environment and contacts with people outside the immediate circle of acquaintances. Social campaign creators present the relationships by pointing out the potential

for empowerment through positive interactions and the dangers of stereotypes and other social barriers. As part of the visual analysis, I do not focus on a detailed description of the relationships of people with disabilities. This will be an essential analysis point in the coding and categorization (Chapter 4.3.3.) and thematic analysis (Chapter 4.3.4.). At this point, I would like to note that several family, friendship, and work contexts are directly presented in the visual materials. This allows viewers to focus on the above content and understand the message and purpose of the social campaign.

The bodies-and-mind context is closely related to social relations. These are scenes of social campaign spots where the viewer observe how physical or intellectual limitations can hinder people with disabilities from leading quality lives (K4, K28, K32) . However, the creators of the campaigns do not focus solely on the problems. They show in the visuals how people with disabilities cope with the barriers despite several difficulties arising from the characteristics of their disabilities (K1-E, K4, K1-E, K24-B). As such, the audience see scenes of people with disabilities efficiently performing everyday activities, such as driving a car (K25-B) or caring for a child (K1-E, K21-E). Through the context of bodies and minds, the campaign's creators point to the inner strength of people with disabilities and their drive for independence and agency. This is, in my opinion, relevant to empowerment, as it shows that physical limitations need not hinder full participation in society and fulfilling valuable social roles. The context of material resources is closely linked to the category of bodies and mind. This context points to the capabilities of people with disabilities concerning finances, education, and access to medical care, support, or assistance (K8, K13, K24-B, K30). In this context, it is imperative to point to scenes showing people with disabilities benefiting from the support of solutions that facilitate daily lives. So these are, for example, facilities for people with visual dysfunctions (white cane, guide dog) or physical disabilities (K8). This thematic area is, in my opinion, essential primarily in strengthening awareness of the necessary support for the accessibility of public spaces to the needs and abilities of people with disabilities.

The context of power and control is manifested by scenes of social campaigns where people with disabilities engage in diverse social activities (K4, K5-A, K16). Social activity is based on actions taken on their own by people with disabilities to improve their life situation. Thus, these are activities imbued with the content of individual empowerment, as they take into account the assumption of power over the decisions and activities of people with disabilities. Therefore, these are sport (K4), professional (K5-A), or cultural development activities. In addition, these scenes show people with disabilities as people, not only in need of support and

assistance but as persons providing such support. The viewers see this in scenes showing family life when people with disabilities take care of their children (K16). However, this is not limited to family life. Additionally, there are scenes in which people with disabilities participate in the development of the local environment. Several scenes show people with disabilities taking action to improve accessibility in public spaces or in matters that directly affect people in this social group (K24-A, K24-B, K25-H, K25-I). Additionally, these materials serve an important role in the context of empowerment, as they demonstrate the extraordinary power of self-advocacy, as well as the aspirations of people with disabilities to take control of their own lives and independently make crucial decisions. The above-described context of power and control is closely connected to another area of the analysis of the empowerment of people with disabilities which is community participation. This area includes all parts of the campaign spots, in which viewers, observe the participation of people with disabilities in various activities. These are activities of collective leisure by a larger group of people with disabilities (K2), but also activities in which both people with and without disabilities are involved (K4, K10, K11). Community participation does not mean only daily activities but also activities aimed at social activism. Accordingly, the audience can observe scenes where activists with disabilities undertake joint activities to raise public awareness of significant issues.

Another category of content present in the analyzed visual materials is the social justice context. These materials indicate the experiences of people with disabilities concerning social justice or the rights of people with disabilities. Content in this category, in my opinion, can be difficult to create, as these are issues that cannot easily be captured through visual materials alone. Therefore, visual elements indicated in this area are reinforced by the statements of the spot's characters or by text spoken by a voiceover. Social justice in campaign spots primarily shows social inequalities and the discriminatory and stigmatizing attitudes of the rest of society toward people with disabilities (K4, K6). Using such materials, their creators intend to demonstrate the necessity of changing social relations, as people with disabilities are particularly vulnerable to social marginalization. Scenes presenting the above-mentioned issues make it possible to raise public awareness and enable the deconstruction of perceptions based on ableism. I identified community cohesion as the last category of the context of empowerment in visual materials. This category is also crucial, as these are all materials in which the audience see people with disabilities in community cooperation (K4, K32). Collaboration in this context does not just mean support in everyday activities but indicates striving to be part of significant social change. This change may relate to a narrow slice of reality, as we see through scenes

showing, for example, the involvement of people with disabilities in education. However, the key in the analysis of the empowerment of people with disabilities visual materials also refer to much more expansive activities akin to social movements. Social movement activities do not appear directly in the social campaigns analyzed, but certain elements related to them are present in the visual materials. These are those scenes in which viewers observe a larger group of people with disabilities undertaking collective activities to change the current situation.

### 4.3.3. Coding and categorization

As I indicated in the methodology chapter, the technique of coding and categorization was used by me to analyze the empowerment of people with disabilities within statements appearing in the analyzed campaign spots. These include statements by actors participating in the spots, people with disabilities speaking in the visual materials, and voiceovers. Accordingly, I have discussed the distinguished categories (awareness, inclusion, rights, and advocacy, participation, and changes) below, presenting conclusions based on direct quotes (verbatim data) from selected social campaigns.

*Category 1: Awareness*

The first category identified is social awareness. The creators of social campaigns often (25 out of 66 visual materials) make direct references in spots to content indicating a desire to increase social awareness. Such statements appears in following spots: K1-C, K2, K7, K8, K9, K13, K15, K18, K21-E, K21, K22, K23, K24-A, K24-B, K25-A, K25-B, K25-D, K25-I, K25-C, K25-F, K27, K30, K31, K33, K34-B. Awareness as a category is evident both in the acting scenes and in the materials created in the form of reportage or direct characters' speech to the camera. The statements of the characters in the spots repeatedly include content indicating a lack of social awareness of disability and barriers to the empowerment "when people started to look behind me, there from the surrounding villages, I realized that something was 'not right'" (K21-E), "there are troublesome situations, which are simply due to the lack of knowledge often of people, lack of empathy, lack of a little understanding" (K25-F). Raising awareness through statements aimed at countering stereotypes and prejudice "we practice just like any other athlete, we struggle against each other, we come face to face with rivals, we rejoice in victories and mourn defeats. So why aren't we perceived the same way?" (K2). Stereotypes are also deconstructed by the protagonists of the K17 spot, who counter the following stereotypes in

short, precise statements "you cannot use the Internet", "you cannot learn at school", "you cannot work", "sports are not for you", "you have no sense of humor", "you come from pathological families", "Down syndrome can be infected". The creators of the K33 spot also counter stereotypes "a child with congenital disabilities, for example, with Down Syndrome, can come in any family. It is not a punishment for the sins of the parents" (K33). Raising awareness also means showing the misconception of people with disabilities, such as "eternal children". "People with disabilities also grow out of childhood and into adulthood. Let us remember this" (K18), "Do not treat a person of short stature as a child" (K33).

The creators of the campaign spots, through the statements of the characters, also point to the barriers for the empowerment in the context of marginalization of people with disabilities and their needs and aspirations "many people do not know about our existence, how Wheelchair Rugby is played, and what sport is for us (…) the topic of sports participation by people with disabilities is completely invisible in the media" (K2), "am I someone else? You keep telling me that I am" (K1-C). This is particularly clearly emphasized in the K7 spot, where we learn the stories of adults with disabilities "what if, on your 25th birthday, everything you do suddenly ended, and you had to stay at home, within four walls? Marta is 32 years old, a severely disabled adult completely dependent on her parents' help. Seven years ago, she lost the opportunity for special education. She spends every day of her life at home" (K7), "Dorota is 27 years old, does not move independently, requires the help of another person in daily life, for two years her whole world is home, her mother and volunteer Magda, with whom she spends a few hours a week" (K7). Marginalization is also associated with prejudice leading to inappropriate attitudes. The campaign's creators want to counter this: "mental disorders, intellectual disabilities, dependency and problems of the elderly require acceptance and support, not insults and stigma" (K15).

Within 40 analyzed social campaigns there is also content pointing out the barriers of the empowerment of people with disabilities as systemic errors or limitations related to access to education or therapy, valuable jobs, or difficulties in daily lives due to architectural barriers: "there is a lack of support centers for people with severe disabilities over 25 years of age" (K7), "the problem with getting off the streetcar to a stop on the street is that there is too much height difference between the streetcar door and the ground. When the platform is too short or has too much of an angle, it is simply impossible to get off for safety reasons. Even though the streetcar is purchased for many millions, it is accessible, adapted, you cannot get on it" (K25-F). The protagonists of the spots indicate directly in which areas the most acute difficulties occur: "the

most problems are in clinics. There is also a problem in family clinics. Deaf people are very dissatisfied with the hospital. There are no interpreters there; there is no communication. It is hard to contact even in the Mayor's Office, in the City Hall, there is a problem with communication too" (K25-C). Raising social knowledge and through this enhancing the empowerment of people with disabilities refers to difficulties arising from the individual limitations of a person with a disability or from the specifics of a particular type of disability 'Autism alters the perception of the world by distorting the work of the senses. It is a complex developmental disorder of the central nervous system. It causes difficulties in communicating feelings, building relationships, and learning' (K13), 'people with Autism perceive the world differently than we do. Their senses are either too sensitive or insufficiently sensitized. Therefore, they try to deal with the surrounding reality and adjust it to their senses' (K34-B). This was presented very emotionally in the K23 spot, where people with disabilities speak openly about their inability to perform daily activities independently "I cannot get out of bed by myself. I cannot even sit up by myself. I do not know how to do a braid or hairstyle myself. I have to be helped to brush my teeth. I do not know how to ride a streetcar somewhere by myself. I do not know how to wash. My mother has to help me with everything" (K23). It also raises awareness about the potential causes and consequences of disabilities or disorders "Drinking while pregnant puts your child at risk for FAS. Remember, there is no cure for this" (K27). These are also slogans indicating that disability is not a marginal problem but that people with disabilities make up a large part of society 'There are about half a million of us in Poland. We have our language, tradition and culture, the same passions and desires' (K30), 'There are 300,000 children with Autism in Poland. Do not judge. Try to understand' (K31).

The aspirations of the analyzed campaign's creators are broader than raising awareness and social knowledge regarding difficulties or limitations. The spot's authors also point out the vast possibilities and potential of people with disabilities to fulfill socially valuable roles, essential in the empowerment of people with disabilities: So in the correct sense - what does it mean to be disabled? You can have a crippled body while being a valuable, good person" (K4), "We are able-bodied in many different professions" (K9), "Every day we support children and young people with disabilities and give respite to their caregivers" (K24-B). It is also content that shows the strength and proficiency of people with disabilities: "Disability does not limit us. We live fully, we love fully" (K21), and "Not every hero wears two shoes" (K22). Statements focused on these issues aim to show people with disabilities in the context of potential rather than shortcomings or difficulties: "Because the

world for us is about possibilities, not limitations" (K24-A). Raising awareness and social knowledge within 40 analyzed social campaigns also includes pointing out actions that people without disabilities can take to support people with disabilities in their daily activities: "Everyone sometimes counts on help. You, too, can sometimes pass the keys or help tie a shoelace" (K8), "In the case of this disability with hearing loss, there should be very clear speech in the sense of showing lip movement show slow some words then deaf people can understand. There must not be gestures, facial expressions, sign language, or writing. It is enough to say slowly, does not cover your mouth, because they can understand everything" (K25-D), "Sometimes simple things like not leaning on the wheelchair or asking how to help is much better than doing something by force." (K25-F). This includes pointing out what behavior from the rest of society is desirable for people with disabilities "We value our and your respect more than focusing on our limitations" (K24-A), "Be patient and kind, because it is easier to offend with such words that are out of place" (K25-A), "With people with disabilities, please be understanding and patient" (K25-B), "If someone sees a blind person in a public space in my opinion, it is always worth approaching and asking if such a person does not need help, because maybe they really do, but they also do not know because they do not see whom they can turn to" (K25-I). Such content is particularly evident in the case of informative spots, whose creators have sought to point out key areas of support in a succinct manner. An example of such a campaign is K33, where simple slogans were presented to indicate appropriate behavior toward people with intellectual disabilities "Find time for a person with intellectual disabilities. She needs more time to make decisions" (K33), "Be sensitive. Treat each person individually" (K33). A similar approach was used for K34, where one of the slogans was: "People with autism deserve our attention and sensitivity" (K34-B).

*Category 2: Inclusion*

Another category of content related to the empowerment of people with disabilities that is evident in the content analyzed is inclusion. Aspects of inclusion appears in 18 out of 66 visual materials (K2, K3, K11, K12-A, K13, K15, K21-C, K21-E, K24-A, K24-B, K25-A, K25-D, K25-I, K28, K30, K33, K39, K40) Materials containing aspects of social inclusion are closely linked to the strengthening of social awareness described above. In the content on inclusion, the creators of social campaign spots focus on slogans showing people with disabilities as independent people, aware of their capabilities and limitations, and as people striving to change their current situation. In many cases, social inclusion indicates the need for social normalization of disability 'We just cannot hear. We have the right to a normal life'

(K30). Through their statements, the protagonists of the spots want to show that they aspire to increase the presence of people with disabilities in mainstream society "We dream that information about the successes and failures of athletes with disabilities will find its way into the sports section. We dream that the stands will be filled with fans. We dream that people will look beyond wheelchairs, beyond amputated limbs, and see an athlete. Not a hero, but simply an athlete. Because sport is a sport." (K2), "Vincent is one of many people with Tourette's syndrome. Every day he wants to be himself. He wants to be among people and enjoy life. Let us let him do that" (K28). People with disabilities point to the role of loved ones (family and friends) in countering the marginalizing actions of the rest of society: "Distance? Sometimes others have it to us. Nevertheless, then we have the support of our acquaintances, friends, and family" (K24-A). This is shown in the statements of, among others, a man with disabilities indicating how vital his wife is in his life: "I owe her a great deal, she made me a fighter, but most of all, she helped me realize a dream I did not even know was possible - she gave me a son, Adaś" (K21-C). Also, the proper behavior of parents can contribute to the social inclusion of people with disabilities: "The fact that my parents allowed me to do everything, that my dad delineated work on the farm, but he never said: 'Kaśka, you because you do not have hands, you go'. And I think that is why I was so into everything" (K21-E).

Also present are statements referring to communication difficulties that limit or prevent interaction and full participation in social life: "I had to deal with clients that they had a problem to repeat at least the second time, the third time, and exceptionally now in these times of pandemics you have to wear a mask well, and there is, unfortunately, a little more difficulty because I have less context from lip movement" (K25-D). Numerous characters in the spots point out difficulties in understanding the expectations of people with disabilities: "I very much dislike it when someone ignores me, avoids me. It annoys me that adults or young people do not hear or do not want to hear what I say" (K39). The spots also showed that communication difficulties could cause people with disabilities to adopt a withdrawn or evasive attitude: "this is Filip. He cannot hear all this. He only has headphones, so you do not know he is deaf" (K40). Inclusion-focused materials also include content that shows the inner determination of people with disabilities and their drive to participate in society: "What is more amazing to you? The fact that Anna meets people by their steps? Or the fact that she has a job? Disabled - able-bodied at work" (K5-A). The spots' protagonists make it clear that being able to find employment is very important for people with disabilities in terms of social inclusion: "Work is very important because I do not just sit at home, I do not just sit at home in front of the computer" (K25-B),

"Work also gives us the opportunity to develop further and show others that many of the limitations attributed to us are rooted in hurtful stereotypes" (K24-B). Content of this type also appears in the form of questions that provoke recipients and make them reflect on exclusionary practices: "Why do you treat us differently?" (K12-A), "I have autism, what challenges do you have?" (K13).

Inclusion as a context of empowerment within 40 analyzed social campaigns also indicates that differences should not be a barrier to creating an open society. Differences can be a platform for understanding and cooperation: "We are the same, really." (K3). The open attitude of the rest of society is crucial in the perspective of social dialogue: "Your openness will certainly help to communicate" (K33), "we just need to be more open to other people. This is how to create our society" (K25-I). What is important to emphasize is that statements of an inclusive nature do not appear only from people with disabilities, but people without disabilities also point to these aspects. Such statements include: "Among us, there are people who need more, to whom we need to show more heart. Those who do not yet dare to do so, perhaps, will be more courageous to show themselves with their needs and show their colleagues and friends: "Listen, I need your support too because together we can do more" (K11), "I do not want to hurt. I do not want to hurt. I do not want to cross out, ridicule, humiliate, insult. Break up with sick words" (K15).

*Category 3: Rights and Advocacy*

In their content, characters in the spots also speak about rights and advocacy (and self-advocacy). I distinguished those aspects in 10 out of 66 visual materials (K2, K10, K16, K23, K25-A, K25-B, K25-C, K26, K29, K30). These materials refer not only to the need for legislative changes. There are also statements pointing to the universal rights of people with disabilities, such as the right to access information: "Deaf people have the right to choose an interpreter at City Hall, at the hospital, at other institutions" (K25-C), In public institutions, you have the right to get information in a language you understand as a person with special needs." (K29), "We want full access to information, medical care, and education. We want to explore the world around us" (K30). The rights of people with disabilities are rights to access education, employment, or culture. The employment aspect is particularly often mentioned in social campaign spots. It is part of a campaign to raise awareness and promote the right of people with disabilities to equal treatment in the open labor market. "Tomek graduated from higher education. His chances of finding a job are 15 percent. Ania additionally speaks fluent English. Her chances - are 20 percent. Andrew, in addition, is excellent with computers. His chances -

are 30 percent. Marta has also completed an internship in a foreign company, and her chances - are 45 percent. Piotrek, in addition to all this, is completing postgraduate studies. His chances - 0 percent" (K5-B). Also present are statements indicating the need to improve the quality of interaction of people with disabilities with the rest of society: "We need deaf people to communicate with the police" (K25-C). The statements of the spots' protagonists are dominated by content indicating that people with disabilities do not expect special treatment but only want their rights to be respected by the general public "And we do not ask for special considerations at all, we know where to go and which way to go" (K26).

Self-advocacy manifests itself in the statements of the spots' protagonists through direct statements indicating the goals and aspirations of people with disabilities: "Here I want to work and develop myself" (K10), "Here I will work. I do not want to be dependent on my family or the state. I want to have my own job and my own life!" (K10) and their family members: "I do not daydream, but I dream of a respite. I do not daydream" (K16). Also related are statements pointing to specific activities of people with disabilities or organizations supporting them: "Four associations from Słupsk want to open a Social Enterprise for the people with intellectual disabilities" (K10), "On a daily basis, as an employee and instructor of active rehabilitation, I help such people find their way in a new situation where life turns 180 degrees for them" (K2). Organizations that support people with disabilities through spots also present their commitment to empowerment: "Every day we support children and young people with disabilities and give respite to their caregivers" (K23). In the context of self-advocacy, statements pointing to the independence and self-reliance of people with disabilities are also vital. This area is significant, indicating aspirations toward increased agency and empowerment. Independence can refer to simple, everyday activities: "I am an independent person, I go to the theater by myself and go home by myself" (K25-A), but also decision-making or involvement in improving the situation of people with disabilities.

*Category 4: Participation*

The participation category of empowerment within 40 analyzed social campaigns includes statements made by the protagonists of the spots, which indicate participation in social life and cooperation between people with disabilities and the rest of society. I observed such statements in 10 of 66 visual materials (K1-C, K2, K7, K10, K22, K23, K26, K35, K36, K39). Participation in this context means pointing to opportunities for dialogue between people from different social groups and, by that, enhancing the empowerment of people with disabilities. It is also participating in a range of social, professional, and cultural activities. In this regard,

participation is closely linked to the categories of inclusion and advocacy described above. Participation content appears in the analyzed visual materials, primarily by indicating the need to engage in helping people from groups at risk of social exclusion: "I help, you help, everyone helps. Remember, you are worth as much as you give of yourself" (K7), "Marta is starting to disappear. Marta may have depression, borderline, anxiety. If someone disappears before your eyes, ask if they need help" (K20), "If you want to help me, help my mother rest" (K23). It also means indicating how we can help organizations that support people with disabilities: "You can help us by donating renovation and construction materials or contributing to our association's subaccount" (K10), "Become a hero on the football field. Join Junior Amp Futbol Poland" (K22).

Strengthening the empowerment of people with disabilities in the context of participation also means pointing out that an attitude of pity or sympathy is not appropriate. People with disabilities expect cooperation, and equal treatment, not just sympathy or compassion: "I am just like you in the morning. I wake up, get up, and go out. And then ... I am not like you anymore. Then you are already looking at me. Then you take pity" (K1-C), "There are things that affect us. It is not about pity, it is not about regrets. And maybe it is worth noticing that we live here together, simply" (K26). Equality is a buzzword that frequently comes up in the context of social cooperation and empowering activism. People with disabilities want to be perceived through the prism of their abilities, skills, and talents: "I do not want to. Do not take pity on me. Do not ask what happened to me. I am not inferior. I am not better either" (K1-C), "Just like everyone else, we want to be happy. We are not different, we are the same" (K36), "We are all different, but never inferior. Just different" (K39) "Mark and thousands of other non-typical adults on the autism spectrum are ready to get to work" (K35). Participation is also about showing the recipients of social campaigns how important it is for people with disabilities to participate in various group activities. Cooperation and commitment to a common goal allow people with disabilities to transcend social limitations: "What is rugby to me? It has certainly become an essential part of my life. I am not able to think of myself in isolation from this sport. This is where I learned to fight, trained my determination, met very important people, grew up, and distinguished my values" (K2). Also relevant is the content showing why it is so important to engage with people with disabilities: "Let us not let people with disabilities lose so many precious days, let us bring a smile back to their faces. The world can be changed for the better, all it takes is a small gesture and a good heart" (K7).

*Category 5: Changes*

The last category present in the statements of the protagonists of the analyzed spots is changes broadly defined. My analyses showed that such statements appear in 9 out of 66 visual materials (K7, K10, K18, K19, K25-A, K25-B, K25-C, K25-H, K25-I). Striving for change in analyzed spots means pointing out current shortcomings or difficulties in all spheres of life for people with disabilities. Promoting change through social campaign spots may be a key goal of their creators. Striving for change stems from the desire to improve the life situation of people from groups at risk of social exclusion: "We have a mission. We want to create a social enterprise for people with intellectual disabilities. These young people must have a place to work and a place where they can learn independence" (K10). In addition, promoting change can refer to taking concrete actions aimed at improving the quality of life for people with disabilities: "Help create a place in our city where there will be activities for people with multiple disabilities" (K7), "There must be more sign language interpreters. There should be regulations, a list" (K25-C). Changes are also improvements in the accessibility of public spaces for people with disabilities: "It is very important to make pedestrian crossings soundproof so that those pedestrian crossings soundproofed are not also muted, and there are warning strips in front of you that these crossings are starting" (K25-H). The spots' protagonists emphasize that changes in accessibility largely depend on the behavior of community members, since "accessibility is created by people" (K25-I).

Also promoting change are direct indications of necessary changes in the behavior of people without disabilities: "We are adults, let us take each other seriously" (K18) and "Do not park in places for people with disabilities" (K19). This is especially powerful when spoken directly by people with disabilities in the spots. It allows them to see and understand their perspective on essential aspects of their lives: "I would like them to understand that people with disabilities are also sensitive. That they would remember people with disabilities who need time to understand" (K25-A) "A person without disabilities prefers to be in the company of people without disabilities, but that they would also slowly change such an attitude, that not only with people without disabilities (...). Not only that, people with disabilities integrate not only with people with disabilities but with the people without disabilities and people without disabilities with people with disabilities" (K25-B). This also applies to the accessibility and mistakes of people without disabilities, which make it difficult for people with disabilities to function daily: "I would also very much like people not to leave their scooters in the middle of the road, but to put them somewhere on the bank or where they should stand for the reason that when we walk

on the sidewalk and encounter a scooter, we often do not see it and walk into it. This is very dangerous and endangers both health and life because we can fall over, and many times such a fall can cost us very dearly" (K25-H).

## 4.3.4. Thematic analysis of video

I prepared the thematic analysis of the visual material, derived from 40 social campaigns selected for the study through a detailed process of coding the data to create meaningful, valuable thematic patterns. Themes were extracted as common meanings for a given slice of reality. At their center is a central idea that connects several different expressions of this idea or different articulations of it. Each theme tells me about a particular area or issue or tells a story that offers insights into the lives of people with disabilities in a social context. The method of reflective thematic analysis used was realized openly and organically. This means that the emerging themes were constantly revised and adjusted as we delved deeper into broad research material. The thematic analysis of 40 social campaigns made it possible to identify **8** main themes that regularly appear in social campaigns and which are connected with the empowerment of people with disabilities. These are:

- the social perception of disability,
- the relationship of people with disabilities with rest of society,
- a person with disabilities in a family and partnership context,
- everyday life of people with disabilities,
- professional activity of people with disabilities,
- people with disabilities pursuing their passions and dreams,
- social support of people with disabilities,
- education of people with disabilities and education about disability.

The following themes derived from 40 campaigns are detailed below, based on the interpretation of the collected visual material, as well as a simple taxonomic analysis of how each campaign fits into a particular theme.

*Theme 1: Social perception of disability*

One of the central thematic areas presented in social campaign spots addressing the issue of disability is the social perception of disability. This topic is most strongly emphasized within

7 of 66 visual materials (K1-A, K1-C, K1-D, K4, K5-B, K18, K31). Social campaigns take up the topic of social perception of disability because it has a significant impact on the shape of the relationship of people with disabilities with the rest of society, as well as on the level of environmental cooperation between people from different social groups. In their materials, the creators of social campaigns strive to show on which stereotypes the wrong perception of people with disabilities is based. Accordingly, there are scenes in the analyzed spots indicating that people with disabilities are seen as "inferior" or "poor" (K1-C) or as "unending children" (K18). Also present are materials that strongly emphasize the category of the otherness of people with disabilities as a negative trait. Otherness in this view is presented as something that deviates from the norm by which it is a burden or threat to the rest of society (K1-D, K4). The creators of social campaigns also show how others perceive people with disabilities in various everyday situations. Thus, we have a spot showing that people with disabilities are not seen as valuable employees (K5-B) or a spot in which others judge a child with an autism spectrum disorder as a rude, noisy person (K31). In addition, materials have been produced indicating that the perception of people with disabilities as quiet and calm (K1-A) is also inappropriate, as this ignores the individuality of people with disabilities. Social campaigns present the theme of social perception of disability, as they want to point out that viewing people with disabilities as less valuable than people without disabilities can lead to social exclusion, which significantly reduces the empowerment of people with disabilities. Therefore, depicting these negative aspects in visual materials can help enhance empowerment through changing the wrong perspective. In the long run, it can also promote more inclusive behavior and equal treatment of people from minority groups.

*Theme 2: Relationship of people with disabilities with the rest of society*

An important and interesting theme emerging from the research perspective from the 40 analyzed social campaigns is the relationship of people with disabilities with the rest of society. This theme emerged from 20 out of 66 analyzed visual materials (K3, K6, K12-A, K12-B, K13, K15, K20, K24-A, K25-E, K25-F, K25-I, K29, K31, K32, K34-A, K34-D, K36, K28-B, K39, K40). The creators in the spots show people with disabilities in various contexts of social relations in the areas of daily activity, work environment, or public space. The audience sees scenes in the spots where a person with a disability is in a positive, valuable relationship with a person without a disability. Examples of this include a conversation in a coffee shop between two friends (K3) or the joy of a person with and without disabilities spending time together (K36). Viewers also see the involvement of those working at the daycare center in conducting

therapeutic activities aimed at supporting a child with autism spectrum disorders (K13). However, some scenes also show behaviors indicating tendencies toward social exclusion of people with disabilities. We observe situations where people without disabilities keep their distance in relationships with people with disabilities (K24-A). Presentations of lack of support for people with disabilities from the rest of society are also present. K24-A includes a scene where we see a man failing to support a blind woman who needs help. Lack of support when moving around in public spaces is a common theme in the spots of the analyzed campaigns. In K25-E, a wheelchair user indicates that there is not enough support in this area. Some spots showed negative attitudes toward people with disabilities due to a lack of understanding. Examples of this include a scene in which we observe a situation in a store where customers make critical comments about a child with autism spectrum disorder and his mother (K31) or scenes in which people without disabilities look with reserve at a man on the autism spectrum (K34-A) or with distrust or embarrassment (K34-D). Lack of support is also shown as a result of a failure to recognize the presence in public spaces of people in need of such support (K25-I) or a lack of understanding of the need to strengthen the capabilities of people with disabilities (K38-B). Lack of support from the rest of society can lead to various reactions from people with disabilities. One of these is shown in the K39 spot, where we see irritation caused by the failure of others to see the needs of people with disabilities. Another behavior is shown in the K40 spot, where a deaf person does not want to show others his disability, so he puts on headphones as a form of camouflage against negative judgments. Showing relationships is also often an attempt to show two opposing attitudes - positive and negative - to confront the current situation with the desired change. Thus, within the K32 spot, we see two opposing reactions of people without disabilities in the situation of supporting a wheelchair user. First, we observe indifference or hostility, and then commitment, joint supportive action. In spots based on direct statements, people with disabilities share their perceptions of what the difficulties in their relationships with others are due to (K25-F, K29). The relationship between people with disabilities and the rest of society is also presented to show how others react to inappropriate behavior toward people with disabilities. This is demonstrated in K6, where we observe a situation in which a man parks in a handicapped spot, which is met with criticism from other witnesses to the incident. Working together to improve the situation of people with disabilities is a reaction to negative behavior and preventive or informational activity. The audience sees this, for example, in the K15 spot, where we observe people without disabilities taking action to change the social image of people with intellectual disabilities or mental disorders. An interesting situation is presented in K12-A and K12-B, where a person with a disability

misbehaves (K12-A - irresponsible behavior on the road, K12-B - harassment at work). In these scenes, the spot's creators presented a situation in which people without disabilities do not know how to react when a person with disabilities behaves inappropriately (as a result, they do not take any action aimed at drawing attention to the person with disabilities). Presenting social relations also shows how disability can limit a person's ability to participate fully in society. In the K20 spot, the audience sees this clearly through scenes showing how a mental disorder can hinder relationships with others. Depicting the relationship of people with disabilities with the rest of society can be a way of showing that disability does not exclude one from being able to form close, valuable relationships with others. Using such themes in campaign spots also enhances the empowerment of people with disabilities by showing that people with disabilities are an integral part of society. Showing negative behavior by people without disabilities can help raise awareness of exclusionary actions.

*Theme 3: A person with a disability in a family and partnership context*

Another key theme emerging from the analyses of the collected research material is the family and partner relationships of people with disabilities. This theme is seen within 20 of 66 visual materials (K1-A, K1-B, K1-E, K3, K13, K16, K17, K19, K21-A, K21-C, K21-F, K21-H, K21-I, K21-J, K23, K27, K28, K30, K31). The topic of family relationships can be addressed in different ways in social campaign spots. Some campaigns focus on presenting positive examples of family relationships. Thus, they show positive examples of acceptance, love, commitment, or cooperation. So we can observe people with disabilities fulfilling their role as parents. We see scenes in which a man with a visual dysfunction takes care of his son (K1-E), a man in a wheelchair plays with his child (K21-A), parents and children play a board game while communicating using sign language (K30), a woman with a disability as a mother actively spending time with her children (K21-H). People with disabilities indicate in the campaign spots that being a parent allows them to fulfill valuable social roles. Thus, we see, among others, the statement of a woman with a mobility disability who meets her role as a wife and mother (K21-J) or a man who derives satisfaction from being a father (K21-C), and the statement of a woman with disability saying that having a family was her dream (K21-F). Interestingly, several spots featured scenes describing the sex lives of people with disabilities (K1-A, K19, K21-A). This helps break the taboo regarding this sphere of activity for people with disabilities and raises awareness of the need for people with disabilities to realize themselves as partners. Particularly interesting in this context is a spot presenting the perspective of a man with Tourette Syndrome (K28). In this material, we see a man preparing to meet a woman. When the meeting occurs,

and the woman notices tics signaling Tourette Syndrome, she does not push the man away but approaches him with openness. Such social campaign spots can be particularly effective in combating social prejudices and the perception that people with disabilities cannot form a partner relationship or assume the role of a parent or spouse. We also see scenes showing the relationship between a person with a disability and his parents. Spot K13 depicts a child with autism spectrum disorder as being supported in daily activities by his parents. The makers of K16 present the perspective of being a parent of a child with a disability regarding difficulties, challenges, or limitations. As part of K17, people with disabilities confront stereotypes from reality in explicit opposition to their families being labeled "pathologies." The same campaign shows a scene in which a man with Down Syndrome describes his mother as "beautiful." We also see scenes that show that family support is crucial for people with disabilities to complete daily activities (K23). We also see scenes where parents of children with disabilities have to deal with the everyday difficulties of caring for their children independently as they face social ostracism (K31). Also crucial in the context of the parent-child with disabilities relationship are the words that appear within K21-H, indicating that it is vital for a person with disabilities that parents do not adopt an overly protective attitude, treating them to see the child with a disability as equal to other family members. Attitudes based on openness, equality, and respect for the rights of people with disabilities are the basis for the development of activities that strengthen the empowerment of people with disabilities. The spots presenting family relationships frequently refer to overarching values such as love, kindness, respect, and cooperation. In the K21-C spot, a man with a disability says that his wife has made him a "fighter," thus indicating the enormity of the support received from loved ones. People with disabilities appreciate the support they receive from loved ones. A woman in a wheelchair sees her husband as a hero, as he supports her and their child (K21-J). However, the creators of social campaign spots also do not shy away from depicting difficult situations related to family relationships. In this regard, the audience observes, among other things, a quarrel between a couple of people using sign language (K1-B) or hears how a woman with a disability confides her dilemmas to a friend (K3). In addition, there are materials showing how inappropriate parental behavior can determine the functioning of a child with disabilities. An example of this is a campaign spot addressing the issue of alcohol consumption by pregnant women in the context of the risk of Fetal Alcohol Syndrome (K27).

As the above analyses show, the theme of family relationships as an empowerment context can mean rearranging several different stories and situations. This range of themes

includes scenes depicting families spending time together, raising children by people with disabilities, raising children with disabilities, and relationships between siblings or partners relationships. These spots show, in many cases, how people with disabilities cope with daily challenges and whether and how they receive support from loved ones. In addition, spots depicting the topics discussed above often include messages about the importance of providing adequate social support for people with disabilities and their families. This is particularly important in the context of empowerment, as such materials point to significant areas for promoting equality and inclusion for people in this social group.

*Theme 4: Everyday life of people with disabilities*

In social campaign spots, the topic of the everyday life of people with disabilities is presented in many different contexts. I distinguished it among 16 out of 66 visual materials (K8, K13, K14, K17, K24-B, K25-A, K25-C, K25-E, K25-F, K25-G, K25-H, K29, K32, K34-B, K34-D, K34-E). In the visual materials, the creators show empowerment by presenting how people with disabilities cope with everyday challenges and in what areas they need support from loved ones, others, and social support institutions. Thus, these scenes show people with disabilities while performing tasks at home, school, work, or, for example, while navigating public spaces. The spots also show difficulties related to access to medical care, education, or limitations due to architectural barriers. Everyday life in the content of the spots is to show moving around in public spaces and the difficulties of accessing institutional buildings. The campaign creators show that using public transportation can be difficult for people in wheelchairs (K25-E, K25-F). The lack of adaptation of bus stops to the needs of people with disabilities is also cited as a limitation in accessibility (K25-F). In addition, the spots' authors note that stairs in public spaces are difficult for people with mobility disabilities (K32). The spots also present content showing the difficulties of completing daily tasks. We see this in the context of a child's everyday life with autism spectrum disorders (K13) or a person with a mental disorder (K20), among others. Difficulties in completing daily tasks also include difficulties in communication or relationships with others. Thus, we see spots that present problems for people with visual dysfunctions in receiving visual content (K14) or spots showing that it is a problem for deaf people to get support in medical facilities or offices (K25-C). The spots clearly emphasize communication barriers as a significant limitation in accessing information (K25-C, K29). In addition, the spots depict people with disabilities in everyday activities, allowing us as viewers to see what is a particular difficulty in crucial areas. Accordingly, we see a man with autism spectrum disorder on the subway (K34-D), in a store

(K34-E), or a restaurant (K34-B). In addition, we observe an autistic child in a car and a daycare center (K13). However, it is essential to notice that some spots show the everyday life of people with disabilities not from the perspective of difficulties, but we see people with disabilities as independent and realizing themselves in various areas of life. Thus, we see people with Down Syndrome using social media (K17), a woman with a mobility disability driving a car (K24-B), a woman with a prosthetic hand sewing by hand (K24-B), and a person with Down Syndrome independently moving around the city (K25-A). Spots showing everyday life also point out what can be facilitated by basic tasks. In this regard, there is material depicting the role of an assistance dog as a support for people with disabilities (K8). A similar role is played by a spot in which a man with speech difficulties discusses the use of a speech synthesizer to communicate with others (K25-G). The soundproofing of pedestrian crossings was pointed out as an aid in navigating public spaces for people with visual dysfunctions (K25-H). As the purpose of presenting everyday life in social campaign spots, the desire to increase empowerment by enhancing public awareness of the needs and capabilities of people with disabilities should be mentioned first and foremost. Such materials allow the rest of society to understand what calls and limitations people with disabilities face daily. In this way, social campaign developers can also increase empathy and promote equality and, by that, the empowerment of people with disabilities.

*Theme 5: Work activity of people with disabilities*

The theme of everyday life for people with disabilities is also closely related to another theme generated from the data from 40 analyzed social campaigns, which is the work activity of people with disabilities. This theme is presented within 11 out of 66 studied visual materials. These spots show people with disabilities in activities in various work environments. The visuals present the topic of employment for people with disabilities, both in terms of potential and opportunities, as well as limitations and barriers. The first group includes, among others, spots in which viewers see people with disabilities excelling in their assigned duties. Thus, the audience sees a blind woman effortlessly fulfilling the tasks of a receptionist in an office building (K5-A), a person with a mobility disability working in an office (K12-A), a person with a disability working in a coffee shop (K25-B), a blind man fulfilling his academic activities at a university (K25-I), people with hearing dysfunctions working in a warehouse (K30) and a person on the autism spectrum working in an office (K35). Work is also the interaction of people with and without disabilities in everyday work tasks (K24-B). People with disabilities openly express their desire to work and discuss their competence. We see this clearly in the K17 spot,

where people with Down Syndrome defy stereotypes indicating their inability to work. The portrayal of difficulties in full participation in different work situations in social campaign spots takes various forms. The key is to point out social barriers, that is, the stereotypical perception of people with disabilities by the rest of society. This issue is directly portrayed in the K5-B spot, where the audience observes a situation in which a person with a disability, despite having higher competencies than other candidates applying for a position, does not get a job. Drawing attention to the difficulties of finding a satisfactory job for people with disabilities is a crucial element in counteracting social exclusion and enhancing the empowerment of people with disabilities. It can encourage recipients (primarily potential employers) to change their attitudes toward people with disabilities. People with disabilities face numerous barriers to equal opportunities in the open labor market. Drawing attention to the need to create conditions for people with disabilities to be able to perform professional roles tailored to their needs and abilities appears, among other things, in the K9 spot. This visual material humorously illustrates the vital issue of the lack of diverse, worthwhile jobs for people with disabilities. Difficulties in the area of employment are also pointed out in the material prepared as part of K10. In this spot, the audience sees the aspirations of a group of people with disabilities (and their caregivers) to create a social enterprise that would enable people with intellectual disabilities to fulfill their professional roles. Speakers in this spot point to difficulties in raising funds and problems in adapting space to meet the needs of people with intellectual disabilities. Difficulties in the professional sphere also include problems communicating with other employees or, for example, with customers of a particular company. This is indicated by a person with hearing dysfunctions, who notes that in his situation, a significant difficulty is understanding the statements of others (K25-D). It is interesting to point out that professional activity also involves people with disabilities in the activities of aid organizations or public institutions responsible for supporting people with disabilities (K25-H, K25-G).

The depiction of the work activity of people with disabilities in analyzed social campaign spots is primarily used to promote empowerment through inclusion and the presentation of a positive image of people from this social group. The spots also show the involvement of employers in hiring and enabling people with disabilities. In the long term, this may encourage other employers to adopt a similar positive attitude toward hiring people with disabilities. Such activities increase public awareness of the potential of people with disabilities to perform socially essential societal roles. It also shows that people with disabilities strive for independence, making them the creators of their lives. Showing occupational difficulties in

social campaigns can also help raise awareness of potential barriers and specific actions through which the negative impact of these barriers on the occupational activity of people with disabilities can be offset. In addition, the presentation of the difficulties of people with disabilities in finding a rewarding job can help increase the empathy and sensitivity of audiences to the situation of people from groups at risk of social exclusion.

*Theme 6: People with disabilities pursuing their passions and dreams*

Another essential theme identified in the thematic analyses of the collected research material is also closely related to the everyday life of people with disabilities. However, in the case of the content presenting the realization of passions, dreams, or leisure time, the difference is that the creators focus on the potential and possibilities of people from this social group. This theme is particularly noticeable within 7 out of 66 visual materials (K2, K14, K22, K24-A, K24-B, K25-A, K30). Within these materials, joy, happiness, and cooperation between people with and without disabilities dominate. In many cases, the realization of passions is physical activity and sports. Thus the viewers see, among others, people in wheelchairs playing rugby (K2). The K2 spot was realized in the form of reportage, thanks to which we can hear direct statements from people undertaking this activity. One can see how positive an impact physical activity carried out in a group has on people with disabilities. A similar form presented in the analyzed spots is soccer for limb amputees (ampfutbol). The audience observes this in the material prepared as part of K22, where they see a boy pursuing his football passion precisely by participating in the training of the ampfutbol team. In the K24-A spot, several people pursue their passions through sports. There we observe people with disabilities running, training at the gym and pool, and participating in bicycle races. Such a presentation of disability activism aligns with the idea that sport can be perceived as a tool for activism and social integration (Niedbalski, 2015). The slogan of the two spots prepared as part of K24 points to the activity of people with disabilities as an activity that allows them to "push the limits." Accordingly, we see, among other things, a person with disabilities as a diver. Showing people with disabilities in unusual situations helps break the stereotypical perception of these people as passive, confined within four walls. In the analytical context, it is essential to note that the presentation of athletes with disabilities is primarily scenes showing people with physical disabilities. People with other types of disabilities are not as often portrayed as pursuers. The exception is K30, where people with hearing dysfunctions pursue their sports passions (biking, sailing). Other activities presented in campaign spots include cultural activities. We see this in the K14 campaign, whose authors point to the aspirations of people with disabilities to participate fully

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in culture, such as through cinema. It is also important to note the K25-A spot, in which a woman with Down Syndrome talks about realizing herself as an actress in the theater. Such scenes are also crucial in empowerment, as they show that people with disabilities are passive recipients of culture and willingly engage in socio-cultural activities.

The themes of the empowerment of people with disabilities by pursuing passions and dreams by people with disabilities in social campaign spots can effectively combat stereotypes and prejudices on the part of the audience. In my opinion, the perception that people with disabilities are less capable or less able can be deconstructed through visual materials that present people with disabilities as active in various areas. The creation of visual materials taking into account personal passions, dreams, and additional activities is also essential for equality for people from different social groups. From a broader perspective, this can be an effective tool in building the empowerment of people with disabilities based on an inclusive society and respect and understanding of people from different social groups.

*Theme 7: Social support for people with disabilities*

Another theme that is clearly emphasized in the spots of the 40 analyzed social campaigns is social support for people with disabilities. This is presented in 12 of 66 visual materials (K4, K7, K10, K23, K25-A, K25-B, K25-C, K25-I, K29, K30, K33). Promoting such content is also essential in the context of empowering people with disabilities. Social support is shown in social campaign spots as a manifestation of kindness and understanding of the needs of others (K4). The need for support for adults with disabilities is emphasized. Slogans indicate that involvement in activities does not imply great effort for people without disabilities - "it only takes so little to do so much" (K7). In the spots, their creators and characters convey through what activities people with disabilities can be supported in various areas. The audience see, for example, what simple actions on the part of the rest of society are essential for people with mobility disabilities. Social support also indicates how one can contribute to improving the functioning of aid institutions or NGOs working for people with disabilities (K10), which is crucial in the context of collective empowerment. Social campaign spots also emphasize the need to take action for families of people with disabilities. The audience sees this, among other things, in the material prepared as part of K23, where people with disabilities talk about the difficulties their parents have to face in raising or caring for a child with a disability. The themes of social support are also direct indications to people without disabilities through which we learn what attitudes should be adopted towards people with disabilities to enhance empowerment. Viewers see this in spots K25-A, and K25-B, among others, where people with

disabilities, talking about their everyday life, point out the wrong behavior of people without disabilities. Such materials take the form of information as well as education. Thus, they can effectively raise awareness of the need to intensify activities to support people from groups at risk of social exclusion. Indications can also refer to specific, concrete actions. These include, for example, statements indicating the need for a sign language interpreter in public institutions (K25-C). Social support also includes slogans referring to the rights of people with disabilities, such as access to information (K29). Campaign spots that take the form of information play an essential role in shaping the right attitudes and, through this, strengthening social support. A clear example is the K33 campaign spot, whose authors indicate how to behave when dealing with a person with intellectual disabilities, Down Syndrome, or autism spectrum disorders. Spots with such characteristics also emphasize that one should not be afraid to ask if a person with a disability needs support (K25-I). Such openness and awareness of our ignorance about disability is an essential step toward creating an inclusive society. The themes of social cooperation are also presented in a metaphorical form. An example is the scene used within K38-A, which symbolically shows that a society can only function well when all members cooperate. In addition, social cooperation are slogans referring to accessibility - "accessibility is created by people" (K25-I), informed choice - "you can always choose whether to close your door" or the rights of people with disabilities - "you have the right to a normal life" (K30).

Analyzing social support for people with disabilities is essential, as it shows the potential for empowerment through social cooperation and the involvement of people from different backgrounds. Addressing issues of inclusion means pointing out barriers but also opportunities to strengthen activism. Social campaigns addressing the issues described above can raise awareness of the need to create conditions that facilitate the creation of an open society. In this way, social campaigns can further contribute to reducing discrimination, stigmatization, and stereotypical perception of people with disabilities and, by that, enhance their empowerment. Social cooperation is also about drawing attention to the need to increase accessibility and adapt public spaces to the needs of people with disabilities. The theme of social support is crucial in the context of the social model of disability, as it demonstrates the difficulties arising from the mistakes of the rest of society. These mistakes may constrain the empowerment and quality of life of people with disabilities.

*Theme 8: Education of people with disabilities and education about disability.*

I have identified the education of people with disabilities and education about disabilities as the last themes seen in the thematic analysis. Such a distinction is crucial since the studies showed that content referring explicitly to the education or formal training of people with disabilities is scarce within the visual materials analyzed. This theme appeared only in 3 of 66 visual materials (K13, K17, K39). Far more common are materials aimed at conducting educational or informational activities aimed at raising public awareness of disability. This content is closely related to the previously described topics of social support or activism for people with disabilities. So here, I would like to focus on the materials that fall under the scope of education and schooling of people with disabilities. These contents show people with disabilities in educational spaces, such as a child with autism spectrum disorders in a preschool (K13). The K13 spot interestingly deals with this topic, presenting reality from the child's perspective. Thanks to this, the viewers can see what educational and therapeutic measures are taken in the institution to support a child with a disability. The creators of this spot pointed to caregivers and teachers as those who understand the needs of a child with autism spectrum disorders and thus strengthen the empowerment of the child with disabilities. Those working at the daycare center in the K13 spot were shown as being involved in the activities. This approach to the presentation of education is essential in the context of creating empowerment, as it shows that the realization of valuable education is achievable through the cooperation of people with and without disabilities. However, the audience also sees a much more critical outlook within the campaigns analyzed. Spot K39 presents statements made by children and young people with disabilities. Among these statements, some directly point to teachers' inappropriate behavior, including unfair grading or failure to recognize the needs of people with disabilities. The lack of support from peers and teachers, as well as the lack of a personalized approach to education for people with disabilities, clearly shines through in the statements presented under K39. In the context of education, it is also important to point to the K17 campaign spot, where people with Down Syndrome confront stereotypical perceptions of their everyday life with reality. One of the themes raised in these statements is education. The spot characters defy the stereotype that people with Down Syndrome cannot learn in school. The thematic analysis further showed that within the selected social campaign spots, issues related to therapy for people with disabilities do not appear. Also, there is a lack of scenes pointing directly to lifelong education for adults with disabilities and empowerment through lifelong learning. The lack of such

content may result in low public awareness of the need to intensify activities aimed at the lifelong empowerment of people with disabilities.

## 4.3.5. Content analysis

In addition to analyzing directly published visual materials (visual analysis, coding, and categorization, thematic analysis), elements related to the content developed by the creators of 40 social campaigns were also analyzed. These include comments in the comments section directly below the campaign video, descriptions of the videos, and the main slogans promoting a particular social campaign.

### 4.3.5.1. Comments

When analyzing the discourse of comments on the social campaign spots selected for the study, I would like to first note that a significant part (19 of 66) spots of the campaigns does not contain any comments from the audience. Therefore, it was impossible to reach the opinions of campaign viewers in this way. Furthermore, for 7 of 66 spots of the campaigns, the comments section was disabled by the creators (K1-E, K13, K17, K18, K22, K23, K39). This is especially true of social campaigns addressing the issue of disability in the context of the situation of children and young people. Another interpretive difficulty is that many comments were limited to only one or a few positive words ("Bravo," "Super," "Great initiative") or negative words ("Not good," "I don't understand"). Therefore, drawing far-reaching conclusions from comments in this form would be unwarranted. Despite these limitations, in the case of a significant part of the analyzed social campaigns, there were numerous comments which created interesting research material. These comments allow me to reach data that indicate the directions in which the discourse of the empowerment is shaped within the individual campaigns. I pointed to the following as key areas that I identified after collecting, selecting, and organizing the comments:

- positive views on social campaigns,
- words of support for people with disabilities,
- comments relating to strengthening social cooperation,
- negative views,

- sharing personal experiences of campaign recipients in comments,
- discussions of disability and the place of people with disabilities in public space,
- social campaigns in the context of education.

*Positive feedback on the campaign*

The main category of statements made by people commenting on social campaign spots is positive opinions about the campaign. These words primarily point to the campaign's valuable message: Brilliant spot. For the first time, disability is shown with distance from oneself and one's 'imperfections' and not on the basis of pity!" (K9). In their comments, viewers emphasize that it is essential that the campaigns present an accurate picture of the life situation of people with disabilities. Commenters' statements often refer to the campaign as "real," indicating an appreciation of the creators' efforts to portray disability in a real social context. Examples of such comments include statements posted under K4: "How beautiful and true... Great respect," "Beautiful and true," "Beautiful and profound." Recipients emphasize the importance of implementing social activities aimed at supporting people with disabilities. Positive reviews also indicate interesting forms of visual material realization that engage the viewer. Viewers pay attention to humor ("With humor, but talking about serious issues. I bow down to the creators" (K9)) or the skillful impact on the emotional sphere of spot viewers: "This spot is simply wonderful. I'm watching it for the 15th time and have shown it to all my friends. Congratulations on your approach to life, distance from the world and good acting" (K9). The involvement of the people with disabilities themselves in the campaign is also noted. This is reflected in positive reviews of the campaign. Viewers further emphasize that a non-trivial or even controversial approach to the topic presented can increase interest in the campaign spot and thus also have a positive impact on appeal in the issue addressed in the campaign: "People may accuse it of being cringy, but the facts are that if it had been a standard ad of this type, we would have had 115 views, not 115k, so the effect was achieved. I applaud the authors." (K19), "Such spots are usually not memorable, but this one will definitely stay in my memory for a long time. Brilliant idea, congratulations to the person or persons who came up with it" (K19). Authors of positive comments also point out that it can be effective to involve people known for their media or social activities. This way, the campaign arouses more interest in the audience: "Huge respect! I have been thinking about this video for three days. Especially since my daughter had suspected autism. At first, I was pissed that someone was making and posting such videos, then that someone let the Lord out of the house without help, and now it has come

to me that if it had been a video with an anonymous person, no one would have registered this in their head. Great job." (K34-A). It is also interesting to note that social campaigns made in an attractive, engaging way remain in viewers' memory for a long time. Despite the passage of years, viewers return to the materials posted on YouTube: "It's been about ten years, and the message is the same and still needed" (K34-B), "This campaign was very good and needed. Even though so many years have passed, I still remember it all the time" (K34-C), "it was nine years ago, and this campaign is still remembered. (...) I think it was only then that the topic of autism reached me. Great action" (K34-D).

*Words of support for people with disabilities*

In addition to general positive feedback, the comments also contain numerous statements supporting people with disabilities, which constitutes empowering content. The campaign spots allowed people without disabilities to see the difficulties and social constraints faced by people with disabilities but also provided a glimpse of people with disabilities as people with specific goals, aspirations, desires, talents, or achievements. Campaigns that present people with disabilities as achievers become an inspiration to others: "I see real athletes in you! I would never have thought otherwise. I have great admiration for you because I myself, although I don't use a wheelchair, I would let myself play with one hand against you. Very interesting idea with this campaign. Congratulations and good luck" (K2), "I'm a firefighter myself, and I'll say yes, maybe a little ugly ... but you have the balls to be 'firefighters' in your fields" (K9). The words of support in the comments section show that social campaigns can be a tool to strengthen the social inclusion of people with disabilities. Statements that explicitly refer to self-advocacy and the empowerment of people with disabilities and their families are also manifested in the comments: "If parents themselves do not win an improvement in their lot, politicians will not address their problems. I am not affected by this problem, but fight for a decent life and don't give up!!!" (K16).

*Social campaigns as a tool for strengthening social cooperation*

Analyses of the collected research material also show that recipients of social campaigns indicate the relevance of social campaigns in the context of social cooperation. In the comments, one can find statements unequivocally emphasizing the need for greater involvement of people from different backgrounds in activities supporting people from groups at risk of social exclusion and, by that, postulating the empowerment of people with disabilities. Social campaigns allow people without disabilities to understand people with disabilities better: "It's

a pity that others don't see what some autistic people ... but on the other hand, it's a good lesson for them about what autistic people really are like, and how ..., not so much different they can be from 'normal' people." (K34-A). Understanding in this context becomes the first step toward greater involvement. The comments emphasize the campaign's role in fostering the right social attitudes. Among other things, commenters point to the social good that can be enhanced through social campaigns: "It's worth being good, what you give is ... what you get" (K8).

*Negative opinions on the campaign*

Despite the numerous positive comments indicating the value of the implemented social campaigns, it is also noticeable that authors comment negatively on individual campaign spots. These statements include criticism of the form or the media used by the creators. The authors of such statements also write about shortcomings, for example, in adapting the campaign to the needs of people with visual or hearing dysfunctions: "I greatly regret that in the heat of the battle for accessibility, the video was forgotten to be made accessible to blind people. For example, even a description of what happens there. It costs nothing and allows us to have our own opinion" (K19). The authors of negative comments point out, among other things, the difficulty of understanding or reading the message contained in the spots. Negative comments are also associated with the incompatibility of the message with the audience's views on the topics presented in the spots. Critical words also indicate that viewers of the spots disagree with how people with disabilities are portrayed. These viewers believe that the image of disability presented is idealized and deviates from the actual situation of people with disabilities: "Unfortunately, it does not look so beautiful as shown here ..." (K28), "It's a bit weak, my son when he gets angry or cries he screams, jumps up, buzzes with his whole self, so the reaction of a crying child politely sitting at his mother's house does not reflect an autistic at all" (K31), "I personally remembered it a bit differently, the video presents me as incapable of ordinary communication with a logical flow of conversation" (K35). Critical words are an indication that the spots do not provide valuable content that would expand knowledge about disability: "So much so that the actor's acting out of scenes - concerning the possibility of experiencing reality - is not followed by any, important information, no important information for children affected by autism" (K34-C). The effectiveness of the campaign in terms of actually changing the social situation of people with disabilities is also questioned: "if everyone is so excited that it's good, brilliantly executed and speaks about an important problem, why did only more than 500 people sign the petition? And under the video 176tys of views?" (K9). Negative comments may indicate that the campaign was poorly executed, thus failing to engage viewers and also

lessening the opportunities for empowerment. This also results in a low level of engagement in the activities encouraged by the campaign. The reason for the negative feedback may be the failure to adapt the form of the campaign to the target audience. Adopting a strategy based on humor or controversy can also be misperceived by viewers as deviating too much from traditional forms of social campaigns.

*Comments as a space for sharing personal experiences*

Comments posted under social campaign spots become a space allowing viewers to share their experiences with others. Experiences close to the campaign's theme enable viewers to feel the proximity of the presented content to their everyday life. Sharing one's own experiences can prove helpful in building better understanding and empathy. The comments posted under the campaign spots take the short form of a few sentences in the vast majority of cases. However, YouTube's comments section makes it possible to create a much longer statement. Commenters use this option to discuss reflections in the spot concerning their own experiences or life experiences. These comments appear in the case of campaign spots that present accounts of people with disabilities. The presence of such campaigns triggers commenters to share their difficulties or limitations: "I'm in a wheelchair, I have palsy, I'm not independent" (K21-A), "I have muscular dystrophy, Duchenne muscular dystrophy, and I'm 27 years old, I've had a ventilator since I was 17. I have never had a girlfriend and will never have one, and it makes me sad when I suddenly see people with disabilities doing such things." (K21-A). The comments also include reflections from families of people with disabilities: "To me, it just makes me want to cry because I don't know what it's like because my sister has autism without a disability, and I'm always nagging at her that she's a person with disabilities, that she can't do anything. I just didn't realize how she felt about it" (K35). The similarity between the content depicted in the campaign spots and viewers' experiences also prompts them to make more metaphorical, symbolic statements: "You helped me not to disappear, Martha!!!" (K20), "My daughter also wants to Be..." (K26).

Comments become a space for sharing personal experiences, allowing people in similar situations to get closer. Social campaigns often address crucial social issues that have personal meaning for their viewers and are the source for the empowerment of people with disabilities. Therefore, viewers of the spots feel the desire to share their own experiences and experiences with other people involved in the creation and reception of the campaign. In campaigns addressing taboo subjects or content that has not been adequately presented in the media or public space (e.g., campaigns that highlight partnerships or sexual relationships between people

with disabilities), this is particularly relevant. For this reason, the comment sections of such spots are particularly full of comments from authors describing their dilemmas or limitations. This can help raise the awareness of the general audience about a given topic. However, it is difficult to speak in the context of social campaign comment sections about forming a community with a permanent structure. Comments, even if emotionally charged or depicting difficult situations, often remain unanswered. This is, in my opinion, a particular mistake on the part of campaign creators, who could engage in dialogue with commenters by, for example, pointing out opportunities for support. This observation is vital from the perspective of empowering people with disabilities. A social campaign is not fully exploiting its potential to improve the lives of people with disabilities. This is due to the absence of a structured relationship between creators and commenters who indicate their interest in the topic.

*Discussion on the place of people with disabilities in public spaces*

Social campaigns promote public debate about disability and the position of people with disabilities in modern communities. In social campaigns implemented on YouTube, comment sections can be conducive to such discussions. Analyses of the comments sections of the selected social campaigns show that the campaign spots stimulate such discussions among their audiences. These discussions focus on what attitudes the rest of society should take toward people with disabilities. These include conversations about whether compassion is the right attitude. Many readers don't respond well to this attitude of some commentators: "Sympathy won't help here, most of us don't expect sympathy, but understanding, so for that we need social knowledge" (K28), "We should not sympathize, but accept like anyone else" (K28), "Human forbearance and acceptance are essential." Compassion equal to pity does not help. The autist's greatest wish is to be like everyone else" (K34-A). Also present are discussions on savoir-vivre towards people with disabilities, i.e., for example, whether it is okay to ask people with disabilities about their conditions or limitations (K1-C) or behavior concerning people with invisible disabilities (K21-G). Discussions are also held regarding the accessibility of public places for people with disabilities (K9).

Discussions in the comment sections of public campaigns show that campaigns can help raise social awareness and understanding of the needs and capabilities of people with disabilities and, by that enhance empowerment. Discussions conducted in a structured manner and pointing to specific actions become part of promoting social change to improve the quality of life of people with disabilities. Such discussions include educational or informational aspects and also become a tool for educational empowerment and informal education. In addition,

discussions can be used to increase audience involvement in other campaign activities. Therefore, social campaign authors must encourage their audiences to discuss this in the comments section. It is also crucial for campaign authors to moderate ongoing discussions so that conversations do not lead to aggression between discussants. The above examples of discussions included in the comment sections of the analyzed campaigns sometimes took a form that deviated from the standards of fairly conducted debates. The emotions experienced by commenters caused anger or resentment toward other commenters. As a result, the campaign creators should assume the role of a moderator, who aids in guiding the discussion and directs it toward interesting conclusions or takes further action beyond the comments section.

*Social campaigns in an educational context*

In analyzing the comments appearing under the observed social campaign spots, I would also like to draw attention to the empowerment of people with disabilities in an educational context. Few comments relate directly to education, schooling, or the operation of educational institutions. This also applies to public campaigns that address the upbringing, education, or therapy of people with disabilities. The reason for this may be that a significant portion of the campaigns selected for analysis is campaigns that present the perspective of adults. The voice of children or young people with disabilities has not been clearly emphasized in them. As a result, they may not feel encouraged to engage in the discussion within the comments. The presence of practitioners (educators, therapists, social workers, and other professionals) in the comments is also not visible. However, there are isolated comments whose authors provide educational reflections in the context of the topic presented in the spot: "Many people are afraid of people who are different and behave differently. We do not know how to behave in such situations. I think that already in schools, there should be a program to teach neurotypical children to perceive otherness, and I know that even teachers have a problem interacting with such children" (K34-B). Observations of the comments clearly show that the educational area is not of interest to the commenters. This may be because the spots do not focus sufficiently on the situation of children and young people with disabilities. The lack of meaningful engagement in commentary on the part of the campaign's creators is also not conducive to an extended discussion of educational issues. It is also necessary to emphasize that some social campaigns featuring content on children and young people had comments disabled. As a result, creating a relationship between creators and viewers was impossible.

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## 4.3.5.2. Slogans

As part of content analysis, I would like to interpret in detail the slogans and promotional slogans accompanying the visual materials posted within 40 YouTube social campaigns. Slogans are essential to the effectiveness of social campaigns, as they allow essential information to be conveyed about the topics covered in the campaigns. Slogans can furthermore encourage people to take action. The slogans of the analyzed social campaigns take the standard form of short, simple slogans. In addition, these slogans should be memorable and facilitate an understanding of the campaign's main idea. Within the analyzed campaigns, slogans appeared primarily on the final board of visual material. They were also often spoken directly by the characters of the spot or by a voiceover. The slogans could also be found in the titles of the video or in the descriptions under the footage. In the Table 14. below, I have presented the slogans of all the social campaigns under observation. Only in the case of 3 campaigns, no slogan was created to promote the spot (K10, K13, K25).

Table 14. Slogans promoting social campaigns

| Campaign Indentification | Slogan promoting social campaign |
|---|---|
| K1 | Are we really different? |
| K2 | You only see the wheelchair, We see the athlete |
| K3 | We are the same, really. |
| K4 | Be a human |
| K5 | Disabled - able-bodied at work |
| K6 | Don't park on places for people with disabilities |
| K7 | You are worth as much as you give of yourself to others |
| K8 | Campaign against social exclusion of people with disabilities |
| K9 | Sprawniwpracy.pl Recruitment portal for people with disabilities |
| K10 | - |
| K11 | Parenting without barriers |
| K12 | Why do you treat us differently? |
| K13 | - |
| K14 | Take your girl to the cinema. A social campaign. Organizer Culture Without Barriers Foundation |
| K15 | Mental disorders, intellectual disabilities, dependency and problems of the elderly need acceptance and support, not insults and stigma switch to zdrowemyslenie.org |
| K16 | I don't grizzle |
| K17 | Down syndrome. Don't be afraid ... to think differently |
| K18 | We're adults, let's take each other seriously |
| K19 | Don't park in places for people with disabilities. Just in case |
| K20 | Go to www.wro-ngo.pl |
| K21 | Disability does not limit us. We live fully, we love fully. |
| K22 | Not every hero wears two shoes. Become a hero on the field |
| K23 | Every day we support children and youth with disabilities and give respite to their caregivers. Full of Life Foundation |
| K24 | Faces of success. The world is about opportunities, not limitations |
| K25 | - |
| K26 | We also want to be |

| | |
|---|---|
| K27 | #FASaut |
| K28 | Vincent chce być sobą z Zespołem Tourette'a |
| K29 | You have the right to information in a language you understand as a person with special needs |
| K30 | Don't flinch from life |
| K31 | There are 300,000 children with autism in Poland. Don't judge. Try to understand. |
| K32 | Everyone different, everyone equal. Turn on the sensitivity |
| K33 | With all of them, if we want we can understand each other |
| K34 | Autism confuses the senses |
| K35 | Marek and thousands of other non-typical adults on the autism spectrum are ready to get to work. |
| K36 | Stop the Barriers! |
| K37 | We're releasing envelopes for those most in need! |
| K38-A | It only works out together |
| K38-B | And have you ever been left in a tailspin? It happens to the people with disabilities more often |
| K38-C | No matter how you land ... you are not alone |
| K39 | Equality in diversity. We are all different, but never inferior. Just different. |
| K40 | Don't be deaf to the deaf. Hear the deaf |

Source: own analysis

The slogans promoting the various campaigns point to several interesting issues from the perspective of empowerment analyses of people with disabilities. After collecting and preliminary analyzing the slogans of all the social campaigns selected for the research project, I distinguished **4** basic categories of slogans created by the authors of social campaigns and which categories are directly or indirectly connected with the empowerment. These categories are:

- slogans that are strictly informational,
- slogans that aim to make people reflect on specific issues,
-  action-oriented slogans
- slogans that directly emphasize the empowerment of people with disabilities.

*Informational slogans*

Informational slogans take a concise form. This is to make it easier for viewers to remember the content conveyed. Informational slogans indicate specifically the campaign's goal and what the spot's creators were aiming for (K8). These slogans also include links to where to look for additional information about the social campaign (K9, K20) or the institution responsible for implementing a particular project (K14, K23). One of the final slogans is a hashtag, which allows you to appropriately label all content published about a particular campaign (K27). Informational slogans are also shorthand for presenting essential information

about the social group depicted in the spot, the type of disability of the campaign protagonists (K15), or the limitations that a particular type of disability may cause (K34).

*Slogans aimed at making the audience reflect on key issues*

Thought-provoking slogans are primarily based on a more metaphorical form or questions aimed directly at the spot's viewer. Slogans with such a structure indicate the need for deeper reflection on the issues presented in the material. The authors, through such slogans, aim to make the viewer's involvement in the social activity not limited only to watching the spot. The slogan, in the form of a question or statement relating to crucial social values, is intended to get the viewer to think about their attitude toward people with disabilities or to reflect on the position of people with disabilities in the social structure (K38-B). Thought-provoking slogans emphasize the equality of all people and point out that people with disabilities are full members of society. These slogans can take the form of a question (K1, K12) and a short statement (K3, K36, K37). They are also texts that refer to humanity (K4, K38-C), respect for diversity (K39), or the need for greater social involvement (K7) or cooperation (K38-A). Slogans can also prompt deeper reflection on the essence of social cooperation or understanding between people from different social groups (K17, K33).

*Action-oriented slogans*

In addition, slogans that point to specific actions toward the empowerment by social inclusion or accessibility are present within the analyzed social campaigns. Slogans of this type were created, among others, by the creators of campaigns focused on issues related to architectural barriers or public space (K6, K19). Also present are slogans aimed directly at people with disabilities, indicating their rights in specific areas of social functioning (K29). It is also interesting that some of the slogans within this group indicate what not to do, how not to behave when dealing with people with disabilities (K30, K31), or what behavior is desirable (K40). Adopting such a structure of slogans may indicate that the campaign's creators recognize the numerous difficulties in relations between people without disabilities and people with disabilities and therefore want to indicate to people without disabilities what behaviors or actions are inappropriate or hurtful. Such a simple form of slogan pointing out the curved perspective of the rest of society may be effective, as it unambiguously points out the fundamental difficulties. However, on the other hand, it can also be taken as an attempt to antagonize people from different social backgrounds. Adopting the perspective of "you can't do

something" may lead to a backlash from the recipients of the social campaign, who will feel offended or directly attacked by the campaign creators.

*Slogans indicating the empowerment of people with disabilities*

In the context of my research project, those social campaign slogans that directly address empowerment of people with disabilities are of particular interest. These slogans show people with disabilities as fulfilling in many areas of life, as people pursuing their passions or dreams (K2, K22). They are also slogans that point to opportunities for people with disabilities to participate in the open employment market (K5, K35). In addition, slogans point to fulfilling roles as a parent (K11) or partners (K21) by people with disabilities. Slogans indicating inner strength, determination, and commitment to improving one's lot for people with disabilities are also present (K16). Empowerment slogans, moreover, are slogans that combat stereotypical perceptions of disability (K18). These slogans further emphasize the proficiency of people with disabilities and their desire to be active in various areas of social life (K24). Empowerment is also associated with opposition to inappropriate attitudes or restrictions on access to rights or resources. Such an outlook can also be seen in the slogans prepared by the creators of social campaigns (K26, K28). Such a numerous presence of slogans that refer to the empowerment of people with disabilities shows that the creators of social campaigns are aware of the importance of strengthening these areas in the context of the social presence of people with disabilities. Campaign creators differ in their approach to slogans - some used a strictly informational strategy, while others aimed to make the text they prepared more metaphorical. What all 40 social campaigns have in common is that the slogans directly relate to the crucial issues discussed in the campaigns being addressed. The slogans align with the ideas of social educators or special educators, who emphasize the need for social empowerment of people from groups at risk of social exclusion. Slogans prepared in this way unambiguously point to essential areas requiring support from educational institutions or social support organizations.

## 4.3.5.3. Video description

Video descriptions are another interesting area for analysis of 40 social campaigns, as you can find direct indications of what the goal of the creators of each social campaign was. The description of a YouTube video is located directly below the video and under the bar with the number of views, positive ratings, and publication date. This is a space where filmmakers

can provide viewers with additional information about the video that was not included in the visual material. The creators of the campaign spots used the description of the videos primarily to provide basic data about the organizer of the activities, partners, or sponsors of the action. 29 out of 40 social campaigns selected for analysis have information in the video descriptions about the declared goals of the campaigns' creators. I divided the campaign goals declared in the video descriptions, after preliminary analysis, into the following categories:

- presentation of people with disabilities in various life situations,
- efforts to break stereotypes and to change the image of people with disabilities,
- normalization of disability,
- efforts to convince the rest of society to make specific changes in behavior or action,
- efforts to bring about changes at the legal level,
- strengthening social activism of people with disabilities,
- promoting the activities of the social campaign creators,
- counteracting social exclusion,
- supporting children.

*Presenting people with disabilities in everyday life situations*

Through social campaigns, their creators aim to show a realistic picture of the everyday life of people with disabilities. This is reflected in the declared goals of the 4 out of 40 analyzed social campaign (K1, K8, K13, K16) and indicated in the descriptions of the videos posted under the campaign spots. For example, the creators of the K1 campaign indicate that through the visual materials, they aimed to present "people with disabilities in typical life situations for people without disabilities and confirm that they experience them in a similar way" (K1). Social campaigns centered around specific slices of reality for people with disabilities were also intended to raise awareness among the rest of society, such as the role of an assistance dog in the life of a person with a mobility disability: "Together with their assistance dogs, the project initiators visit kindergartens and sensitize them to the needs of others" (K8) or the everyday life of a child with autism spectrum disorders: "Due to its complexity, varied nature and depth of disorders - autism does not form a unified picture of disorders. It has many faces. The campaign presents the face of Gosia and her world" (K13). The goal of K13 was to show the hardships of everyday life for parents of people with disabilities. This is confirmed by the description underneath the spot: "There are parents among us - SUPER HEROS - who face many problems

on a daily basis when caring for their children with disabilities. They are not afraid of these difficulties because they have extraordinary strength to survive, but they are afraid of misunderstanding, indifference, and loneliness" (K16).

*Breaking stereotypes and changing the image of people with disabilities*

Breaking stereotypes and changing the negative image of people with disabilities is an often-stated goal of social campaigns. It appears within 12 out of 40 analyzed social campaigns (K1, K5, K11, K12, K18, K20, K21, K22, K25, K26, K31, K34). The creators of the spots recognize several reasons for the stigmatization of social people: "the campaign aimed to break the stereotypical image of people with disabilities, which is often the result of ignorance, fear and lack of experience in relations with these people" (K1, K12). The campaign's creators aim to highlight the social causes of the difficulties of people with disabilities: "The video aims to show that the problem is not physical limitations, disabilities, and developmental dysfunctions" (K39). Efforts to change the image of people with disabilities can target holistic changes and changes in specific areas. One such area is employment: "[a] campaign to change the image of people with disabilities, hitherto perceived as indigent and in need of special assistance in entering the workforce" (K5). Opposition to the perception of people with disabilities as indigent also applies to parenting: "The spots portray parenting for people with disabilities in the category of fulfillment, informed choices, and, above all, the ability and right to have a happy family because less physically able parents are not disabled in their responsibility or love for their child" (K11). The descriptions attached to the spots can also become a space to present the actual image of adulthood for people with disabilities in contrast to the stereotypical perception of people with disabilities as eternal children (K18). Such a description indicates the goal of the campaign's creators, which is to change the stigmatizing image of people with disabilities.

*Normalization of disability*

Striving for "normality" is a buzzword that directly or indirectly appears in the descriptions of the social campaigns analyzed and constitutes directly articulated purpose for enhancement of the empowerment of people with disabilities. It is directly seen within 3 out of 40 analyzed social campaigns (K2, K11, K12). It was unambiguously indicated in K2's description: "The social campaign YOU SEE ONLY THE WHEELCHAIR is intended to show recipients that a wheelchair is not an obstacle to leading a normal life and achieving athletic success." Normalcy, in the view of the campaign's creators, also means showing equality

between people with and without disabilities in various areas of everyday life: "The Parenting Without Barriers campaign is the first innovative way in the country to present the fact that people with physical disabilities, blindness or deafness are equal mothers and fathers" (K11). Normalizing, moreover, is to show people with disabilities in visual materials as people who carry out daily activities in an efficient manner: "The campaign aimed to show people with disabilities in typical life situations for people without disabilities and to confirm that they experience them in a similar way" (K12).

*Persuading changes in behavior or action*

An essential goal of the authors of social campaigns is to convince the rest of society to take (or not) specific actions or behaviors toward people with disabilities what enhance the empowerment of people from this group. This is evident in the descriptions of 8 out of 40 of the analyzed social campaigns (K5, K6, K7, K15, K17, K22, K28, K40). The authors aim to convince the public to make changes in several areas concerning the daily lives of people with disabilities. A key aspect is the employment of people with disabilities: "The campaign's goal was to convince employers to hire people with disabilities" (K5). The aspirations of the spots' creators were also to draw attention to limitations in public spaces that cause difficulties in the daily lives of people with disabilities. For example, campaign descriptions of parking spaces for people with disabilities indicate that: "The goal of the campaign was to convince drivers of the need to leave free 'envelopes' for vehicles of people with disabilities and to raise awareness of the consequences of occupying them" (K6). As a declarative goal of the campaign, their creators also point to the need for changes in behavior toward adults with disabilities: "The goal of the social campaign OBEY. SEE. HELP is to draw the public's attention to the problem of non-functioning people with disabilities over the age of 25" (K7). The descriptions also show that the campaign's authors want to sensitize audiences to adopt the right attitudes when interacting with people with disabilities: "Break up with sick words, switch to Healthy Thinking!" (K15), "There are about 60,000 people with a genetic defect living in Poland. They are no different from people without disabilities! Show them respect, tolerance and acceptance" (K17).

*Changes at the legal level*

The social campaigns selected for analysis are primarily aimed at the empowerment by local action or changing public perceptions of disability. However, campaigns also aim to the empowerment by creating institutional or legal change. It is seen within goals of 2 out 40

analyzed social campaigns (K6, K36). This is reflected in the campaign descriptions. The viewer see this directly in the description of K6, where "the campaign was also intended to draw the attention of local authorities and law enforcement to the problem, to encourage them to take consistent action" (K6). In several other social campaigns, we see similar elements in the descriptions of the videos. This is especially true of social campaigns that address the accessibility of public space for people with disabilities: "The campaign promotes the idea of eliminating barriers by businesses and institutions" (K36). The presence of such declarative goals of social campaigns shows that, according to the campaign's creators, they can be one of the tools for influencing legislative or institutional change. It can also be a way to put pressure on policymakers to make specific changes to make life easier for people with disabilities. Pointing out the need for legal changes regarding accessibility is also crucial in the context of disability inclusion, as it points to several necessary reforms or the introduction of facilitators.

*Strengthening the activism of people with disabilities*

The above-discussed campaign goals were primarily concerned with changes in the behavior or actions of people without disabilities. However, the creators of the social campaigns selected for analysis also want to transform the empowerment within the perception of social activism among people with disabilities. It is seen in goals declared by 4 out of 40 creators of social campaigns (K5, K6, K28, K36). In this context, the need for actions that would enable people to fight for their rights effectively is emphasized: "and make people with disabilities fight for their rights and demand that they be respected" (K6). The campaign's creators also indicate in their descriptions that they sought to increase the involvement of people with disabilities in creating their own lives independently, including in the area of employment: "and encouraging this social group to seek work actively and believe in their abilities" (K5). The aspect of strengthening the quality of life of people with disabilities was also indicated as a goal of social campaigns: "supports the activation of people with disabilities to function fully in everyday life" (K36). In addition, the therapeutic power of social campaigns and their ability to positively shape the emotion and psyche of people with disabilities was emphasized: "The campaign can also act in a therapeutic way for people with the syndrome, giving them courage and increasing their self-acceptance and self-esteem" (K28). The declarative goal of strengthening activism among people with disabilities shows that campaign creators want to support activists and self-advocates through their activities. Social campaigns can provide a platform for activists who seek to stimulate people from groups characterized by inactivity. This means that social campaigns can mobilize individuals and groups to take action and get

involved in issues affecting people with disabilities. These campaign goals also show that the campaign's authors are aware of the need to support movements and organizations. The campaign spot may be the seed for further efforts to strengthen activism among people with disabilities.

*Promotion of campaign creators' activities*

Among the goals of social campaigns, the promotion of the activities of campaign creators is also indicated. It appears directly within 3 out of 40 social campaigns (K7, K10, K22). This means that the descriptions of the spots include detailed information about the activities of the organization responsible for creating the campaign. These are often indications of how one can financially, materially, or organizationally support a given institution: "Four associations from Słupsk want to establish a Social Enterprise for people with intellectual disabilities. If you are willing and able to help them, contact the Haven Association, donate building materials, or make a donation to the association's subaccount" (K10). The descriptions indicate that the spot is part of a broader strategy of the organization's activities: "The campaign is also a promotion of the activities of the Association 25+ Our Future from Chełm" (K7). The creators also point out that recipients of social campaigns can join and get involved in the activities of a given organization: "Not every Hero wears two shoes. Join Junior Amp Futbol Poland now!" (K22). Analyzing the descriptions of campaign creators' promotion of their activities, it should be noted that many social campaigns are implemented by NGOs. Therefore, striving to spread awareness of a particular institution to a broad audience is justified. Furthermore, organizations can encourage viewers to take additional support initiatives through an interestingly executed campaign spot. Therefore, campaign descriptions indicate how audiences can get involved in supporting creators.

*Counteracting social exclusion and actions toward social support*

Social campaigns, in many cases, aim to draw attention to socially important issues and change social attitudes and by that enhance the empowerment of people with disabilities. This category appears within 10 of 40 analyzed social campaigns (K8, K14, K19, K20, K29, K31, K32, K33, K36, K39). Counteracting social exclusion and the need to take various measures for social support of marginalized people are among the key social activities. The creators of the social campaigns selected for analysis are aware of this, reflected in their video descriptions. In some cases, this is indicated directly as the goal of the campaign: "campaign against social exclusion of people with disabilities" (K8). Furthermore, the descriptions indicate that the

declarative goal is support in many different areas, such as culture: "a campaign that opens the door to culture for the blind and deaf" (K14). Countering social exclusion also includes efforts to strengthen inclusion, as we see in campaign descriptions: "Social campaign for integration of people with mental disabilities" (K20). Accessibility is another area related to social support, and which appears in the descriptions prepared by the campaign creators: "The Polish Association of the Deaf is implementing a social campaign to draw attention to accessibility for deaf people" (K29), "The initiative (...) shows what accessibility really means and how important it is for everyone to have the opportunity to participate in society" (K19), "People with visual and hearing disabilities, physical disabilities, intellectual disabilities are among us -- also on public transportation. Let's work together to make public transportation travel as easy as possible for them" (K33), "The STOP Barriers Campaign is an informational and educational project addressing the issue of accessibility of services for people with disabilities in public and commercial spaces" (K36). Another issue addressed in the context of countering social exclusion is the acceptance of people with disabilities: "The campaign (...) addresses the very important social problem of the lack of acceptance of people who have autism" (K31). Indicating that the goal of the campaign creators is to counteract social exclusion shows that these organizations want to draw attention to crucial issues and, through their actions, encourage action to solve problems.

*Education*

The issues of the empowerment of people with disabilities outlined above concerning social support, countering social exclusion, strengthening social activism, or changing the negative image of people with disabilities are activities that are also carried out in the context of informal, lifelong education. In the goals declared by the creators of the spots, it is clear that they aim to inform the rest of society about the situation of people with disabilities and by that enhance the empowerment of people with disabilities. In the descriptions of the videos, they declare a desire to raise awareness and increase knowledge about topics related to the everyday life of people with disabilities. It should be noted, however, that in the descriptions of the videos, issues relating directly to the education or training of children and young people appear sporadically. Aspects of informal education as an element of the empowerment of people with disabilities are, in my opinion, essential to the campaign creators' activities. However, indications of educational strategies or the implementation of preventive, therapeutic, or informational activities in educational institutions are not particularly emphasized by the organizations responsible for creating the campaign. In the campaign descriptions, this is seen

only in the case of 2  of 40 campaigns selected for analysis (K8, K39). In the description of K8, its authors indicate a desire to support children: "People with disabilities from Gdynia took the initiative to support preschool children so that they could see that nothing can be an obstacle on the road to realizing real dreams". The goal of K39 was to "spread public awareness of relations in the school environment, especially the problems of children with special educational needs". The reason for the rare presence among the campaign's goals of elements related to school education or support for children and young people is the creators' focus on other issues. Education and schooling appear less frequently in social campaigns focusing on the accessibility of public space for people with disabilities or campaigns that want to show the difficulties of performing key social roles for adults with disabilities. It is also relevant in this context that campaigns targeting children or young people may not be as prevalent on YouTube but appear more often, for example, in traditional media or on posters or educational materials aimed directly at educational institutions.


## Chapter summary (summary of main findings)


Summarizing the analyzed material concerning the empowerment of people with disabilities within 40 social campaigns (66 spots) I would like to note that 43 out of 66 spots of the social  campaigns reach a small audience (number of views less than 10,000). This may be due to the niche, and lack of public interest in the topics presented, a lack of proper marketing or promotion of the campaign, or a campaign format that fails to engage viewers. Of particular note are campaigns whose spots have more than 100,000 views (7 out of 66 spots). These campaigns address various topics - employment of people with disabilities in the open labor market, parking spaces for people with disabilities, and behavior of people with autism spectrum disorders. 1 of the analyzed campaigns has reached more than 1,000,000 views on YouTube, a social campaign depicting the daily life of a child with autism spectrum disorders. The number of positive ratings for a significant part of the analyzed campaigns is low. The predominant ranges are 1-10 and 11-100 (49 out of 66 spots). 16 out of 66 spots shows higher positive ratings (range 101-1000). There is a clear relationship between the number of views of a spot and the number of positive ratings, as campaigns with more than 100,000 views (7 out of 66)  also have a significantly higher number of positive ratings.

A significant portion (54 out of 66 spots) of the analyzed social campaigns on YouTube contain links to additional information about the campaign, which can be obtained from websites or other social media. An indication of where further information can be obtained is often found in the video's description below the posted video. Other forms of information about social campaigns include a pinned comment in the comments section, information in the spot's end board, or a direct statement from the spot's characters or voiceover. In the case of 37 out of 66 of the analyzed visual materials, subtitles were prepared in Polish, which included all the statements of the characters speaking in the spot. 9 out of 66 spots of social campaigns had subtitles in English. Of the 40 campaigns selected for analysis, only the authors of 4 have prepared materials with sign language translation.

The analyses show that most of the visual materials implemented in the selected social campaigns do not exceed more than 3 minutes (60 out of 66 spots). Some campaigns were implemented concisely, as they do not exceed 30 sec. (10 out of 66 spots) There is a predominance of campaign spots in the range of 0:31 - 1:30 min. (45 out of 66 spots) and 1:31 - 3:00 (15 out of 66 spots). Analysis of the forms of visual materials show that fictionalized scenes played by professional actors or by people with disabilities involved in the campaigns predominate (35 out of 66 spots). Some campaign creators adopted the strategy of creating campaign spots in graphic materials, where changing animations, symbols, or photos are supplemented with audio content (7 out of 66). The social campaigns analyzed also produced materials such as a short reportage or a short documentary video (4 out of 66 spots). In the case of 4 campaigns, a form was adopted in which characters or a voiceover speak about issues (18 out of 66 spots). The visual background is scenes depicting people with disabilities in everyday situations. Also present are spots that consist of direct statements to the camera by people involved in a social campaign (3 out of 66 spots). These are visuals in which people are presented on camera close-ups with a gray, black, or white background. Analyses show that music has been used in many social campaigns (39 out of 66 spots). However, numerous creators have also adopted the opposite strategy of relying solely on the statements of the spot's characters or voiceover (27 out of 66 spots). In the case of social campaigns that have used music, however, significant differences can be seen, as there have been spots that are based on music that can be classified as serious, melancholic, or touching, as well as spots with joyful, light music.

A typical case in the visual materials was to show a person with disabilities in a relationship with one person without disabilities (8 out of 66 spots). There were both scenes

showing a positive relationship and images presenting resentment or lack of understanding. There are also many times when the visual material depicts a person with a disability in contact with a larger group of people without disabilities (19 out of 66 spots). The larger group of exclusively people with disabilities appears sporadically as the leading group of characters in the spots (2 out of 66 spots). These are materials in which the audience see people with disabilities during various daily activities or in which people with disabilities speak directly to the camera. The predominance of physical and motor disabilities (33 out of 66 spots) and sensory disabilities (hearing disabilities – 8 out of 66 spots; visual disabilities – 10 out of 66 spots) in the spots of the analyzed social campaigns is noticeable. The presentation of physical or motor disability is mainly content showing people in wheelchairs while carrying out various daily activities. Also present are materials presenting the situation of people with limb amputations. Also present in campaign spots are people with multiple disabilities and, less frequently, people with intellectual disabilities (7 out of 66 spots), Down Syndrome (5 out of 66 spots), or autism spectrum disorders (9 out of 66 spots). The creators of social campaigns often refer directly in spots to increasing public awareness (25 out of 66 spots). Inclusion is another category of content related to the empowerment of people with disabilities that is evident in the content analyzed (18 out of 66 spots). The next category appearing prominently in the content spoken by the characters of the spots is rights and advocacy (and self-advocacy) (10 out of 66 spots). These contents refer not only to the need for legislative changes but are also statements pointing to the universal rights of people with disabilities, such as access to information. In the participation category (10 out of 66 spots) is statements by the protagonists of the spots, which indicate participation in society and cooperation between people with disabilities and the rest of society. The last category present in the statements of the protagonists of the analyzed spots is change, broadly defined (9 out of 66 spots). Striving for change means pointing out current shortcomings or difficulties in all spheres of life for people with disabilities.

The thematic analysis of 40 social campaigns made it possible to identify **8** main themes that appear regularly in social campaigns and are connected with the empowerment of people with disabilities. These are the social perception of disability, the relationship of people with disabilities to the rest of society, a person with disabilities in a family and partnership context, everyday life of people with disabilities, professional activity of people with disabilities, people with disabilities pursuing their passions and dreams, social support of people with disabilities, and education of people with disabilities and education about disability. Another technique of analysis of the empowerment of people with disabilities was to analyze the content of the

comments, slogans, and descriptions of the videos. The following can be identified as crucial areas that I identified after collecting, selecting, and organizing comments: positive opinions about social campaigns, words of support for people with disabilities, comments relating to strengthening social cooperation, negative opinions about sharing personal experiences of campaign recipients in comments, discussions about disability and the place of people with disabilities in public space, and social campaigns in the context of education. After collecting and initially analyzing the slogans of all the social campaigns selected for the research project, I identified **4** basic categories of slogans created by the authors of social campaigns. These are slogans that are strictly informational (8 out of 40 campaigns), slogans that aim to make people reflect of specific issues (11 out of 40 campaigns), slogans that point to specific areas of action in the area of social inclusion of people with disabilities (6 out of 40 campaigns), and slogans that emphasize the empowerment of people with disabilities (11 out of 40 social campaigns). Information slogans take a concise form. This makes it easier for audiences to remember the content conveyed. Informative slogans indicate specifically what the purpose of the campaign is. Thought-provoking slogans are based primarily on a more symbolic form or questions aimed directly at the spot's viewer. Slogans with such a structure indicate the need for deeper reflection on the issues presented in the spot. The authors, through such slogans, aim to ensure that the viewer's involvement in social action is not limited to watching the spot. In addition, within the 40 analyzed social campaigns, some slogans point to specific courses of action regarding social inclusion or accessibility. This type of slogans was created by campaign creators focused on issues related to architectural barriers or public space. Many slogans created by campaign creators point directly or indirectly to the need to empower people with disabilities. These slogans show people with disabilities as fulfilling in many areas of life, as people pursuing their passions or dreams. Empowerment slogans, moreover, are slogans that combat stereotypical perceptions of disability. These slogans further emphasize the proficiency of people with disabilities and their willingness to be active in various areas of society. Declared in the video's descriptions, I divided the campaign's goals, after preliminary analysis, into the **9** following categories: presenting people with disabilities in everyday life situations, aiming to break stereotypes and change the image of people with disabilities, normalizing disability, aiming to convince the rest of society to make specific changes in behavior or action, aiming for changes at the legal level, strengthening social activism of people with disabilities, promoting the activities of the creators of the social campaign, countering social exclusion and supporting children.

# Chapter 5. Conclusions, discussion and recommendations

## 5.1. Introduction

Chapter 5 presents the results of the completed research project as they relate to the research questions posed at the beginning of the project. It is also important to present a coherent and orderly summary of previous analyses and interpretations. Furthermore, it is imperative to provide reflections on the consistency or contraindication of the obtained research results with described in chapters 1 and 2 literature analysis, as well as with the essential theories of great significance in the context of the completed research. As part of chapter 5, I also discuss the limitations and contributions of my research project (as they relate to theory, knowledge, or methodology). Lastly, Chapter 5 provides suggestions for future research activities and guidelines for educational practice.

## 5.2. Answers to the research questions

The analyses carried out, and interpretations of the collected research material were designed to lead to valuable and methodologically and theoretically profound answers to the research questions. The analyses presented in Chapter 4 concerning the empowerment of people with disabilities within 40 social campaigns on YouTube (66 visual materials), were carried out in an orderly manner, based on the strategy of qualitative research and the netnographic method Detailed and multifaceted analysis of data from 40 social campaigns allowed to answer the main and specific research questions generated from 7 theories described in Chapter 2.

*Research Question 1: How do social campaigns on YouTube enhance or construct empowerment of people with disabilities? (Consumer-Directed Theory of Empowerment by J.F. Kosciulek)*

All the elements that constitutes the spots of the analyzed social campaigns (videos, comment section, video descriptions, slogans) are essential factors in enhancing or constructing the empowerment of people with disabilities. The very fact that people with disabilities, in many cases, were directly involved in the creation of the campaigns is vital. This aligns with the

Consumer-Directed Theory of Empowerment by J.F. Kosciulek (1999), which emphasizes the need to consider the needs and capabilities of people with disabilities when deciding on social support strategies. The involvement of people from this social group in self-advocacy activities is noticeable within the 40 analyzed social campaigns. The presence of people directly affected by the content presented in the material allows them to decide for themselves the structure and nature of specific social campaigns. This is also in line with empowerment theory within which the need for transformations within power structures is postulated (Kosciulek, 1999). Taking responsibility for creating one's social image by people with disabilities is essential, as it can increase social activism among people who have been characterized by passivity so far. This makes it possible to realize the idea of empowerment (both collective and individual). Also crucial in this context is how the visual material was developed. The presentation of people with disabilities in many different contexts not only helps to raise public awareness and knowledge viewers without disabilities but also enables spot viewers to observe other people with similar life experiences. Viewers see in the spots people with disabilities being active in many different areas. The audience also observe their daily difficulties and have the opportunity to observe those spheres that are not widely discussed in public (for example, family and partner relationships of people with disabilities). Social campaign spots are a series of scenes in which precisely aspects, often complex or controversial, are presented in a way that arouses interest and provokes reflection. This is also important aspect in the context of empowering people with disabilities, as it allows people with disabilities to see that they are not left alone in their difficulties. Furthermore, for the rest of society, social campaigns which include rare or controversial are an essential part of better understanding the needs of people with disabilities and creating opportunities for the empowerment.

40 social campaigns which I analyze in my dissertation indicate also as an element of the empowerment the topic of social perception of disability, as they want to point out that the perception that people with disabilities are less valuable than people without disabilities can lead to social exclusion. Therefore, depicting these negative aspects in visual materials aims at changing misperceptions. In the long run, besides enhancement of the empowerment, it also promote more inclusive behavior and equal treatment of people from minority groups. Raising awareness about the needs and capabilities of people with disabilities is also achieved by spots that take a non-trivial form of presentation. This can be seen, for example, in spots in which the camera was set from the perspective of a person with an autism spectrum disorder. To participate in some of the analyzed spots, the creators invited well-known people (e.g., actors),

which effectively attract viewers' attention and strengthen their involvement in the activities of the social campaign. This area of analysis is also consistent with the sociological view of empowerment, which addresses the issue of leaders who, through their actions, can inspire others and facilitate their acquisition of agency through a positive pattern of social involvement Kosciulek, 1999).

Addressing in the analyzed social campaigns, social support issues is a significant part of constructing the empowerment of people with disabilities, as it points to the potential for social cooperation and involvement of people from different backgrounds. Addressing inclusion issues means pointing out barriers and opportunities for strengthening activism and empowerment. Social campaigns addressing the topics described above have the potential to raise awareness of the need to create conditions that facilitate the formation of an open society. In this way, social campaigns can further reduce discrimination, stigma, and stereotypical perceptions of people with disabilities. Social cooperation is also about enhancing empowerment people with disabilities by postulates of the need to increase accessibility and adapt public spaces to the needs of people with disabilities. Promoting in social campaigns all positive changes refers also to taking specific actions to improve the quality of life of people with disabilities, which is connected with individual empowerment. Change is also about improvements in the accessibility of public spaces for people with disabilities. The protagonists of the spots emphasize that changes in accessibility largely depend on the behavior of community members without disabilities. In addition to the fact that social support is an important condition for the empowerment of people with disabilities, this topic is central to the social model of disability, as it shows the difficulties caused by social barriers that negatively shape the quality of life of people with disabilities. The words of support presented within the comments section of analyzed visual materials show that social campaigns as a tool can strengthen the social inclusion of people with disabilities. Empowerment of people with disabilities is self-determination about themselves and their crucial life conditions. The comments manifest statements explicitly referring to self-advocacy and the individual empowerment of people with disabilities and family empowerment. Indicating in the declarative goals the desire to strengthen the activism of people with disabilities shows that the creators of the campaigns, through their actions, want to support the empowerment of people from this group. Some of the analyzed social campaigns (7 out of 66 spots) have received significant numbers of views on YouTube more than 100000 views), so their potential for empowerment or deconstruction of stereotypes is substantial. This means that social campaigns

can mobilize individuals and groups to take action and get involved in issues affecting people with disabilities. These campaign goals also show that their authors are aware of the need to support movements and organizations. The campaign spot may prove to be the seed for further efforts to strengthen the empowerment by activism among people with disabilities.

The analyses conducted indicating the structure of the 40 selected social campaigns show that the people involved in them are characterized by a high level of empowerment. This is in line with the views of Kosciulek (1999), who points out that people can take action to solve life's difficulties (individual and group) when their empowerment is high enough. This is, of course, extremely difficult to measure, however, my analyses and interpretations of the collected research material show that online social campaigns can be seen as an element of empowerment for people with disabilities. This applies both to the creators of the campaigns but also to the recipients of this content. Empowerment presented within analyzed spots is connected with sports' engaging structure and form of the audiovisual materials developed but also to the spots' emphasis on crucial social issues such as social support, social inclusion, and self-advocacy. My findings are consistent with Consumer-Directed Theory of Empowerment by J.F. Kosciulek (1999), which points to social engagement as an element that can increase the power to influence others through socially or politically motivated activities. Kosciulek (1999), within the framework of the Consumer-Directed Theory of Empowerment, emphasized that activities seeking social support for people with disabilities should be aimed at strengthening self-advocacy (Kosciulek, 1999). I find a reflection of these ideas in the 40 social campaigns selected for analysis, where the voice of people with disabilities is clearly heard and distinguished. The social campaigns selected for analysis are primarily narrow in scope of presented themes and issues concerning everyday life of people with disabilities. However, as Kosiculek (1999) points out, if a change within the empowerment, in a specific area is made at the micro level, it can also lead to change at the macro level - institutional and organizational change (Kosciulek, 1999). It is also essential that the author of CDTE emphasizes the necessity of creating various forms of support and tools that will strengthen the empowerment and autonomy of people from groups at risk of social exclusion (Kosciulek, 1999). The analyses conducted show that social campaigns constitute one of the forms of support that contributes to the strengthening and construction the empowerment of people with disabilities.

*Research Question 2: What is the structure of social campaigns on YouTube about people with disabilities? (Social Learning Theory by Etienne Wenger)*

All of the 40 YouTube social campaign spots selected for analysis have a similar structure. They are short (up to 3 minutes) audiovisual materials presenting issues concerning the everyday life of people with disabilities and the social perception of disability. These materials are characterized by a simple form and easy-to-read content. Individual spots adopt a similar presentation of content. Much of the material consists of dynamically edited scenes (either acting or scenes in the form of reportage or direct statements to the camera by people with disabilities). The final element of materials is the final board, where we see the slogan, slogan promoting the campaign, and information about the authors of the spot, campaign partners, or donors. The final boards also contain indications of where to find additional information about the campaign. Spots, in many cases, are based on direct statements by the protagonists (with or without disabilities), but a frequent procedure is also the voiceover, which indicates the essential content covered in the spot. Some analyzed campaigns have subtitles for the visual material (37 out of 66 spots have subtitles in Polish and 9 out of 66 spots have subtitles in English), a sign language translation (4 out of 40 social campaigns), or a version with an audio-description (1 out of 66 spots). An essential element of the spots is also the video description, in which the authors, in numerous cases, indicate the declarative goals of the actions taken. Part of the materials published on YouTube is also comment sections, where researcher can find research-worthy content indicating the public reception of the 40 analyzed campaign.

- *Detailed Research Question 2.1.: What are the forms of social campaigns spots on YouTube focused on issues related to people with disabilities?*

Spots of the analyzed 40 social campaign spots take many forms. Analyses show that fictionalized scenes played by professional actors or by people with disabilities involved in campaigns predominate. Spots in this form attract viewers' attention by presenting socially relevant topics in an accessible way. The re-enacted scenes, if prepared in an exciting way, can interest many potential viewers. Although in many cases, the creators of the analyzed social campaigns adopted a similar strategy of developing a spot as a role-play scene (33 out of 66 visual materials), their materials differ significantly in detail. Some of the acting scenes of the analyzed campaigns strive to depict the reality of people with disabilities, while others take a symbolic form based on metaphors. Thus, there were scenes aimed at evoking emotions in the

viewer (K1-B, K1-C, K6, K13, K16, K18, K20, K27, K28, K31, K32, K39), as well as acting spots prepared in a light, humorous tone (K1-A, K8, K9, K19). Some of the feature spots analyzed took a controversial form, with actors acting out scenes that deviate from the stereotypical perception of disability (K12-A, K12-B, K19,. Such scenes remain in viewers' memory for a long time and make them reflect and notice previously unnoticed aspects of social reality. However, it is also noticeable that in the case of some spots, the scenes developed are based on plot patterns that viewers may perceive as template-like, based on established patterns of presentation of people with disabilities.

Some campaign developers (7 out of 66 visual materials) have adopted the strategy of developing campaign spots in the form of graphic materials, in which changing animations, symbols, or pictures are supplemented with sound effects. Animations, in my opinion, can be particularly effective in the case of materials aimed at children and young people, whose engaging, colorful forms of materials can get them interested in the topics covered in the spot. For example, an interesting and worth-noticing solution is the use of photos of people with disabilities as a background to a musical piece specially composed for the campaign (K26). Animation also makes it possible to discuss key topics related to disability concisely and easily digestibly. It is, therefore, a form that can be successfully used in an awareness campaign. In addition, animations were used by authors whose goal was to present disability symbolically, based on easy-to-interpret symbols.

Within the 40 analyzed social campaigns there were also created materials such as a short report or documentary film (4 out of 66 visual materials). These are, a spot presenting sports activities for wheelchair users (K2), a spot depicting the hardships of adulthood for people with disabilities (K7), a spot pointing out the difficulties of establishing a social enterprise (K10), and a visual material presenting barrier-free parenting (K11). Preparing a spot in this form, in my opinion, has several advantages. The reportage allows the presentation of real stories of people with disabilities, which effectively increase the authenticity of the social campaign. Showing barriers of empowerment by social constraints and other hardships of everyday life is more credible to audiences than, for example, social advertising. Reportage, also evoke strong emotions in the audience, which is conducive to raising public knowledge of disability. I would also like to note that the form of reportage is easy to publish in various media because an online campaign in the form of reportage can be successfully presented on television, radio, or in the press. This allows campaign authors to reach a broad audience with their content. It is also

essential that the reportage allows the presentation of multiple perspectives and stories, so the idea of empowerment of people from different social groups can be realized.

In the case of 4 analyzed social campaigns, a form was adopted in which characters or a voiceover spoke on the issues raised in the visuals. The visual background of these spots was scenes depicting people with disabilities in everyday situations. This is similar to the reportage approach described above. The difference, however, is that the voiceover or character statements are usually more structured and much less spontaneous. In the case of the reportage, the activities of the campaign creators consisted of listening to the speakers. In spots made in scenes with a voiceover from the off, it can be seen that the materials are much more script-based. The characters talk about their daily lives, and the audience see them in scenes where they perform the activities mentioned in the spot. So it is, for example, a combination of a person's with disabilities statement about independence in getting around on public transportation with a scene in which viewer observe the person at a bus stop. Such structure allows for greater control over the message, as the voiceover can clarify the content presented in the spot. Spot also takes on an artistic form when the voiceover speaks a poem or song, providing a backdrop for the visual content. Spots implemented in that format, in my opinion, constitute essential tool for the empowerment of people with disabilities because they show the reality of people with disabilities authentically. Spots consisting of direct statements to the camera by people involved in a social campaign are also present (3 out of 66 visual materials). These are visuals in which people are presented in close-ups of the camera with a gray, black, or white background. These campaigns are primarily aimed at enhancing the empowerment by changing public perceptions of disability. This form has been used in campaigns presenting negative attitudes toward people with disabilities (K15), a campaign pointing out stereotypes about people with Down syndrome (K17), and a campaign showing the hardships of everyday life for people with disabilities (K23).

- *Detailed Research Question 2.2.: What topics related to the lives of people with disabilities dominate the message of social campaigns, and which topics are overlooked or ignored?*

The analysis of 40 social campaigns made it possible to identify **8** topics contituing background for the empowerment of people with disabilities, that regularly appear in analyzed social campaigns. These are a social perception of disability, the relationship of people with disabilities with the rest of society, a person with disabilities in a family and partnership context,

everyday life of people with disabilities, professional activity of people with disabilities, people with disabilities pursuing their passions and dreams, social support of people with disabilities, and education of people with disabilities and education about disability. In their materials, the creators of social campaigns aim to show what perceptual errors, stereotypes, and prejudices are based on. Numerous scenes in the spots analyzed show that due to the presence of stereotypes, people with disabilities are seen as "inferior," "poor," or "eternal children." Also present are materials that strongly emphasize the category of the otherness of people with disabilities as a negative trait, which can significantly limit the empowerment of people with disabilities. Otherness in this view is presented as something that deviates from the norm, posing a burden or threat to the rest of society. An important theme emerging from the research perspective from the social campaigns analyzed is the relationship of people with disabilities to the rest of society. The creators in the spots show people with disabilities in various contexts of social relations in everyday activities, work environments, or public spaces. Increasing public knowledge and awareness through such activities is in line with Social Learning Theory by Etienne Wenger (1998), which emphasizes that learning does not have to take place in an organized, planned, or conscious way but can occur in passing, unconsciously, for example, by consuming published content on social media.

Another key theme emerging from the analyses of the collected research material is the family and partner relationships of people with disabilities. In social campaign spots, the topic of the everyday life of people with disabilities is presented in many different contexts. In the visual materials, the creators show how people with disabilities cope with everyday challenges and in what situations they need support from loved ones, other people, and social support institutions. Thus, scenes show people with disabilities while performing tasks at home, school, work, or, for example, while moving around in public spaces. The spots also show the difficulties in accessing medical care and education or the limitations of architectural barriers. Another topic closely related to the daily lives of people with disabilities is the labor force participation of people with disabilities. The spots show people with disabilities in activities in various work environments. Campaign creators present the topic of employment for people with disabilities, both in terms of potential and opportunities, as well as limitations and barriers. For content presenting the realization of passions, dreams, or leisure time, the creators focus on the potential and possibilities of people in this social group. Within these materials, joy, happiness, and cooperation between people with and without disabilities dominate. Another theme constitutes the context of the empowerment of people with disabilities that is emphasized

in the spots of the analyzed social campaigns is social support for people with disabilities. Social support is shown in social campaign spots as a manifestation of kindness and understanding of the needs of others. The presence of this theme in the social campaigns analyzed is essential from the point of view of social learning, since learning, according to Etienne Wenger (1998), is a process that refers simultaneously to stabilizing a community and changing practice. This means that emphasizing the need to strengthen social support is important in the context of creating stable social structures based on the pursuit of positive change in the situation of people from groups at risk of social exclusion.

In all of the topics identified, social, cultural, and educational aspects intersect. This aligns with ideas of social learning (Wenger, 1998), indicating that learning to function in society is simultaneously learning culture and gaining knowledge about the reality around us. Etienne Wenger's (1998) theory of social learning, which is vital to my work, indicates that the acquisition of social competence and empowerment takes place in the course of social learning. The subjects of learning are both people with disabilities and non-disabled members of society. The analyses show that the abundant presence of various disability topics contribute to acquisition of social competencies in terms of empowerment, social cooperation, or activism of people from groups at risk of social exclusion. Analysis of the collected research material in conjunction with Wenger's (1998) indications makes it possible to see the totality of elements linking social activities (such as social campaigns) with the acquisition of competencies by non-disabled members of society and people with disabilities. In view of the above, social learning is a key context for the empowerment of people with disabilities.

Analyses of social campaigns on YouTube also made it possible to see that certain areas related to the everyday life of people with disabilities are omitted or presented very narrowly in the campaigns selected for research. A vital issue that does not appear within the analyzed spots is the period of late adulthood for people with disabilities. As Slany (2014) notes after analyzing disability statistics: "disability has the face of an elderly woman, which is due to the demographic process of feminization of old age and the increase in this age group of degenerative diseases, senile disabilities, among others" (Slany, 2014, 54). However, the presence of senior citizens in 40 analyzed social campaign spots is sporadic. The creators of the campaigns focus primarily on the period of early adulthood for people with disabilities in the developed materials. This is seen through numerous scenes presenting people with disabilities as people entering the job market, as parents of several-year-old children, or as people developing their passions within peer groups. The difficulties of the empowerment of late

adulthood do not appear in the campaign spots. In the context of strengths, potential or developmental opportunities, the audience also see mostly younger people in the visual materials. Highlighting the lack of materials describing the senior period of people with disabilities is essential, as "policy toward the disabled community should pay attention not only to the needs of younger, economically mobile disabled people but also to the needs of older people" (Slany, 2014, 61).

When discussing topics overlooked in the YouTube social campaigns analyzed, I would like to emphasize the issue of social support of people with disabilities. Support in the sense of social cooperation or involvement in joint activities repeatedly appears in the analyzed campaign spots. However, these are mainly content pointing to issues of accessibility, countering stereotypes, or employment support. The area of mental or emotional support for people with disabilities is omitted from the analyzed social campaigns. Absent are materials that address the topic of therapy as a form of support for people with disabilities or, for example, for parents of people with disabilities. Speakers in the campaign spots highlight some barriers and social difficulties that affect their life situation. However, no content shows the mental or emotional consequences of stigmatization or marginalization. The lack of such subject matter may signal a lack of knowledge by social campaign creators about the mental needs of people with disabilities or choosing other priorities that illustrate the empowerment of people with disabilities. The lack of such content, in my opinion, can cause several negative consequences, including the fear of people with disabilities to speak openly about their emotional or psychological needs.

When analyzing overlooked topics, I would also like to closely examine the presentation of family and partnership relationships of people with disabilities within 40 analyzed social campaigns. In some areas, YouTube social campaign creators aim to reject established patterns (e.g. work opportunities for people with disabilities or physical activities of people with disabilities). However, in the case of spots focused on family relationships of people with disabilities, the audience see people with disabilities only in traditional roles. This means that in the case of content showing the relationships, emotional closeness, or sexuality of people with disabilities, viewers see them only within heterosexual relationships. The LGBT+ community is not represented in the 40 analyzed social campaigns. No materials appear that present the relationships of non-heteronormative people with disabilities. There are several reasons for this state of affairs. First and foremost, there is a lack of precise data and detailed research in Poland on LGBT+ people with disabilities, which can significantly prevent

organizations from identifying and understanding their needs. Pointing out the above topic among the overlooked issues in YouTube social campaigns is extremely important, as both disability and non-heteronormativity are categories subject to various forms of discrimination and stigmatization (Sherry, 2004; McRuer, 2006). Consequently, the role of social campaigns in countering negative phenomena is not insignificant. In addition, I would like to note that by omitting those topics, the issue of non-heteronormative people with disabilities was excluded from the field of empowerment in 40 social campaigns. I would also like to consider religious issues as overlooked by YouTube campaign creators. Issues related to religion appear in the analyzed spots sporadically. This is evident only within the short statements of the protagonists. These statements oppose the stereotypical perception of disability as a "sin." The creator of none of the 40 campaigns selected for analysis was a religious or denominational organization.

Analyzing the dominant and overlooked themes within the observed social campaigns is important because, as Wenger (2014) points out, learning is situated in a series of relationships, cultural, material, and social relationships occurring between individual members of a given collective (Wenger-Trayner and Wenger-Trayner, 2014). Therefore, it is crucial to analyze learning in the broad context of relationships, changes, and dependencies. The analysis of the themes extracted from the research material allowed me an in-depth observation of several relationships and potential changes within the relationships of people with disabilities with other community members which constitute context of the empowerment of people with disabilities. The idea of Community of Practice described by Wenger (1998), indicating that people interacting share a collective learning process, also applies in the context of the project I completed. Through the spots and accompanying additional elements (such as the comments section), it is possible for all participants in the activities, both the creators of the social campaigns and their audiences, to share information and gain knowledge together.

*Research Question 3: What content is socially taught in social campaigns on YouTube about people with disabilities?(Social Learning Theory by Etienne Wenger)*

Social campaigns analyzed in my research project addressing the issue of disability provide with knowledge and awareness of the challenges faced by people with disabilities and promote equality and inclusion. They also provide information about resources available to people with disabilities, such as the social support system and technology in the lives of people with disabilities. In addition, campaigns aim to change negative attitudes and stereotypes about

disability and promote a more positive and reality-based image of people with disabilities in the media and society. Analyzed by me social campaigns allow people without disabilities to better understand people from groups at risk of social exclusion. Understanding in this context becomes the first step to greater involvement. The creators of social campaigns directly refer to content in spots indicating a desire to increase public awareness (K2, K5, K6, K8, K9, K10, K16, K17, K18, K20, K25, K27, K28, K29, k34, K35,K37). This can be seen both in the acting scenes and in the materials created in the form of reportage or direct speech of the protagonists to the camera. The characters' statements in the spots repeatedly include content indicating a lack of public awareness of disability, which becomes an area in need of public education. Awareness-raising activities are statements aimed at countering stereotypes and prejudices. Raising awareness is also showing misconceptions about people with disabilities. It is also slogans indicating that disability is not a marginal problem but that people with disabilities constitute a large part of society, making their life situation an essential element of public debate.

Through the characters' statements in the spots, the creators of the analyzed campaigns also point out the marginalization of people with disabilities and their needs and aspirations. It is also about teaching the rest of society about systemic errors or limitations related to access to education or therapy. Raising awareness is also about increasing knowledge of the difficulties that arise from the individual limitations of a person with a disability or the specifics of a particular type of disability. This is a significant area of social learning, as social campaigns, by pointing out the characteristics of people with particular types of disabilities, increase the knowledge of spot audiences on the subject. Raising awareness also includes pointing out actions that people without disabilities can take to support people with disabilities in their daily lives. Social teaching also includes indicating what behavior from the non-disabled rest of society is desirable according to people with disabilities. Social teaching in the analyzed social campaigns also includes empowerment by references to the need to strengthen the social inclusion of people with disabilities. Inclusion is slogans indicating that differences should not hinder creating an open society. However, on the contrary, differences can be a platform for understanding and cooperation. In addition, in the context of self-advocacy, statements indicating the independence and self-reliance of people with disabilities are essential. This area is crucial because it points to efforts to increase agency and empowerment. Social campaigns address public perceptions of disability, as they significantly impact the shape of the relationship of people with disabilities with the rest of society and the level of social cooperation

between people from different social groups. The empowerment as the portrayal of people with disabilities in family or partner roles, including sexual relations, helps break the taboo regarding this sphere of activity of people with disabilities and raises awareness of the need for people with disabilities to realize themselves as partners. Thanks to such materials, the rest of society can understand what calls and limitations people with disabilities face daily. Social learning in the empowerment context also applies to the sphere of employment and development of people with disabilities. Showing the employment activities of people with disabilities in social campaign spots primarily promotes social inclusion and presents a positive image of people from this social group. The spots also show employers' commitment to hiring and enabling people with disabilities to develop in vocational areas (K5-A, K24, K35). In the long term, in my opinion, this may encourage other employers to adopt a similar positive attitude toward hiring people with disabilities. In addition, such activities raise public knowledge and awareness of the potential of people with disabilities to perform socially valuable roles.

All the aspects described above align with the ideas of social learning theory, according to Etienne Wenger (1998). This theory emphasizes the crucial importance of social competence and personal experience in social learning what is essential in the empowerment of people with disabilities. Therefore, the fact that the creators of social campaigns in their materials repeatedly refer to the strengthening of social competence and present personal experiences of people with disabilities allows for creating a suitable basis for the formation of social learning. Wenger's Social Learning Theory (1998) also indicates that change occurs both within the individual and within the community. This is also reflected in the visual materials I analyzed. In them, there are elements related to individual empowerment and collective empowerment, referring to positive transformations within social relationships and cooperation between people from different social backgrounds. Wenger (2000) points out that social learning affects not only a selected slice of an individual's reality but can have several implications for the functioning of groups and communities (Wenger, 2000). This is particularly important in collective actions such as social campaigns since they aim to change social consciousness and reach a broad audience which I indicated both in analysis and interpretations. According to Wenger (2000), social learning is based on a problem-solving approach (Wenger, 2000), which I notice in the social campaigns selected for analysis. Many of the statements made by the spot's protagonists are direct indications of problems and potential solutions. However, it should be emphasized that, according to social learning theory, learning is not limited to improving the results of actions taken but can also generate new perspectives, and new approaches, which are also

presented in the social campaigns selected for analysis. After detailed analyses, I would like to point out as the conclusion that social campaigns prove to be an essential element of the empowerment of people with disabilities through lifelong education. The creators of the campaigns have knowledge about the developmental potential of their activities and therefore create the campaigns to increase public knowledge and strengthen the empowerment through activism and social cooperation.

*Research Question 4: How do linguistic constructs used in social campaigns on YouTube shape social representations of people with disabilities? (Theory of Social Representations by Serge Moscovici)*

The language used in 40 analyzed social campaigns construct the social representation of people with disabilities. The way disability is described, and the terminology that is used to refer to it can reinforce or challenge existing stereotypes and social attitudes. Using inclusive language that emphasizes the person rather than the disability help promote the idea that people with disabilities are, first and foremost, independent individuals with their own goals, needs, or abilities rather than merely a member of a group of people with disabilities. Campaigns that focus on the abilities and strengths of people with disabilities (K2, K5-A, K22, K24) rather than their limitations also help change public attitudes toward an image that is more positive and based on the real situation rather than on stereotypes or prejudices. The use of disability-specific terms in campaign spots suggest that there is a growing understanding and acceptance of the need to adapt language to inclusive standards.

Analysis of 40 selected social campaigns shows that their creators are aware of the power inherent in language about disability. As a result, phrases considered inappropriate or outdated (disabled person, invalid) do not appear. They have been replaced by phrases established within the empowerment. Negative phrases are used only in the context of presenting inaccurate, hurtful attitudes towards people without disabilities (K1-C, K4, K15, K17, K18, K26, K33) . This is to emphasize the need to deconstruct stereotypes and stigmas about disability. In the context of empowerment and representation of people with disabilities, all expressions relating to social inclusion are also important. Analyses have shown that there are numerous slogans or statements by the characters of the spots indicating equality, agency, or social cooperation. In the context of social relations of people with disabilities, linguistic constructs indicating love, friendship, commitment, or social good are numerous. Linguistic

constructs are also repeatedly content describing otherness in the context of equality and countering marginalization. In addition, there are often statements that refer directly to the concept of "normality" as a construct that needs to be transformed accordingly. This empowering transformation would be to emphasize that people with disabilities are full members of the community and strive to have their rights accepted and respected by society at large.

In the context of analysis of linguistic constructs, references to Serge Moscovici's (1988) theory of social representations are key. This theory emphasizes the role of communication and language in the creation and promotion of social representations, arguing that language plays a crucial role in how individuals understand and make sense of their social world. My analyses of 40 social campaigns regarding social representations of people with disabilities relied on discursive elements to gain in-depth knowledge of the phenomena observed. This aligns with Serge Moscovici's (1988) theory of social representations, which emphasizes the need to study the interpretive and symbolic nature of the analyzed phenomena. The analysis of linguistic constructs of disability in the context of social representations is fundamental, as it makes it possible to interpret the verbal aspects of campaigns and how these linguistic, overt elements constitute a given social group. The fact that in the social campaigns analyzed, representations of people with disabilities are shaped positively through linguistic constructs is not insignificant. This is important because, according to Moscovici (1988), social representations shape our actions, attitudes, and beliefs. They affect both people's activity and how they perceive the reality around them.

*Research Question 5: How do social campaigns on YouTube indicate changes in public communication about people with disabilities? (Mediatization Theory by Stig Hjarvard)*

Analyzed within my research project social campaigns are an effective tool for promoting social change in the context of public communication. Campaigns seek to empowerment through changing attitudes toward people with disabilities. Promoting change through social campaign spots is an important goal of their creators. An analysis of the declarative goals of 40 observed campaigns shows that the drive for change stems from a desire to improve the lives of people from groups at risk of social exclusion. Social campaigns are also changing the outlook on the role of people with disabilities as self-advocates taking action to change their situation (K2, K9, K10, K11, K16, K17, K22, K24, K25). People with disabilities

are becoming self-advocates who openly point out the need for changes in social communication about disability. Self-advocacy manifests itself in the statements of the spots' protagonists through direct statements indicating the goals and aspirations of people with disabilities. Organizations supporting people with disabilities through the spots also present their own commitment to change in public communication about disability. What is noteworthy empowering are those statements of an inclusive nature do not appear only from people with disabilities, but those aspects are also indicated by people without disabilities speaking in the spots and in the comments. This is important, as the open attitude of the rest of society is crucial in the perspective of the empowerment through social dialogue.

The analyzed 40 social campaigns also highlight the need for the empowerment through a change in the public discourse on the social support provided to people with disabilities. Elements of the spots centered around social support indicate how to contribute to improving the functioning of aid institutions or NGOs working on behalf of people with disabilities. The social campaign spots also emphasize the need to take action for the families of people with disabilities. In addition, the campaign's creators point to the need to move away from stigmatizing nomenclature and toward equality slogans (K4, K15, K17, K33). People with disabilities want to be perceived through the prism of their abilities, skills, and talents. Social campaigns promote social debate about disability and the position of people with disabilities in modern communities. Regarding YouTube social campaigns, comment sections can be a venue conducive to such discussions. Analysis of comments selected for the social campaign project shows that campaign spots stimulate such discussions among their viewers. This demonstrates the potential power of online content in shaping appropriate public communication about disability. Comments posted under the social campaign spots become a space that allows viewers to share their experiences with others. Experiences close to the campaign's themes allow viewers to feel the proximity of the presented content to their daily lives. Sharing one's own experiences can prove helpful in building better understanding and empathy, which can also result in a positive change in public communication about disability. Social campaigns address vital social issues that have personal relevance to their audiences. Therefore, viewers of the spots want to share their own experiences and experiences with others involved in the creation and reception of the campaign. This is especially important in campaigns that address taboo topics or content that has yet to be featured often enough in the media space to date. Discussions conducted in a structured manner and pointing to specific actions can become an element of change in the sphere of public communication and communication of information

about people with disabilities. In addition, such discussions include educational or informational aspects, which also become a tool for informal education.

The analyses I have conducted on the empowerment through changes in public communication are consistent in many respects with theories of mediatization. Among the components of mediatization is an extension, that is, the indication that media expand spatially and temporally the possibilities of communication (Schulz, 2004). My research project confirms this - the use of social media platforms such as YouTube makes it possible to create activities that facilitate communication between members of different communities which is helpful in enhancing the empowerment. The ubiquity and ease of use of YouTube mean that spatial limitations are no longer a difficulty in receiving content. Moreover, the fact that materials uploaded to YouTube can remain on the platform for many years means that ongoing discussions within campaign spots are not limited by time. The researcher can see this by observing the comment sections under the spots selected for analysis. Conversations on issues raised in the campaigns continue in the comments sections in many cases long after the main activities implemented by the campaign creators have ended. This allows the researcher to see the overall transformation within public communication and to discern whether the changes taking place are leading to increased awareness of disability. The presence of extended discussions within the framework of social campaigns implemented online also shows that another idea contained in the mediatization theory - substitution, finds application in them. Interactions within campaign spots on YouTube substitute for face-to-face communication and indicate that valuable debates on vital social issues can also occur in a mediated manner. Institutions organizing support for people with disabilities use the media because it is the best and easiest way to change public communication, which is also in line with the mediatization theory that emphasizes the role of the media in disseminating information and changing social attitudes. Analyzing the declarative goals of the campaign's creators, one can see many indications that they seek a change in the outlook on disability and a change in how disability is presented in the public space. Here, too, one finds consistency with the mediatization theory, according to which, when people use new media, their relationships and behavior change, ultimately changing institutions, organizations, and society itself (Krotz, 2009). In the mediatization theory, which is crucial to my reflections, according to Stig Hjarvard (2008), media influence social discourse. This means that they can shape (both positively and negatively) public communication about the empowerment of people with disabilities. This is noticeable in the social campaigns selected for analysis. These issues appear not only for

declarative purposes, but they are also evident in the content of the spots and in the key themes. The project I carried out in relation to the idea of mediatization points, first of all, to the possible empowering potential of social campaigns in the formation of appropriate structures of media messages concerning people with disabilities in the context of empowerment or social inclusion.

*Research Question 6: What elements related to the transformation of social networks appear in social campaigns about people with disabilities on YouTube? (Actor-Network Theory by Bruno Latour)*

The 40 social media campaigns selected for analysis, published on YouTube, contain some elements that directly or indirectly relate to the topic of social networks as an empowerment context. These are primarily content that seeks to raise knowledge and social awareness about the life experiences of people from minority groups. Also important are those scenes in which the authors emphasize the importance of social cooperation and involvement in collective actions involving people from different backgrounds. The social networks in the YouTube campaigns analyzed are primarily a series of family (K13, K16, K17, K21, K23) friendship (K3, K20, K22, K28, K36) or professional relationships (K5-A, K10, K24-B, K35). The authors of the spots in question point out how stereotypes limit opportunities for people with disabilities to develop social networks. Thus, we have a spot showing that people with disabilities are not seen as valuable employees or a spot in which others judge a child with autism spectrum disorder as rude and noisy. In addition, materials have been produced indicating that the perception of people with disabilities as quiet and calm is also inappropriate, as this ignores the individuality of people with disabilities.

People with disabilities speaking in the spots of the analyzed campaigns point to the role of loved ones (family and friends) as crucial elements of a supportive social network in countering the marginalizing actions of the rest of society. Inclusion-focused materials also feature content showing the inner strength of people with disabilities and their drive to participate in society. Social participation in the context of strengthening social networks as an element of the empowerment, means, first and foremost, strengthening opportunities for people from different social groups to engage in dialogue. It is also an emphasis by activists with disabilities on their desire to participate in various social, professional, cultural, etc. activities. In this regard, participation is closely linked to the categories of inclusion and advocacy for the

rights of people with disabilities. In the spots selected for analysis of social campaigns, the audience see scenes in which people with disabilities establish positive, valuable relationships with people without disabilities (K3, K5-A, K13, K20, K21, K24, K28, K32, K35, K36), leading to a positive development of the social networks of the people in question. However, in some scenes, the audience also see behaviors that indicate tendencies toward the social exclusion of people with disabilities. For example, viewers observe situations in which people without disabilities keep their distance in relationships with people with disabilities (K1-C, K5-B, K12, K18, K26, K28, K31, K34, K39). The depiction of relationships is also sometimes an attempt to show two opposing attitudes - positive and negative- to confront the current situation with the desired change (K32, K28, K6). Such materials point to the not-inconsiderable role of the rest of society in helping people from groups at risk of social exclusion to create extensive, supportive social networks of relationships.

Elements related to empowering social network transformation appearing within the social campaign spots selected for analysis are primarily increasing the representation and visibility of people with disabilities in online spaces and promoting inclusion and accessibility. In the context of social network transformation, people speaking in the spots and in the comments point to social media as an area of the empowerment of people with disabilities and as a tool for connecting and strengthening social cooperation between people with disabilities and the rest of society. The analyses of social network transformation conducted in relation to 40 online social campaigns reveal many points of commonality between my interpretations and elements of Actor-Network Theory by Bruno Latour (2011). This theory reflects the relationship between the individual (actor) and the group (network). Within the 40 analyzed campaigns, some such relationships are seen. As an actor, I perceive the creators of the campaign, the people who speak in the spot, but also those who comment. The network, on the other hand, is formed by all those involved in the creation of the campaign and in its reception. This is why, when analyzing social networks in the context of my research project about the empowerment, it was so important to pay attention to many dependencies and not to focus the research effort solely on the audiovisual material but also on the descriptions of the videos (indicating declarative goals) and the comments section (revealing the social reception of the campaign). A detailed analysis allowed me to see the changes taking place and the formation of positive relationships that strengthen the social networks of people with disabilities. This approach aligns with the Actor-Network Theory by Bruno Latour (2011), which emphasizes the need to consider each interaction as a network of interacting elements. Related to this is

another view of Bruno Latour (1991), stating that there are no actors whose activity does not leave traces in the social structure (Latour, 2012). Every activity affects the dynamics of network functioning and social relations. In the context of my research project, this may mean that elements that may indicate slacktivism actually positively shape social networks, thus also enhancing the empowerment of people with disabilities. In a strictly pedagogical context, the reflections described here show that elements of the social structure (people, institutions, technologies) affect not only the transformation of social networks but also the process of acquiring and processing information by an individual or group.

*Research Question 7: How do social campaigns on YouTube present empowerment of people with disabilities in the context of intergroup relations? (Theory of Network Society by Manuel Castells)*

The 40 analyzed social campaigns focus on presenting people with disabilities in the context of intergroup relations. This is primarily in the context of raising knowledge and social awareness and breaking down stereotypes about people with disabilities. These campaigns highlight the abilities and achievements of people with disabilities in their collective activities. In this way, the creators of social campaigns emphasize that people with disabilities are valuable members of society with equal opportunities and rights. YouTube campaign authors focus on the voice and the narratives of people with disabilities and their perception of intergroup social relations. The viewers observe this through the differences in the presentation of the people appearing in the spots. Who and in what configuration is the spot's protagonist is primarily essential in terms of authenticity and also the empowerment of people with disabilities. If we see in the material a person who is directly affected by the presented subject matter (e.g., a person with a disability talking about his daily life), then an audience will believe in the reliability and truthfulness of the content described in a given social campaign. The presence of people with disabilities in the analyzed spots allows other members of this social group to identify with the issues raised and better understand the issues described.

Intergroup relations in the social campaigns analyzed are various representations of the relationship between a person with a disability and a person without a disability. A typical solution used by creators in visual materials was to show a person with a disability in a relationship with one person without a disability. There were both scenes showing a positive relationship and scenes presenting resentment or lack of understanding. A common situation in

visual materials is to show a person with a disability in contact with a larger group of people without disabilities. These are primarily spots showing social cooperation but also a lack of respect or acceptance of the needs of the person with disabilities. They are also spots in which we see, as observers, the world from the perspective of a person with disabilities. The larger group of exclusively disabled people appear sporadically as the main characters in the spots. These are materials in which viewers see people with disabilities during various daily activities or in which people with disabilities speak directly to the camera. Spots in which the audience observe only people without disabilities also do not dominate the created message of social campaigns. Such a perspective appears when the spot describes negative attitudes of people without disabilities or when the material aims to convince the rest of society to take appropriate measures to support people with disabilities in the context of intergroup relations. With regard to the empowerment of people with disabilities, I would like to emphasize that the repeated presence of spots in which a larger group of people, both able-bodied and disabled, is presented can contribute to strengthening the empowerment and raising knowledge and awareness about how to create appropriate intergroup relations. Such spots depict people with disabilities in various relationships with others or in the course of activities performed as part of relevant social development activities. This allows the audience to see how campaign creators perceive the limitations of the social presence of people with disabilities and what factors that enhance intergroup cooperation they point to in their visuals. In this regard, viewers can see spots in which the cooperation of people from different backgrounds is depicted or in which the perspective of people with and without disabilities is contrasted. There is also content in which people without disabilities share their perspectives on various issues related to cooperation or intergroup relations. Materials from this group also include spots where the audience see parents of people with disabilities in a relationship with their children or people with disabilities in the role of parent or partner.

In the context of empowerment and intergroup relations, I would also like to note that there are statements appearing in the spots that refer to communication difficulties. These difficulties limit or prevent interaction and full participation in society. Numerous characters in the spots indicate difficulties in understanding the expectations of people with disabilities (K2, K5-B, K7, K9, K12, K13, K16, K17, K18, K20, K24, K25, K26, K31, K35). Also present are statements indicating the need to improve the quality of interaction of people with disabilities with the rest of society. The statements of the spots' protagonists are dominated by content indicating that people with disabilities do not expect special treatment but only want their rights

to be respected by the general public. Strengthening the empowerment through participation also indicates that an attitude of pity or sympathy is not appropriate. People with disabilities expect cooperation, and equal treatment, not just sympathy or pity. Participation as an empowering context is also about showing recipients of social campaigns how important it is for people with disabilities to participate in various group activities. Cooperation and commitment to a common goal allow people with disabilities to transcend social limitations.

Analyzing 40 selected social campaign spots on YouTube in the context of intergroup relations, I would also like to point out the varied strategies for achieving the stated goal. Some campaign creators highlight the strengths and capabilities of people with disabilities. These materials show people with disabilities as community leaders striving to establish closer cooperation with other communities. In addition, they are content pointing out the achievements and talents of people with disabilities to portray them as valuable community members. Another strategy adopted by the campaign's authors is to promote positive relationships and interactions between people with and without disabilities. These goals are achieved through spots that promote opportunities for cooperation and mutual learning between representatives of different groups or backgrounds. In the context of empowerment and intergroup relations, a focus on combating prejudice and negative stereotypes about disability is also an important strategy. This is to promote understanding and acceptance of diversity. This is seen in materials that take the form of information or education. The last strategy for shaping intergroup relations is to promote accessibility and inclusion in all aspects of society. These materials present content related to education, employment, transportation, or health care. In these spots, their authors point to necessary political or legislative actions in the context of the empowerment of people with disabilities. These are also the statements of the spots' protagonists, who emphasize the necessity of creating social structures and community actions towards improving the quality of life of people with disabilities.

The analyses of 40 social campaigns revealed consistency between the findings and interpretations and Manuel Castells' (2003) Theory of Network Society. According to Castells (2003), the emergence of the network society has led to the creation of new forms of social organization, including networks of individuals and groups that come together to achieve a common goal (Castells, 2003). This is seen in selected social campaigns that allow disability activists to achieve their collective goals. In the context of intergroup relations and the empowerment of people with disabilities, Castells (2003)' theory indicate that social media can be a valuable tool for building support networks. This also implies the potential of social media

as an area of the empowerment for people with disabilities, to strengthen solidarity and social cooperation among people with disabilities and between people with disabilities and the rest of society. Through these relationships, people from vulnerable groups access information about opportunities for social advancement. The media foster change, as they allow a constant flow of information between all participants in a given collective, affecting the shape of their interactions. Social campaigns provide opportunities to send, receive and create new communication and cultural codes that are useful for a specific social context and the formation of intergroup relations. Empowerment can and should be analyzed in the context of social relations, and therefore the above analyses of intergroup relations are essential to fully understand the overall aspects of empowerment.

*Research Question 8: How is the image of people with disabilities shaped in the social campaigns on YouTube in the context of their fulfillment of socially valuable roles? (Social Role Valorization Theory by Wolf Wolfensberger)*

The analyses of the collected research material from 40 social campaigns allowed me to gain in-depth knowledge of the media portrayal of people with disabilities in relation to social campaign spots on YouTube. The analyses of the visual material, coding and categorization, and thematic analysis I developed led to several conclusions. First and foremost, it is significant that the creators of social campaigns in the prepared spots strive to present people with disabilities as people who realize valuable and valued social roles. This is mainly true in the professional field. Viewers of the campaign spots have the opportunity to see people with disabilities as active employees engaged in their own development. The aspirations of the campaign's creators are broader than raising knowledge and social awareness of difficulties or limitations. The authors of the spots also point out the vast possibilities and potential of people with disabilities to perform socially valuable roles. It is also content that demonstrates the strength and agency of people with disabilities. In the content on the empowerment, the creators of social campaign spots focus on slogans showing people with disabilities as independent people, aware of their capabilities and limitations, and as people striving to change their current situation.

The topic of family relationships is addressed in different ways in social campaign spots. Some campaigns focus on presenting positive, empowering examples of family relationships. Thus, they show positive examples of acceptance, love, commitment, or cooperation.

Therefore, viewers have the opportunity to observe people with disabilities fulfilling their role as parents. People with disabilities indicate in campaign spots that being a parent allows them to fulfill valuable social roles. The theme of people with disabilities pursuing their passions and dreams in social campaign spots, in my opinion, can effectively deconstruct stereotypes and prejudices on the part of viewers. The perception that people with disabilities are less capable or less able can be deconstructed through visual materials that present people with disabilities as active in various areas. These spots aim to counteract stigma and promote empowerment and full participation of people with disabilities in society. The campaign's creators present opportunities, skills, and the realization of socially valuable roles in the context of self-reliance and independence of people from groups at risk of social exclusion.

The reflections cited above align with the Theory of Social Role Valorization by Wolf Wolfensberger (1983), within the framework of which measures are analyzed to enable individuals or groups at risk of social exclusion to realize valued social roles. Within the framework of this theory, it is emphasized that the fulfillment of valued social roles carries with it a positive perception of the person in question by the rest of society. In this context, the role of social campaigns online is not insignificant, as activities with such characteristics can positively impact the social image of people with disabilities. Valorization of social roles is a remedial tool for an individual's negative life experiences (stigma, rejection, negative social image). The viewers see this clearly in the visual materials analyzed, where stereotypes are deconstructed by presenting people with disabilities in various valuable social roles. Shaping the right social conditions makes it possible to participate in the community's life and enter the mainstream of activity. The basis is an understanding of the social needs of people with disabilities, to which social campaigns effectively contribute. Empowering Activities aimed at improving the social image of people with disabilities are carried out at four primary levels: individual, small social groups, local, and the social system. In my research project, I focused on the level of social systems as I analyzed the image of people with disabilities in the context of media and social activities of a national or local nature. 40 analyzed social campaigns make it possible to change the nature of media messages about people with disabilities toward a positive image of people in this social group.

*Research Question 9: Are there any themes which go beyond the categories obtained from 8 main research questions?*

My analysis of 40 Polish social campaigns on YouTube concerning the empowerment of people with disabilities conducted with the use of 6 techniques allowed me to identify additionally 5 themes of social phenomena connected with the empowerment of people with disabilities which goes beyond the categories obtained from 8 main research questions. The answer to RQ9 provided through the obtained themes existing research gap (Miles, 2017) about lacks or insufficiencies between cited theoretical concepts of empowerment described in Chapter 1 and Chapter 2 and research findings. Those lacks and insufficiencies shows different dimensions of research gaps (evidence, empirical and practical-knowledge gaps). Below I indicate 5 themes which are directly connected with the empowerment of people with disabilities which are the content of the gap  (and go beyond categories obtained from 8 main research questions):

- lack of social movements themes in social campaigns,
- lack of civic education themes within social campaigns,
- lack of content on international cooperation themes,
- lack of aspects of multicultural themes of the empowerment of people with disabilities,
- insufficient presence of social cooperation themes in the context of the empowerment of people with disabilities.

I would like to emphasize the difference between analysis in conclusions presented within RQ9 and RQ 2.2. ("What topics related to the lives of people with disabilities dominate the message of social campaigns, and which topics are overlooked or ignored?"). In the answer of RQ 2.2. I focus only on issues which appeared through conducting only thematic analysis of videos of analyzed social campaigns. Here, as an answer for RQ9 I make conclusions after analysis by the use of all 6 techniques of data analysis (formal analysis, visual analysis, taxonomic analysis, coding and categorization, thematic analysis of video, and content analysis). All those techniques allowed me to identify 5 themes generated from verbatim data which are crucial in enhancing the empowerment of people with disabilities. Generated and discussed above 5 themes from research data illustrate a certain reality of empowerment of people with disabilities in social campaigns, however, different from these suggested by the literature analyses in Chapter 1 and Chapter 2 of my dissertation.

*Theme 1: Lack of social movements themes in social campaigns*

Analyzing first theme which is lack of social movements themes in social campaigns, According to the literature (Chapter 1 and 2) one of the key strengths of social campaigns highlighted is that social campaigns can be an essential component of created social movements. Those are publications both theoretical (Drinan, 2001; Downing, 2010; Shew, 2013; Della Porta and Diani, 2015) and empirical (Diani and McAdam; Steggenborg and Lecomte, 2009). To highlight these differences more, I would like to emphasize some thoughts of researchers and scholars and compare them next with my findings. Social campaigns, in theoretical analysis of Tarrow (2022), are both a way of building momentum and gaining support for a broader social movement, as well as a way of trying out different strategies and tactics as part of a larger social movement. Moreover, within empirical studies, by authors, (Diani and McAdam; Steggenborg and Lecomte, 2009) who analyzed specific social movements which led them to conclusions that social campaigns can become a tool for social movements. A study conducted by Steggenborg and Lecomte (2009) investigates the mobilization and outcomes of social movement campaigns in the Montreal Women's Movement Community. For social movements, as stated by Steggenborg and Lecomte (2009) social campaigns have the potential to mobilize supporters, raise awareness about their causes, and achieve their goals.

Meanwhile, analyses in my dissertation concerned the 40 social campaigns indicated clearly research gap, as lack of a specific link between online campaigns and major social movements led by disability activists in Poland. In my opinion, first, lack of links between social campaigns and social movements can be perceived as combination of evidence gaps, empirical gaps and knowledge gap. Evidence gap (Miles, 2017) occurred as contradictions between other studies or theoretical analysis and my research project. Second, lack of link between social campaigns and social movements also shows elements of empirical research gap (Miles, 2017) as literature did not indicate any empirical studies which previously directly analyzed lack of connection of social campaigns about disability issues on YouTube with social movements. Third, such research reality can also be perceived as a knowledge gap (Miles, 2017) because theories and literature from related disciplines do not exist (in foreign and domestic literature) in the field of special education and social pedagogy. The social campaigns analyzed in my dissertation's research project mainly point to aspects of the empowerment in the everyday life of people with disabilities. They refer to particular difficulties and the need for change in many areas. However, the analysis of 40 social campaigns showed that there are

no activities within their framework that directly indicate a desire for organized activities as social movements. Social movements concerning disability and breaking through into the public debate have been primarily the activities of parents of children with disabilities in Poland in last 20 years (Woynarowska, 2019). Parents seek to increase financial support and improve the quality of education and therapy offered to people with disabilities. Echoes of these activities are not present in the online campaigns selected for my analysis. None of the campaign creators of 40 analyzed social campaigns pointed to the political power of activism by people with disabilities in the materials created. Another important observation in the context of social movements is to emphasize that the authors of analyzed in my research project social campaigns focused their efforts primarily on individual, not group, empowerment. It is seen in the structure of the 66 campaign spots, where people with disabilities speak out. These people speak mostly solely on their behalf, providing their own perspective on the issues raised. In a small proportion of spots (14 out of 66 spots), their characters speak on behalf of organizations or institutions (K2, K3, K10, K22, K23, K25-F, K29, K34-A, K34-B, K34-C, K34-D, K34-E, K35, K37). Furthermore, even in such situations, these are mainly content indicating the need for temporary help or support, such as financial or material. The protagonists of the spots talk about their limitations and possibilities, which, as I indicated, is mainly about the individual perspective. Social support content is also mainly material pointing to areas of daily support. These are not scenes that explicitly refer to extensive activism in the form of social movements. Therefore, linking the analyzed 40 social campaigns to social movements would be a too far conclusion. Of course, I cannot rule out that by making the campaign spots raise public knowledge on the empowerment and disability, they may also contribute to strengthening activism and creating new social movements. However, these are thoughts beyond the scope of my dissertation. An analysis of the links between online social campaigns and activism and social movements of people with disabilities in Poland would be an interesting research task in future research projects.

*Theme 2: Lack of civic education themes within social campaigns*

Second theme directly connected with the empowerment of people with disabilities which goes beyond the categories obtained from 8 main research questions is lack of civic education within 40 analyzed Polish social campaigns on YouTube. Numerous authors (Lister, 1997; Shills, 2010; Balcazar and Suarez-Balcazar, 2017; Pietrusińska and Gromadzka, 2018) cited in the theoretical chapters (1 and 2) of the dissertation point to the potential of social

campaigns as a tool for civic education. However, my analyses of 40 online social campaigns on empowerment have not indicated at all that social campaigns are an actual tool for civic education. Similarly to theme 1 of social movements, an evidence gap (Miles, 2017) as my findings demonstrate existing lack of aspects of civic education in researched social campaigns, although previous studies or theoretical descriptions of social campaigns suggested presence of civic education. Lack of civic education also indicates practical-knowledge gap (Miles, 2017). Explaining this issues in details I would like to add that findings of my research showed some aspects of civic education, however, added as content beyond the scope of analyzed visual materials (66 spots). Such descriptions contained information about legal changes, architectural barriers or raising knowledge about different social phenomena. However, I would like to highlight again that those descriptions were not reflected in designed visual materials. My analyses show that campaign creators focus on areas of everyday life or the social presence of people with disabilities that are not directly related to civic activities. Content addressing social engagement and activism of people with disabilities refers to self-advocacy and taking action in terms of social support of people from this social group. The content relating to political action or strengthening the presence of people with disabilities in other fields of social activism is not so clearly visible. Such elements repeatedly appear in the context of the statements of the protagonists of the spots. People speaking in the analyzed audiovisual materials emphasize the need to support people with disabilities in accessing mainstream society. However, there is lack indications to political activism. Indicated within 40 analyzed social campaigns, institutional activism means the participation of people with disabilities within organizations that support people with disabilities or a job representing people with disabilities in public institutions.

*Theme 3: Lack of content on international cooperation*

Third theme of content which is connected with the empowerment of people with disabilities but which goes beyond the categories obtained from 8 main research questions in international cooperation. In my project, I analyzed 40 Polish social campaigns. They took the form of presentations of local activities. However, some of them (K5, K8, K9, K17, K18, K20, K27, K28, K29, K30, K34, K35, K37) dealt with topics of much greater generality. They presented, among other things, legal issues, which, however, were described only in the Polish context. The designers of the social campaigns, while referring to legal acts or other legislative solutions, did not indicate how international solutions could support people with disabilities in Poland. Thus, there is a lack of content in 40 social campaigns showing a broader perspective

of the issues raised. There is also no indication of the possibility of seeking support from international institutions. These conclusions after analysis of 40 social campaigns show a certain contradiction between my analysis and the views of scholars (Lahusen, 1999; Smith, 1999; Ramalingam, 2013) who point to the great potential of social campaigns as a tool for international cooperation. Therefore, this lack of content constitutes another key evidence gap (Miles, 2017) because my findings about international cooperation within social campaigns did not indicated such cooperation within 40 analyzed social campaigns and visual materials (66 spots). However, the fact that several social campaigns featured English subtitles shows that some creators are aware of the possibility of reaching foreign audiences with their content.

*Theme 4: Lack of aspects of multicultural themes of the empowerment of people with disabilities*

Associated with the lack of content on international cooperation is the absence of multicultural issues which is another theme directly connected with the empowerment of people with disabilities which go beyond the categories obtained from 8 main research questions. This means not only a lack of content spoken in languages other than Polish or taking up global content in the Polish social campaigns analyzed. It also means the homogeneity of people appearing in the presented content in terms of race, ethnicity, or religion. The 40 YouTube social campaigns analyzed in my research project do not feature any characters who are representatives of racial or ethnic minorities. No content that addresses religious or sexual minority issues in the analyzed social campaigns. The content presented by the creators of the campaigns is presented exclusively from the perspective of those who constitute the racial, religious, ethnic, or sexual majority in Polish society. The lack of themes that would indicate intersectionality in the context of minorities, i.e., linking disability to other minority perspectives, may, in my opinion, limit the empowerment of people with disabilities, as social campaigns overlook the voice of people with disabilities who are also representatives of the aforementioned minorities. Such an attitude contradicts the idea of "nothing about us without us," as social campaigns, through this form of content presentation, do not take into account multicultural perspectives on disability-related issues. This lack is, in my opinion practical-knowledge gap (Miles, 2017) as it confronts the goals and values stated by designers of social campaigns with lack of specific actions which would show those goals or values in practice. This means that the designers of 40 analyzed Polish social campaigns on YouTube emphasize their desire to empower people with disabilities, but they also exclude certain groups of people with disabilities from materials created online.

*Theme 5: Insufficient presence of social cooperation themes in the context of the empowerment of people with disabilities*

I would also like to argue that insufficient presence of social cooperation in the context of the empowerment of people with disabilities is another theme directly connected with the empowerment of people with disabilities which go beyond categories obtained from 8 main research questions. Indications that activities in the form of campaigns can prove to be a valuable tool for strengthening social cooperation appear in numerous publications described in Chapter 1 and Chapter 2 (Dobek-Ostrowska, 2007; Gołaszewska-Kaczan, 2009; Kotler, 2012; Pękala, 2019). Such a declarative goal of campaign creators is also indicated by the analyses I conducted within 40 social campaigns. However, the analyses also showed that analyzed social campaigns on YouTube are characterized by features that may antagonize people from different social groups. I noticed the juxtaposition of attitudes of people with and without disabilities. People without disabilities are, in some cases, presented as negative characters who not only fail to support people with disabilities but also deliberately harm them (K1-C, K5-B, K6, K17, K26, K28, K29, K31, K32, K37, K38-A). This phenomenon is presented in spots that depict adverse reactions to people with disabilities in public spaces. These include disapproving or hostile stares toward a man with Tourette Syndrome (K28), judgmental stares and comments toward a woman with a child with an autism spectrum disorder (K31) or a man with an autism spectrum disorder (K34-A), or condescending comments toward a man in a wheelchair for people with disabilities (K1-C). In addition, people without disabilities are presented as occupying parking spaces for people with disabilities (K6, K37) or as discriminating against people with disabilities in the work environment (K5-B). People without disabilities are also presented as people who judge people with disabilities solely through stereotypes (K17, K18). Adopting this form of presenting the relationship between people with and without disabilities carries several potential risks. Presenting people without disabilities as "villains" in social campaigns can reinforce stereotypes about both people with and without disabilities. While, reducing complex issues of empowerment affecting people with disabilities to a "good vs. evil" narrative is an oversimplification that does not consider the individual life experiences of people with disabilities. This form of social campaigning may, in my opinion, intensify negative attitudes toward people with disabilities by those who would feel affected or offended by such a presentation of people without disabilities. I would like to add that detailed analyses of the situation described are beyond the scope of my dissertation. An essential preventing activity in this regard, in my opinion, could be focus interviews during

which viewers would give their opinion on what emotions such a form of presentation of people without disabilities arouses in them. What can be pointed out here is that the creators of the analyzed social campaigns should avoid simplistic and harmful narratives and create materials in which people with and without disabilities are presented in a differentiated way and in accordance with the actual social situation. My conclusion about insufficient presence of social cooperation in the context of the empowerment of people with disabilities constitute both evidence and practical-knowledge gaps (Miles, 2017). Evidence gap (Miles, 2017) means that there are deficiency of research publications about critical approach to presenting social cooperation in social campaigns about disability issues. Practical-knowledge gap (Miles, 2017) in this context means that despite declarations by the authors of the analyzed 40 social campaigns about their desire to strengthen social cooperation in the context of the empowerment of people with disabilities, they are taking actions that may perpetuate negative images of both people with and without disabilities.

## 5.3. Conclusions

Within the conclusions of my analyses conducted within the netnographic research project on the empowerment of people with disabilities, I would like to emphasize once again that empowerment in my netnographic research project is a contextual category. This means that the analyses of empowerment are generated from the context of collected data and observed phenomena and issues within analyzed 40 social campaigns on YouTube. This also means that by using 6 different techniques of analysis (formal analysis, taxonomic analysis, visual analysis, coding and categorization, thematic analysis, and content analysis), I identified codes, categories, and broader themes that are crucial in the context of my 9 main research questions and then I analyzed them concerning the empowerment of people with disabilities.

All categories and themes identified with the use of 6 different techniques allowed me to identify in which areas 40 analyzed social campaigns on YouTube may enhance the empowerment of people with disabilities, and also lack or insufficiency of specific themes may limit the empowerment of people with disabilities. Both enhancement as limitation may occur in many different areas of the empowerment, eg. social, educational, vocational, family. Visual representation of this analysis and conclusion I present below in a figure 1.
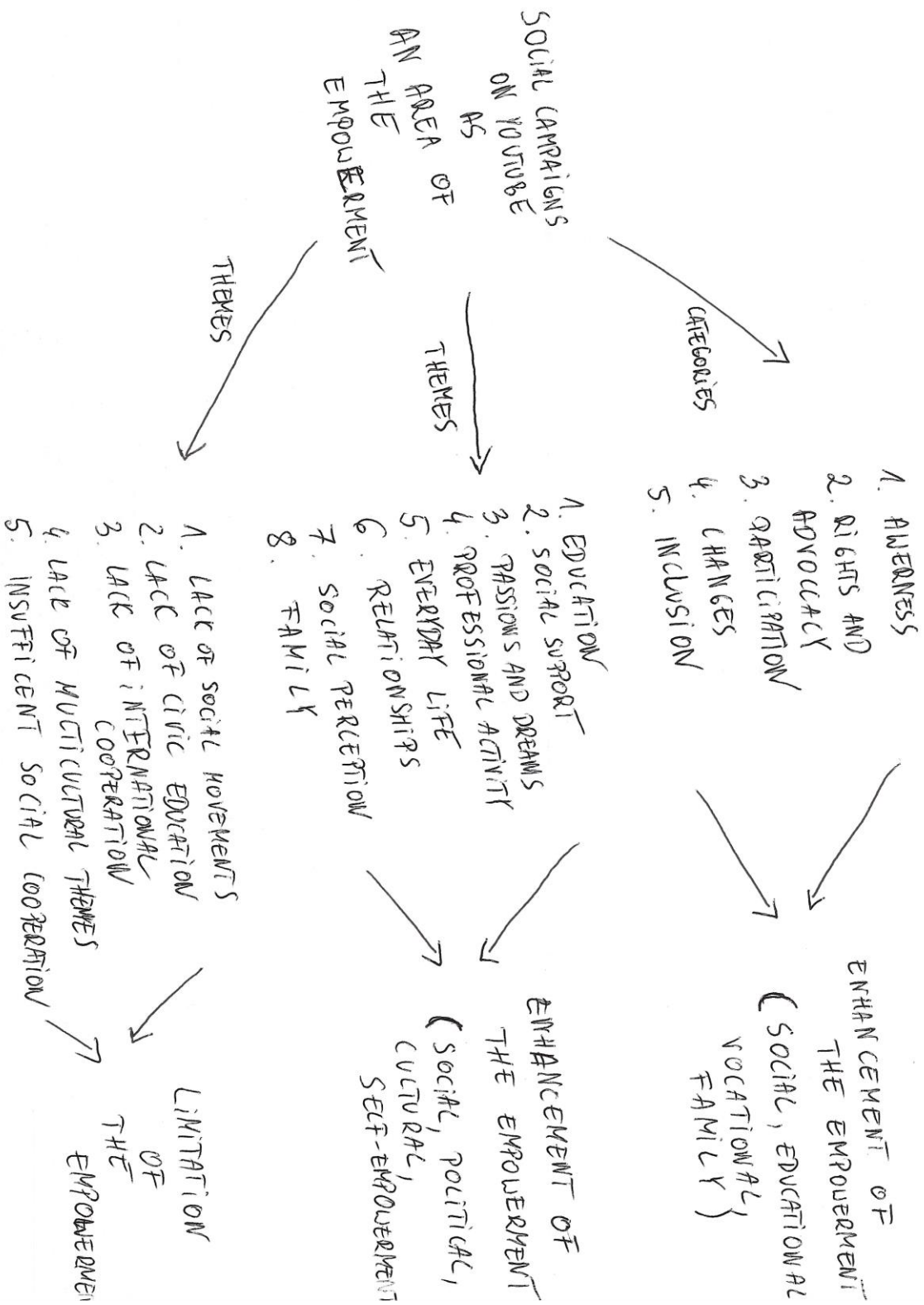
Figure 1. Visual representation of main themes and categories

The analyses conducted in Chapter 4 show that the form of 66 online social campaign spots can contribute to the empowerment of people with disabilities by normalization of disability on the Internet. This is done by promoting acceptance and enhancing social cooperation. Key in this context is the visual elements and the language used by the campaign designers. The language used in campaign spots does not give disability a negative meaning but instead portrays people with disabilities as active, engaged, full-fledged members of society. The campaigns pursue various goals, one of the fundamental ones being to encourage accessibility for people with disabilities in key areas (employment, public space, education, culture) (K2, K5, K6, K8, K10, K14, K19, K24, K29, K35, K37). Through such empowering actions, people from groups at risk of social exclusion have the opportunity to participate in society. In addition, the analyzed campaigns promote understanding and knowledge of different types of disabilities. This is particularly important in the case of disabilities, which are still viewed by a significant part of society through the prism of hurtful stereotypes (e.g., autism spectrum disorders, Down Syndrome, Tourette's Syndrome). Analyses of the 40 social campaigns selected for the study indicate that the voice of people with disabilities is often presented in visual materials. The designers of social campaigns repeatedly directly refer in spots to content indicating a desire to raise public awareness. This is evident both in acting scenes and in materials created in the form of reportage or direct speech of characters to the camera. Analyses show that the designers of social campaigns aim for empowerment through the change of the social perception indicating that disability is a personal physical or mental condition. This medical approach to disability is challenged in the campaigns analyzed (K1-C, K2, K3, K5, K9, K17, K21, K24, K28, K36). Their designers point out that disability results from social factors - power structures or social exclusion and the nature of intergroup relations. My analysis of 40 Polish online social campaigns shows that online activism can contribute to moving away from the medical model of disability by showing in audiovisual materials a range of social relationships relevant to the social model of disability.

In their comments, viewers of the spots analyzed emphasize that it is essential for campaigns to present an accurate picture of the life situation of people with disabilities. The commentators' statements refer to the campaign as "real," indicating an appreciation of the designers' efforts to present disability in a real social context. Positive reviews also include empowering words pointing to interesting, viewer-engaging forms of realization of the visual material. Viewers pay attention to humor or skillful impact on the emotional sphere. Also noticeable is the involvement of people with disabilities in the implementation of the campaign.

This is reflected in positive reviews of the campaign. In addition, viewers of the analyzed campaigns emphasize that a non-trivial or even controversial approach to the presented topic can increase interest in the campaign spot and thus positively shape interest in the issue raised in the campaign. The comments of analyzed material included numerous statements supporting the empowerment by the actions and activism of people with disabilities. The campaign spots allowed people without disabilities to see the difficulties and social limitations faced by people with disabilities. They also allowed them to look at people with disabilities as people with specific goals, aspirations, desires, talents, or achievements. Campaigns that portray people with disabilities as accomplished in many areas become an inspiration to others (K2, K5-A, K9, K21, K22, K24, K25, K35). The analyses of the collected research material also show that recipients of social campaigns indicate their relevance in the context of social cooperation. In the comments, there are also statements emphasizing the need for greater involvement of people from different backgrounds in supporting people from groups at risk of social exclusion.

I would like to emphasize that the openness of people with disabilities to talk about the hardships of everyday life is an empowering force. When people with disabilities present themselves online, they speak about life experiences unequivocally against social marginalization. These individuals demonstrate individual strength, agency, and independence. This is clearly evident in the 40 analyzed social campaigns. The idea of "replacing shame with pride" manifests itself in numerous spots selected for analysis (K2, K3, K9, K17, K21, K22, K24, K25, K28, K30, K36). The viewer sees it through slogans pointing to the self-advocacy of people from vulnerable groups. They see numerous slogans that seek to leave feelings of shame or embarrassment stemming from disability and replace them with pride or self-acceptance. Showing one's scars (not so much in the physical sense, but in the psychological or emotional sense) is of considerable importance concerning individual and collective empowerment. Otherness in this context is seen as a positive value in adding diversity to the group and the possibility of broadening perspectives on crucial social issues. Accordingly, those elements of the 40 analyzed social campaigns that relate to the idea of 'replacing shame with pride' can lead to an increase the empowerment, self-esteem, and self-acceptance among people with disabilities. At this point, I would like to point out the role of social campaigns as an element that strengthens collective empowerment. Analyzed social campaigns fulfill empowering functions because they enable the sharing of knowledge, thoughts, and ideas so that individual members of a group show others how to deal with difficult or oppressive situations.

Researchers analyzing public communication indicate that social campaigns can be divided into informational, persuasive, and oriented to induce specific behaviors (Dobek-Ostrowska, and Wiszniowski, 2017). My netnographic research project has shown that in the case of 40 YouTube social campaigns addressing disability issues, the abovementioned aspects intersect in the context of the empowerment of people with disabilities. The social campaigns selected for analysis are dominated by persuasive content aimed at convincing people without disabilities to be more open to disability and to become more involved in supporting people with disabilities. The elicitation of specific behaviors is manifested in those social campaigns that seek to increase public accessibility to the needs of people with disabilities. However, these are also materials indicating the need for changes in the behavior of people without disabilities, i.e., seeking to reject the stigmatization and marginalization of people from groups at risk of social exclusion. Informational content also appears repeatedly in the form of short scenes or slogans describing, among other things, the essential characteristics of people with disabilities. They are also information about possible forms and ways for people with disabilities to obtain support. Analyzing social campaign spots in the context of social action functions shows that many of these functions are present within online materials. Koperski (2016) lists the following functions: supportive, controlling, affiliative, creative, inclusive, informative, and opinion-forming (Koperski, 2016). The supportive function means that social campaigns are part of broader efforts seeking social support for people with disabilities. The control function is the supervision of the institution's strategy. I noticed it above all in the case of those campaign spots that describe activities undertaken by specific organizations. The affiliation area is also significant, as these elements of visual materials contribute to strengthening group affiliation and cooperation in the creation of various initiatives. The creative function is to indicate in spots the need to co-create support standards for people with disabilities. Analyzed in my research project, social campaigns also play an essential integrative and inclusive role, as they enable new friendships to be made between people from different social groups. The informational role of social campaign spots is also not negligible, as they can inform the public in a simple way about socially essential issues concerning people with disabilities. The last function - opinion-forming - is also extremely important, as it means giving a voice to people with disabilities to present difficulties or problems from their perspective.

The Academic Network of European Disability Experts (ANED) points to the presence of six key areas of interest to researchers and theorists in the context of enhancing the empowering quality of life of people with disabilities. The categories identified are personal

and family life, choice, and control, access to goods and services, education and lifelong learning, work and employment, and income and poverty (Gąciarz, Kubicki, and Rudnicki, 2014, 123). All of the areas identified by ANED are evident in the 40 social campaigns I analyzed. The designers of social campaigns present the above content constituting spaces and contexts of empowerment of people with disabilities in audiovisual materials. Issues related to personal and family life (K11, K13, K16, K21, K30), work, and employment (K5, K9, K10, K24, K30, K35) dominate. Issues of access to goods and services are also present in the analyzed campaign spots (K14, K22, K25, K26, K29, K30, and K36). The protagonists of the spots also point to opportunities for choice and control (K29, K26, K25, K24, K10), which is particularly important in the context of empowering people with disabilities. Materials relating strictly to income or poverty are not presented within the selected YouTube spots. They appear primarily in the context of employment or support provided to parents of people with disabilities. I noticed education and lifelong learning as topics concerning informal education or raising public awareness of disability (K8, K18, K27, K29, K34, K37) and, by that, enhancing the empowerment of people with disabilities.

It is also essential to note the diversity of approaches of social campaign authors to such concepts as "normality," "difference," and "autonomy." The authors of spots adopt various ways of organizing audiovisual material to present specific meanings. Within the framework of these conclusions, I would like to refer to the typology of photography idioms, which, as described by Drozdowski (2008), points to the presence of the following approaches to the presentation of an individual or group: self-presentation/self-importance, accession to social normality, orientation to normal originality, orientation to autonomy, and orientation to the role of the social outsider (Drozdowski, 2008). I would like to analyze these aspects of photography in the context of online visual material, as they are based on similar research assumptions. Self-presentation is clearly noticeable within the social campaigns analyzed. This content seeks to strengthen the presence of people with disabilities in public spaces. Designers referring to this category speak on behalf of people with disabilities to increase social acceptance and awareness of disability (K2, K27, K28, K33, K34, K35). Accession to social normalcy is primarily those scenes of social campaigns that portray people with disabilities as independently fulfilling basic daily activities (K3, K25, K35). It also emphasizes that people with disabilities carry out the rules of social life and can function within modern societies (K24-A, K24-B, K5-A, K25). Orientation to normal originality is to show people with disabilities in contexts hitherto unseen. Thus, the viewer can observe people with disabilities as athletes or artists who realize their

passions and dreams by breaking through social barriers (K2, K22, K24-A, K24-B). An orientation toward autonomy as an empowerment context is evident in materials that show the independence and self-reliance of people with disabilities (K3, K5-A, K9, K10, K17, K21, K25, K28, K30, K35). This reveals emancipatory aspirations and actions toward empowerment. Orientation to the role of the social outsider appears in the context of the presentation of people with disabilities as a group experiencing discrimination from the rest of society. In this context, the designers of social campaigns show people with disabilities as social outsiders, whom they have become not because of their own choices or limitations but because of the negative attitudes of people without disabilities (K1-C, K15, K16, K31, K38-A, K40).

The analyses and conclusions presented in my dissertation indicate that definitions of "true activism" can take many forms within 40 analyzed social campaigns. Activism as an element of the empowerment of people with disabilities means participating in the front line of protests organized through marches or other forms of direct expression of dissent. However, it can also involve reaching out to a wide range of people through social actions or campaigns organized via the Internet. A formal analysis of 40 social campaigns indicated that there needs to be more extensive interaction between the designers of social campaign spots and their audiences (only in the case of 7 spots explicit action on the part of campaign authors was perceived). Lack of activity on the part of campaign authors within interactions with the audience can negatively affect the activity of campaign audiences. This is especially true when the comments include questions addressed directly to the campaign authors (e.g., about additional information about the campaign). Despite the numerous positive comments indicating the value of the implemented social campaigns, it is also noticeable that some audience negatively evaluates individual campaign spots. These statements include criticism of the form or means of communication used by the designers. The authors of such accounts also write about shortcomings, such as adapting the campaign to the needs of people with sensory disabilities. Formal analyses also confirmed this, indicating that campaign spots do not always include subtitles for the material or other facilitations for people with audiovisual difficulties. In the context of accessibility, it is also worth noting that in a significant part of the materials, the subtitles have been directly uploaded into the visual material, so there is no possibility to change the size or color of the font, which may significantly limit the ability of visually impaired people to receive the campaign entirely. The lack of essential solutions that comply with the principles of accessibility of visual materials can significantly limit the empowerment and social activity of people with disabilities. Negative comments are also associated with the

incompatibility of the message with viewers' views on the topics presented in the spots. Critical words also indicate that spot viewers disagree with how people with disabilities are portrayed. These viewers believe that the image of disability presented is idealized and diverges from the real situation of people with disabilities. The campaign's effectiveness in changing the social position of people with disabilities is also questioned. Comments relating directly to education, schooling, or the operation of educational institutions are few. This is also true of social campaigns addressing the upbringing, education, or therapy of people with disabilities. This may be because a significant portion of the campaigns selected for analysis is those presenting the perspective of adults. The voice of children or young people with disabilities was not clearly emphasized in them. The presence of practitioners (educators, therapists, social workers, and other specialists) in the comments is not seen. The lack of meaningful involvement in the comments by the campaign designers also does not foster an extended discussion of educational issues. It should also be noted that some social campaigns with content on children and youth had comments disabled. As a result, creating a relationship between creators and viewers was impossible. However, even though education issues do not appear directly in the analyzed content, the possibility of using social campaigns as a tool for informal education is discernible. All aspects of social campaigns described in this dissertation that relates to empowerment by raising public awareness or changing perceptions of disability point to the educational potential of online social campaigns. Social campaigns analyzed in my netnographic research project stimulate lifelong education by confronting public perceptions of disability with reality and by deconstructing stereotypes or prejudices.

Solutions towards the empowerment of people with disabilities, which are based on modern technologies, provide greater interactivity and autonomy. This makes it possible to meet the needs of 21st-century societies. Technologies can also be a key component of social action because of their sensitivity to context and individuality (McCaughey and Ayers, 2003). Over the past decades, numerous researchers (Putnam, 2000; Rheingold, 2007; Bennett and Segerberg, 2013; Sunstein, 2018) have expressed concern that the impact of digital media could be negative as people increasingly turn away from conventional forms of socio-political participation to adopt less engaging forms of civic engagement. There is a risk that online social campaigns will only take the form of passive content consumption by audiences and, consequently, will not lead to the desired positive social change. Indicators that social campaigns may be mere slactivism[13] and not full-fledged activism are, in the case of 40

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[13] The theoretical description of the term slactivism I describe in detail in Chapter 2.4.5.

analyzed campaigns, low numbers of views, low audience engagement, e.g., through comments, or scant media coverage of the campaigns analyzed in this work. In the context of technology, it is also worth exploring the notion of digital inclusion. Mariën and Prodnik (2014) state that digital inclusion is not just a matter of the right computer, software, or programs - such an approach fails to consider the many barriers highlighted by the social model of disability and the ideas of empowerment. It is not just technology that can be exclusionary, but the entire social context in which people with disabilities live that limits their opportunities for social advancement (Mariën and Prodnik, 2014). Therefore, in my opinion, activists implementing activities, for example, in the form of social campaigns, must not limit their actions to the context of accessibility to technological elements only. However, it is equally important to pay attention to the totality of social factors affecting the level of social engagement of people with disabilities (Mariën and Prodnik, 2014). Digital inclusion is also an awareness of the causes and risks associated with the disability hierarchy. Visual materials based on short, dynamic messages rely on common symbols of disability, such as the wheelchair for people with disabilities (Ellis and Goggin, 2017). As such, it is an easily recognizable symbol of disability. A similar situation applies to numerous campaigns presenting sensory disabilities. Campaigns describing visual dysfunctions and disorders can easily rely on the symbolism of a cane, black glasses, or an assistance dog (in the case of analyzed in my research project, it is seen, e.g., within K8, K25-H, K25-I). Visual dysfunctions and disorders are depicted using sign language (K1-B, K9, K25-C, K29, K30), which is also easy for campaign viewers to identify. The analyses of 40 Polish social campaigns show that the creators of social campaigns present in their materials the most common types of disabilities in the population. However, I would like to emphasize that the researchers and creators of social actions should remember that disability comes in many different forms, and this should be reflected in social action. This means that for the idea of the empowerment of people with disabilities to be fully realized, the creators of social campaigns must also target those people with disabilities whose voice is not as clearly heard.

Through 40 social campaigns, their creators aim to show a realistic picture of the daily lives of people with disabilities. This is reflected in the declarative goals of the campaigns indicated in the descriptions of the videos posted under the campaign spots (K1, K8, K13, K16). Breaking stereotypes and changing the negative image of people with disabilities is also the declarative goal of analyzed social campaigns (K1, K5, K11, K12, K18, K20, K21, K22, K25, K26, K31, K34). Efforts to change the image of people with disabilities can target holistic

changes and changes in specific areas. Empowerment striving for "normalcy" is a slogan that directly or indirectly appears in the descriptions of the social campaigns analyzed (K2, K11, K12). An essential goal of the authors of social campaigns is to convince the rest of society to take specific actions or behaviors regarding people with disabilities (K5, K6, K7, K15, K17, K22, K28, K40). The social campaign goals discussed above were primarily concerned with changing the behavior or actions of people without disabilities. However, the authors of the social campaigns selected for analysis also indicate a desire to transform the perception of social activism by people with disabilities (K5, K6, K28, K36). In this context of the empowerment of people with disabilities, the need for actions that enable people to fight for their rights effectively is emphasized.

Strengthening a sense of independence as an element of empowerment bolsters the social engagement of people with disabilities. Social engagement within 40 analyzed social campaigns can create a sense of belonging and offer informal support through interactions. Engagement creates space for interaction and a sense of belonging. Social engagement can occur in the space of various institutions (Thomas, 2012). Rath's (2020) research shows that people with disabilities highly value opportunities to engage in socially relevant issues. Patricia McCarthy (2021) emphasizes that efforts should be made to remove barriers in and from society by creating and providing appropriate structures and solutions so that each person can achieve the maximum from their involvement (McCarthy, 2021). Hearing the "voice" of people with disabilities is crucial for empowerment and understanding their needs. Their voice will not be considered if they are not present at the decision-making table (McCarthy, 2021). Additionally, in the context of the voice of people with disabilities as an empowering aspect, Rath (2020) emphasizes that there is a need to ensure that the actual experience of people with disabilities is analyzed when developing programs and assistance systems. A mechanism must be designed to allow the voice of people with disabilities to be heard. This must be supported by policies, structures, and funding (Rath, 2020). Activities such as social campaigns should become part of strengthening community engagement with people with disabilities.

The analyses of 66 visual materials presented in my dissertation show that photovoice elements are evident in 40 social campaigns on YouTube. Campaigns give a voice to people with disabilities through visual materials (e.g., K2, K9, K17, K21, K25), which can effectively contribute to social knowledge, awareness, and empowerment. Photovoice used as part of the campaigns enabled those involved to capture, discuss and share stories they find meaningful. The campaigns analyzed in the context of photovoice further demonstrate the possibility of

creating a space for social debate on the Internet, a critical discussion of relevant social issues. The spot authors' use of storytelling principles is also crucial in terms of enhancing empowerment and empathy and arousing audience interest in such a form of social activity. The conducted analyses also show that the content published in the virtual space aligns with the idea of auditory-textual-visual communication, according to Rubinstein (2005). The approach based on the multisensory presentation of content is interesting for the audience and thus positively shapes their involvement in the activities presented in social campaigns.

In my netnographic research project, I linked conducted analyses with 7 major theories (Social Representation Theory by Serge Moscovici, Theory of Network Society by Manuel Castells, Social Learning Theory by Etienne Wenger, Consumer-Directed Theory of Empowerment by J.F. Kosciulek, Mediatization Theory by Stig Hjarvard, Actor-Network Theory by Bruno Latour and Social Role Valorization Theory by Wolf Wolfensberger). In my opinion, analyses of the empowerment of people with disabilities in social campaigns, considering the research questions generated from the aforementioned theories, significantly strengthened my research project with the necessary theoretical basis. Social learning theory by Etienne Wenger (1998) showed me that social value in the empowerment of people with disabilities could be the very participation in activities that are based on contacts between people from different social groups. Participation in social activities allows people with disabilities to gain the necessary information, acquire new competencies, and realize social activism on many different levels. For people without disabilities, involvement in social campaigns enables them to form a new perspective on crucial social issues (such as empowerment). Also crucial in the context of empowerment is the Social Learning Theory by Etienne Wenger (1998) emphasizes that activism allows people to find valuable (often unexpected) solutions to social problems (marginalization, stigma). It also allows them to find new contacts and meet people with similar experiences with whom they can share their perspectives. In a pedagogical context, Social Learning Theory by Etienne Wenger (1998) indicates that learning is an ongoing process that does not end when formal education ends. Consequently, the activities of informal education and the acquisition of knowledge, for example, through the creation or analysis of social campaigns, are becoming a vital empowerment research area for researchers from special and social pedagogy. The Theory of Social Representations by Serge Moscovici (1988)  is particularly useful in the context of analysis of empowerment within social cooperation analysis. The remarks proclaimed by its author that a community of ideas, beliefs, and perceptions contributes to the formation of

collective consciousness or perception (Moscovici, 1988) are reflected in the research I have carried out. The campaign's creators declare their desire to shape collective consciousness and form their own materials to realize this goal as much as possible. The Theory of Mediatization by Stig Hjarvard (2008) allowed me to understand how new media affect empowerment through the public perception of crucial social phenomena. Situated within the framework of special education and social project, my project has shown that Mediatization Theory by Stig Hjarvard (2008) can be beneficial in analyzing the relationship between the life and educational experiences of people with disabilities and media use. The views of Bruno Latour (2005), author of Actor-Network Theory, proclaiming that learning should be blended into the fabric of the collective since only under such circumstances are researchers able to perceive the totality of any relationship between the individual and the group proved to be a valid guidepost enabling me to gather valuable research material and conduct deep analyses. Also crucial in the context of my analysis are Latour's (2005) views, in which the author stresses that because of the dynamic development of virtual platforms, we can no longer think of them only as tools used by users. Social media should be seen as a cluster of complex sociotechnical systems. Social Role Valorization Theory by Wolf Wolfensberger (1983) was helpful for me in my netnographic research project, as it allowed me to understand the different connections between social roles and people's behaviors and decisions in the context of empowerment. Consumer-Directed Theory by J.F. Kociulek (1999) provides in my research project a framework for thinking about how people construct narratives about empowerment through the deconstruction of social exclusion of people with disabilities. By analyzing the Consumer-Directed Theory by J.F. Kosciulek (1999), I was able, as a researcher, to gain knowledge about empowerment through online social actions. Lastly, the analysis of The Theory of Network Society by Manuel Castells (2007) allowed me to focus my netnographic research project on relationships between communication about disability and technologies as a tool enhancing communication in the context of empowerment.

## 5.4. Discusion

Above, in Chapter 5, I have answered the research questions and pointed out the main conclusions resulting from the interpretation and analyses of the collected research material. In the discussion section, I would primarily like to focus on the analysis of the contradictions between the theoretical chapters' (Chapter 1 and Chapter 2) analyses of the literature and the

results of my research. In my netnographic project, I used 7 main research theories as a direction for forming research questions and conducting analysis. In the sections devoted to answers to research questions (Chapter 5.2.) and conclusions (Chapter 5.3.), I described the areas in which these theories were helpful for the purpose of my research project. As part of my dissertation contribution (Chapter 5.5.), I will also discuss how the detailed description and application of these theories constitute my theoretical contribution. However, I would also like to take a critical look at the 7 main research theories in order to determine what aspects of these theories may have limited my analysis of the empowerment of people with disabilities.

In the context of social representation theories, Voelklein and Howart (2005) emphasize that those theories (including Social Representation Theory by Serge Moscovici) insufficiently indicate how linguistic or cultural elements can shape the social representation of specific groups of people. I was aware of those aspects; therefore, while conducting my analysis of 40 social campaigns on YouTube, I used a reflexive approach when analyzing data to not omit any crucial linguistic and cultural aspects of social campaigns in the context of the empowerment of people with disabilities. I was able to do that because I used multiple (6) techniques of data analysis, which allowed me to collect a comprehensive set of materials. Marková (2003) also stresses that Social Representation Theory by Moscovici (1963) does not provide sufficient analysis of power structure and relations. In the context of the empowerment of people with disabilities, this may, in my opinion, mean that there is no indication of the possibility of the phenomenon of disability hierarchy within specific social activities. Therefore, in my analysis of 40 social campaigns on the empowerment of people with disabilities during the study of social representations, I went beyond the ideas proposed by Moscovici (1963), which allowed me to see the hierarchization of disability within the analyzed social campaigns, and also allowed me to point out a number of relationships and structure of relations between people without disabilities and people with disabilities presented in the analyzed visual materials.

Another key theory in the context of my netnographic research project is the Theory of Network Society by Manuel Castells (2007). This theory carries several benefits that allowed me to closely analyze online materials in the context of the empowerment of people with disabilities. However, I must also point out areas of the abovementioned theory that may have limited my research. Fuchs (2007) notes the technological determinism of the Theory of Network Society by Manuel Castells (2007). That is, it is overly focused on technology as a tool without sufficient reflection on the social, economic, or political factors shaping Internet activities. I was aware of these critical remarks, and as a result, in my analysis, I combined

strictly technological reflections with theories that point more to the role and influence of the individual in the context of empowerment (Consumer-Directed Theory of Empowerment by J.F. Kosciulek, Social Role Valorization Theory by Wolf Wolfensberger). The theory of Network Society by Manuel Castells (2007) has also been criticized by Fuchs (2007) for its focus on the global level. In the context of my research project, this could mean, among other things, overlooking local and national differences concerning self-advocacy as an area of empowerment implemented online. In my project, I focused on Polish online YouTube campaigns and therefore did not relate the theoretical aspects to a global perspective, but used the Theory of Network Society by Manuel Castells (2007) as a guide to developing analyses and interpretations based on analyzed data taken from 40 Polish YouTube campaigns.

Another key theory used in my research project, which I would like to analyze here critically, is Social Learning Theory by Etienne Wenger (1998). This theory has also come under criticism for not emphasizing the cultural context enough (James and Biesta, 2007). In spite of the fact that Wenger's (1998) theory emphasizes the importance of social interactions and communities of practice in learning, James and Biesta (2007) contend that it fails to account for cultural norms, values, and beliefs that contribute to the formation of learning practices and experiences. Concerning my netnographic research project on the empowerment of people with disabilities, this may mean that Social Learning Theory by Etienne Wenger (1998) does not present a proper view of language or socio-cultural construction as factors shaping the transmission of disability knowledge within specific social groups. The next theory crucial to my research project is the Consumer-Directed Theory of Empowerment by J.F. Kosciulek (1999). This theory has been criticized for its overemphasis on individual responsibility while ignoring the influence of social factors in shaping empowerment (James and Biesta, 2007). In the context of my research project, this means that there is a risk of failing to take a good look at how social inequalities may limit access to or participation in social disability campaigns by people from various marginalized groups.

Additionally, I would like to take a critical look at the Mediatization Theory by Stig Hjarvard (2008), which is viewed as being overly deterministic technologically (Couldry and Hepp, 2013). In the context of my netnographic research, this would refer to an excessive focus on technology as a tool while ignoring the social, economic, and political factors influencing online empowerment efforts for people with disabilities. Stig Hjarvard's (2008) Mediatization Theory, along with Manuel Castells' (2007) Theory of Network Society, gives me some indication of how relevant modern technologies are to individuals and groups but does not

determine my overall view of the analyzed social phenomena. My analysis of the empowerment of people with disabilities within the 40 social campaigns analyzed was conducted holistically through the lens of the totality of the social contexts that emerged from the data. Furthermore, I would like to discuss the Actor-Network Theory of Bruno Latour (2011), which has been criticized by Haraway (2013) for focusing on social networks while overlooking how social structures and hierarchies shape network relations. Regarding my research project on the empowerment of people with disabilities, this could mean focusing on collective empowerment and overlooking individual empowerment. Considering this critical aspect of Bruno Latour's Actor-Network Theory (2011), my netnographic research was prepared and conducted reflectively and holistically (6 data analysis techniques), ensuring that I did not overlook the individual perspective presented by the creators of the 40 social campaigns analyzed. The last main research theory used in my netnographic research project is Social Role Valorization Theory by Wolf Wolfensberger (1983). It has been criticized by Shakespeare (2004) for focusing excessively on individual solutions to systemic problems while ignoring structural factors that contribute to the marginalization of individuals and groups. As with other theories, I also applied Social Role Valorization Theory by Wolf Wolfensberger (1983) reflexively, recognizing its limitations while conducting my analysis of 40 YouTube social campaigns in a way that encompassed the full range of relevant social phenomena and issues related to the empowerment of people with disabilities.

In the chapter concerning the discussion, I would also go beyond the analysis of main research theories and also discuss other crucial aspects which emerged during my netnographic analysis. I would like to discuss the view of online social campaigns as slactivism. The theorists cited in the literature analysis point out that online actions cannot or should not be considered true activism, as they do not sufficiently engage the people creating them and the audience of those actions. My analysis showing that social campaigns do not engage audiences (as evidenced by a low number of views or a low number of comments described in Chapter 4 within formal analysis) also contributes to this view of activities carried out in virtual space. However, it is essential to remember that even if researchers treat social campaigns on YouTube as activism far from desirable, we can still consider them as positive solutions. Slacktivism, as according to Madison and Klang (2020) can provide supporting organizations with tools to expand their activities and increase brand awareness. The use of slacktivism can provide nonprofit organizations with access to more people interested in their cause. It can also expose the organization to new audiences (Madison and Klang, 2020). Slacktivism also points out what

mistakes were made at the planning stage and in organizing online social activities. This allows researchers to understand the genesis of low audience engagement and to undertake new activities that will be more attractive and valuable (Madison and Klang, 2020). However, the researcher cannot reject such forms of activity primarily because of people with disabilities themselves. The view that simple, low-level involvement in online social activities by people with disabilities is not true activism should, in my opinion, be treated as an ableist attitude. In many cases, participation in online activism is the only option for people with disabilities who, due to physical limitations and intellectual or social barriers, cannot participate in traditional forms of activism (such as protests or marches). Thus, in my opinion, the wrong attitude expressed in the comments is to view online activities as marginally valuable for the empowerment of people with disabilities. People with disabilities may have a different perspective on the role of online activity than people without disabilities. Efforts should be made to ensure that online social campaigns achieve their stated goals in such a way as to stimulate activism among people with disabilities.

As next issue in the context of the empowerment of people with disabilities, which I would like to discuss, is the audience limitation of the analyzed social campaigns. Reaching a broad audience with social campaigns addressing disability issues can, in my opinion, be hampered by the peculiarities of social media. The phenomenon of filter bubbles[14] is present, consisting of the fact that there is a narrowing of the content presented to individuals through appropriate mechanisms and algorithms. This results in the recipient reaching only materials closely related to his views professed values. In the context of 40 analyzed social campaigns, this means that empowering materials seeking to deconstruct disability stereotypes may not reach people who use such stereotypes. This is a difficulty that developers of social campaigns should be mindful of, as they must reinforce their content in appropriate ways, such as through proper hashtags[15], descriptions, or supporting online activities with traditional activities such as press content or posters. This phenomenon also poses a difficulty for the researcher analyzing social campaigns, as the content may characterize a specific slice of social reality. By this, I mean, for example, that the comments published under the videos of social campaigns will be created only by people allied to the cause, and the absence of negative comments will result from their potential authors not being aware of the presence of these campaigns. This means

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[14] Filter bubble refers to an algorithmic or personalized process of adjusting the content presented to specific users based on their previous online activity, preferences, or behavior (Bozdag and Van Den Hoven, 2015).

[15] Hashtag is a word or phrase preceded by the symbol # used to identify or categorize social media content. By clicking on the hashtag, users can view all posts, videos, and pictures, which were also described with the use of this specific hashtag (Kawasaki and Fitzpatrick, 2014).

that the researcher should interpret the broad context of the materials analyzed, for example, by multifaced triangulation.

A surprising area that emerged after the detailed analyses of 40 social campaigns in Poland are the apparent phenomenon of disability hierarchy. Hayward (2005) and Dunlop, Hughes, and Mankheim (1997) write that disability is often viewed through unconscious lenses that magnify the social relevance of particular groups of people with disabilities while overlooking the rights and opportunities of others with disabilities. This approach is called the disability hierarchy. Issues related to disability hierarchy appear in the literature (Hayward, 2005; Dunlop, Hughes, and Manheim, 1997). However, it is an area that has not been explored sufficiently in Poland. The presence of the hierarchy of disabilities in analyses of social campaigns is an interesting and thought-provoking conclusion. The formal analysis I conducted as part of my project clearly showed that physical disabilities and sensory disabilities dominate the content developed by spot creators (those types of disabilities are presented in total in 51 of 66 visual materials). Other types of disabilities are not as often depicted in audiovisual materials. This can have some negative consequences. First of all, a potential danger is that the voice of people with other than physical or sensory types of disabilities will not be present in the public space, so their demands for changes in their life situation will not be considered in legal or institutional solutions. This phenomenon is present within the analyzed social campaigns regarding spots that address accessibility issues. Social campaigns discussing accessibility in the context of people with physical disabilities are present among studied visual materials (K6, K19, K37). There is content indicating, for example, the accessibility of parking spaces or architectural adjustments to meet the needs of these people. In addition, there are spots indicating the rights of people with sensory disabilities (K40, K30, K29). These are mainly scenes showing the right to receive sign language support in public facilities or the adaptation of public spaces (bus stops, pedestrian crossings) to the needs of people with visual impairments. However, no material addresses assistive services for people with intellectual disabilities, or mental disorders was created within 40 analyzed social campaigns. There is also a need for more content indicating the need for social support for people with communication problems who communicate, for example, through alternative forms of communication. Related to the phenomenon of disability hierarchy is the concept of "social distance," indicating the degree of differences between individuals and groups (Ouellette-Kuntz et al., 2010). Social distance describes the level of discrimination or stigma experienced by a particular social group. Social distance means that people are more likely to support people who are similar to them,

belong to their social group, or share common experiences (Ouelette-Kuntz et al., 2010). In the context of disability issues, this means that the voice of those with the types of disabilities that affect the most considerable part of society will be heard the most in the public space, which are physical disabilities or sensory disabilities. Less-represented people need help to access the mainstream media with their message. I do not analyze the social distance phenomenon in detail in my project, so I do not present an in-depth analysis here. However, I wanted to point out this issue, as it should be considered one of the potentially crucial elements affecting the occurrence of disability hierarchies and appear in the background of empowerment of people with disabilities in social campaigns.

Furthermore, the area for discussion is not only how people without disabilities are presented in campaign spots but also what strategy for depicting people with disabilities the creators adopt. This is especially true of those spots that portray people with disabilities as barrier-breakers (K2, K5-A, K9, K21, K22, K24-A, K24-B, K36). This approach may be a reasonable solution, as it has the potential for empowerment. However, there are voices among researchers that such a presentation of disability is wrong, as it is a manifestation of so-called "inspirational porn" (Grue, 2016; Dosch, 2019; Zdrodowska, 2016). This idea refers to the misrepresentation of people with disabilities as inspiring simply because they have overcome their challenges related to disability. Within the spots I analyzed, manifestations of this could be scenes showing limb amputees driving a car (K24-A, K21-E) or wheelchair users playing sports (K24-B, K2). In the context of analysis view on empowerment as "inspirational porn," such presentation of disability objectifies people with disabilities, as it reduces them to one-dimensional characters - heroes who bravely cope with life despite adversity. Spots with such characteristics focus on denying of disability and arousing emotions (admiration, pity, compassion) in the viewer while ignoring fundamental phenomena such as exclusion or discrimination. In my opinion, the consequence of campaigns implemented in this way can be the perpetuation of stereotypes and overlooking of the individuality and diversity of people with disabilities. This approach can also be judged as misguided, as it does not represent the real situation of people with disabilities. Drawing attention to the potential presence of "inspirational porn" in media representations of disability is essential for researchers, as the idea points to erroneous stereotype-based perceptions of people with disabilities not infrequently as heroes who inspire the non-disabled part of society.

## 5.5. Contributions of the thesis

The theoretical contribution of the research project I developed and the analyses I described is primarily to highlight the possibility of analyzing modern social solutions (such as social campaigns on YouTube) in the context of classical theories indicated by me in Chapter 2 - Social Learning Theory by Etienne Wenger (1998) or Network Society Theory by Manuel Castells (2007). In addition, my analyses of the empowerment of people with disabilities as a main category of analysis of 40 social campaigns made it possible to point out key aspects of the Theory of Social Representations by Serge Moscovici (1988) or the Valorization of Social Roles by Wolf Wolfensberger (1983) concerning media images of people with disabilities, with particular emphasis on the image created in online spaces. In addition, in my netnographic research project, I analyze elements of online visual materials from the perspective of the Theory of Mediatization by Stig Hjarvard (2008) or Actor-Network Theory by Bruno Latour (2011), which is also a valuable element of research and can provide theoretical inspiration for researchers in the social sciences or humanities. My project's main emphasis was the analysis of empowerment, its contexts, and its enhancement or formation. I also did this in the context of the Consumer-Directed Theory of Empowerment by J.F. Kosciulek (1999), which has not been fully explored on the Polish research ground. Therefore, the analyses and interpretations presented in my dissertation may provide an interesting basis for other researchers wishing to delve into the study of empowerment concerning this theory. The analyses of my findings, which I have developed, have made it possible to show how theories relating to the rights of people with disabilities and the idea of social inclusion point to the formation of an understanding of the role of social media in promoting the empowerment of people with disabilities. In my dissertation, the social model of disability has been analyzed, taking into account different theoretical perspectives and models of perceptions of crucial social issues, which also provides essential scientific value and justification for conducting the research. Summarizing the theoretical contributions, I can say that my netnographic research project has illustrated how using existing social theories in qualitative research projects can help understand the mechanisms of the relationship between online social campaigns and empowerment by changes in attitudes, behavior, or public perception about disability. My research project combining elements of special education, social pedagogy, media pedagogy, sociology, and references to anthropology and media studies allowed me a deeper understanding of the

empowerment of people with disabilities within analyzed 40 social campaigns in the context of the above subdisciplines and disciplines.

The contribution of my research regarding constructing knowledge is primarily the demonstration of crucial aspects and contexts regarding the empowerment of people with disabilities in social campaigns. My project helps to understand that forming the right attitudes and educating the public about the rights and capabilities of people with disabilities is also impactful in strengthening empowerment and deconstructing the social exclusion of people with disabilities. The analysis of social campaigns concerning people with disabilities requires an understanding of the context in which the creators of these campaigns address essential social issues, which I have tried to show in my dissertation. In addition, my analyses of 40 social campaigns (66 visual materials) provide insights into the processes involved in the operation of modern technologies (primarily social media) in the context of empowerment by social adaptation, collaboration, and activism. The formal, visual, coding, and categorization analyses I conducted and the thematic analysis provide insight into how people with disabilities perceive the reality around them and what main areas of difficulties and social barriers they point to. The analysis of the comments also shows how viewers of social campaigns on YouTube perceive this form of activism and what they believe should be improved to increase the reach and accessibility of such activities. The thematic analysis further showed what topics dominate the messages proposed by campaign creators and what content is overlooked or overlooked. An in-depth analysis of the collected research material from 40 social campaigns, with particular attention to the statements of the protagonists of the spots, further showed systemic constraints limiting the strengthening of the empowerment and support structures for people with disabilities. An essential part of the contribution of my research project is also to show empowerment as the presence of people with disabilities in the public space is becoming more and more visible (despite social limitations). This is particularly important in the context of self-advocacy of people with disabilities, as this is an area that still requires more extensive analysis on the Polish ground. Therefore, my research project, in which empowerment directly related to self-advocacy is discussed in detail, may be valuable in prompting in-depth research reflection. My analysis of 40 social campaigns has also deepened my understanding of the living conditions of people with disabilities and their families in changing social realities. An essential contribution to constructing knowledge is also a better understanding of the specific needs and challenges faced by people with disabilities in the context of the dynamic development of modern technologies. By having the protagonists of the spots point to

empowerment and potential ways to strengthen their presence in mainstream society, the analyses, I have conducted raise awareness of the conditions for creating an inclusive society. In addition, my research project provides insight into social media's role in empowering people with disabilities. I have also pointed out how YouTube campaigns can be an effective tool for countering negative social phenomena.

Through my research, I contribute to raising knowledge about perceptions of the social model of disability in the context of modern technology and the empowerment of people with disabilities. My project shows that barriers often move from everyday reality to the online world. Moving social action to the Internet does not make all difficulties disappear. In my opinion, social activities, if not prepared by their creators thoughtfully and accessible to all audiences, can reinforce negative social impacts. The lack of subtitles, sign language versions, or the inappropriate form of visual material means that people with disabilities may have difficulty receiving a campaign spot. My analysis of 40 social campaigns shows that the empowerment research concerning the social model of disability can include an examination of the language used in social campaigns, the topics addressed in them, or the forms of representation of people with disabilities in the visual materials developed. In addition, my analysis of social campaigns increases the knowledge of attitudes and behaviors toward people with disabilities, resulting in insights into the effectiveness of the social model of the disability approach in promoting empowerment and social activism. My analysis of 40 online social campaigns also contributes to deeper thinking about the social capital of people with disabilities. My research provides insight into how empowerment by social activism is implemented by people from vulnerable groups. My analysis of social campaigns has revealed groups of people with disabilities who are underrepresented in media, which is crucial regarding social capital. In my dissertation, it is also essential to highlight opportunities and limitations regarding empowerment within social media and intergroup relations. However, I would like to note that social capital shaped with the help of the Internet undergoes numerous transformations and is susceptible to frequent changes. Therefore, despite several advantages that contribute to the fact that the Internet can be seen as a tool for strengthening social capital, I should also emphasize that modern technologies can exacerbate inequalities. These inequalities primarily relate to access to goods, resources, or development opportunities, which are closely linked to the social capital of an individual or social group. I would also like to point out that social capital is also linked to the concept of cultural capital, which is built through participation in culture. Cultural capital is essential for the individual's well-being in the current

world, where the content created is based on audiovisual materials (Błaszczyk and Banaszak, 2020). Researchers stress that "through participation in culture, not only cultural capital is produced, but also social capital, which is the glue of an inclusive, open society" (Błaszczyk and Banaszak, 2020, 66). This statement is reflected in my analyses, which indicate the cultural potential of social campaigns on YouTube as a context of the empowerment of people with disabilities. This means that the cultural capital of people with disabilities can be strengthened through this form of collective activity.

My analyses of 40 social campaigns also indicate a general empowering links between the social perception of disability and the idea of mediated society. The mediated society describes contemporary societies as a space in which social interactions and communication are shaped mainly by the dominant media. My analysis of the 40 YouTube campaign provided insight into how disability is presented in modern media in Poland and how the Polish public perceives it. Furthermore, my project provides data and analysis on the strategies and tactics used by organizations supporting people with disabilities. My project also points out key aspects of resilience in the context of social activities for people with disabilities. Analysis of 66 audiovisual materials on YouTube provided insight into how the concept of resilience is located in content about the empowerment of people with disabilities. Resilience refers to the ability to adapt socially and cope with challenges and barriers in everyday life. Those social campaign spots are particularly relevant to empowerment in this context in which people with disabilities are portrayed as strong, independent, and fully capable of implementing actions to change their life situation. Resilience in the spots analyzed is also revealed within those materials that emphasize the role of support networks or social cooperation as crucial aspects of empowering people with disabilities. In this regard, the analysis of 40 online social campaigns on empowerment and disability provides the researcher with valuable data and analysis on how the concept of resilience is understood and presented in the context of empowerment or social inclusion. The analyses of 40 social campaigns also pointed to certain aspects of how people with disabilities are perceived as minorities. In this context, it is imperative that the analyzed social campaigns counter the perception of people with disabilities as a homogeneous, cohesive, and undifferentiated group. Such an approach is discriminatory and restrictive of empowerment. Accordingly, social campaign creators give voice to people with disabilities, who have the opportunity to provide their perspective on social barriers to empowerment. This helps increase the public's understanding that people with disabilities are a minority group that seeks respect for their rights and that seeks active participation in mainstream society.

The methodological contribution of my research project is the use of the netnographic method by diverse data collection and 5 types of analysis to conduct analyses of online visual material. I would like to add that the content published on YouTube has specific characteristics and consists of both audiovisual and textual elements. Therefore, the use of qualitative research methods (netnography) is a valid approach that fulfills the purpose of the research and provides an opportunity to answer the research questions. The netnographic research strategy I proposed considering the multiplicity of analytical techniques, allowed the reliable implementation of qualitative research, considering the multifaceted triangulation (including theoretical perspectives, data sources, and analytical techniques) (Saldaña and Omasta, 2016). An innovative element of the research project is the use of netnography on the Polish ground to study disability phenomena. Netnography is a rapidly developing strategy and method undergoing continuous improvement. Consequently, research projects using its elements can be a valuable contribution to analyses of its structure and characteristics. My methodological contribution also includes the creation of a matrix of visual analyses by combing elements described by Sztompka (2005) and Runswick-Cole and Goodley (2013). The matrix I developed shows how visual elements of empowerment can be analyzed concerning such areas as inclusion and activism. A proper breakdown of the components of the visual material and the various contexts can point the way for researchers who are undertaking similar research topics. Therefore, I believe that it is worth looking for new forms, methods, and techniques to study emerging areas at the intersection of new technologies, media, and vital social phenomena (social inclusion, empowerment, countering stigma or discrimination).

The netnographic research project I completed provides insights into the structure and characteristics of social campaigns implemented on YouTube. My formal and visual, and taxonomic analysis shows how online campaign spots are constructed, what their main forms are, and what stylistic or linguistic elements they rely on. Additionally, the findings raised knowledge of the main themes and key categories emerging from the collected research material from 40 analyzed social campaigns. The content analysis also provided a deeper understanding of the declarative goals of social campaigns. Analysis of the comments pointed to several elements related to the reception of social campaigns in the context of empowerment and social inclusion. The analyses also indicated how a vital element of a social campaign could be its main slogan. In addition, the formal analysis made it possible to identify key areas for improvement in the context of increasing the accessibility of audiovisual materials created online (film subtitles, version with audio description, or sign language translation). This project

within my dissertation provides knowledge about the needs and social and educational opportunities of people with disabilities through the lens of empowerment. The data collected and analyzed are helpful both in understanding theories (analysis of empowerment in the context of social inclusion in relation to media activities of institutions supporting people with disabilities) and in practice, e.g., by showing the fundamental principles of creating valuable, effective social media projects, e.g., in the form of social campaigns aimed at strengthening the rights of people from groups at risk of social exclusion.

My research project analyzing 40 online social media campaigns about people with disabilities contributes to a better understanding of how these campaigns are perceived by people with disabilities and without disabilities. My project, by pointing out shortcomings or flaws in the implementation of campaign spots, can raise knowledge among social action authors about how they can be improved to serve their stated goals better. In addition, the empirical contribution of my research project does not have to be solely about individual campaigns, but my project can serve as a basis for analyses of how to shape more effective strategies for promoting empowerment and enhancing the representation of people with disabilities on the Internet. The empirical contribution of my dissertation is also the possibility of treating my project as a support for identifying and addressing the barriers and challenges of empowerment that limits people with disabilities from participating fully in society. My analysis can also be an essential part of a new look at the media as more than just material manifestations that perpetuate existing phenomena. This research project explores aspects of empowerment that were not sufficiently visible in previous media analyses within the social sciences. In this regard, I believe that my analyses of 40 social campaigns on YouTube on empowerment can contribute to public awareness of the role of new media in the lives of people with disabilities.

## 5.6. Limitations of the research

When analyzing the results, drawing conclusions, and making recommendations and suggestions, it is also essential to recognize the limitations of the completed qualitative research project. One should be cautious and not generalize the research results to areas or phenomena that go beyond the issues analyzed in detail. However, the researchers may make internal generalizations within the purposive sample they included (Maxwell, 2013). Qualitative

research results should be used to avoid drawing population-based conclusions, which constitutes their limitations. However, they can be successfully used to provide examples and understand social phenomena in specific contexts and circumstances. Maxwell (2013) emphasizes that conclusions and recommendations should be based on data and not on the personal opinions of the researcher. When reporting quantitative or qualitative data, only binding conclusions can be made on topics analyzed in detail for which one has supporting evidence in the form of collected research material (Patton, 2014). In this regard, during the implementation of the research project, I was aware of the multiplicity of issues from the research point of view. However, due to the need not to go beyond the framework of the research project (following the course of action indicated in the dissertation title and the research questions), I did not analyze or describe in my dissertation issues that were out of the scope of my goals and research questions (and I only mentioned them in specific chapters of my dissertation). This aligns with the idea that the researcher cannot address all the phenomena or research problems (even if the researcher perceived them) (Charmaz, 2009; Kvale, 2010). This is due to the desire to avoid excessive dispersion of research activities and the unreadability of the research report.

An unavoidable limitation of my research was the timing of the research project. Taking campaign spots published in the last 10 years, between 2012 and 2022, as the timeframe means that campaigns published on the YouTube platform in its early years were not included in the scope of the research. Also absent from the analyses were campaigns that were created in the second half of 2022 and the first half of 2023. This also means that social campaigns that addressed disability issues in the context of empowerment concerning crucial socio-political events of recent months (most notably, campaigns addressing the need for social support for people with disabilities migrating from Ukraine as a result of the Russian invasion of February 2022) were absent from the analyses. The specifics of the purposive sample selection also limited my research design. There were both characteristic demographic and geographic limitations. The demographic limitation means that I focused my analysis on social campaigns about people with disabilities. Therefore, I cannot generalize my analysis and interpretations to other social groups. The demographic limitation also means that the analyses were focused on Polish social campaigns. It was also somewhat of a limitation that I carried out my project as one researcher, not as a member of a more extensive research group or team, which could enhance triangulation by triangulation of researchers. Therefore, there is a risk that research conducted in this way will be incomplete due to subjectivity (despite the implementation of

different types of triangulation) or lack of reflexivity in the preparation and implementation of research activities. However, this limitation was neutralized by the preparation of a diverse research strategy that analyzed all key areas extracted from the collected research material. A detailed analysis of this subject is presented in Chapter 3.

I presented detailed methodological limitations in Chapter 3.8 Methodological limitations. At this point, I want to focus on the issue of access to data. A limitation of the project based on the analysis of materials published on YouTube was the extent of access to data. I pointed out during the formal analyses that the YouTube platform excludes the possibility of observing the number of negative ratings under the campaign spots. Such data are available only to the authors of individual materials. Therefore, as an observer, I had no way to analyze the campaign spots regarding how the number of positive and negative ratings was distributed. As a viewer, I also did not have access to whether the authors of the materials made changes to the audiovisual material after publication, i.e., for example, whether any parts of the video were cut or edited accordingly under the influence of comments from viewers. I also did not have access to information on whether the campaign's creators or the moderators of the comments section removed any audience comments or hid their visibility. On the other hand, I had access to videos, comments, and descriptions as presented to the audience on the day of collecting data by me.

## 5.7. Suggestions for future research

Subsequent research related to the project I completed could analyze the empowerment in social campaigns in the context of overall social change and social movements, which were not represented in the data analysis of 40 social campaigns. This would allow seeing social campaigns' broad political and cultural context. The cultural context would also be important in carrying out research of a comparative nature when analyzing social campaigns implemented in different countries. This would allow one to see cultural differences in perceptions of disability (and accompanying stereotypes and social constraints) in other national or linguistic contexts. Another research suggestion is to continue to analyze Polish social campaigns using different research methods, tools, and techniques than those used in my project. I primarily used found materials (visual, textual) based on data from the Internet. It would be interesting to continue the analysis by directly reaching out to both the creators of the campaigns selected for

research and the recipients. Research carried out in the form of interviews (individual or focus groups) or surveys would make it possible to obtain information directly from the interested parties themselves. Interviews with creators would make it possible to gain knowledge about potential difficulties and limitations during the creation of the campaign. They would also have allowed a discussion of satisfaction with the project they completed and whether, in retrospect, they see their work as something that contributed to improving the situation in a given slice of social reality for people with disabilities. In addition, the interviews would enable a deeper analysis of whether the campaign's authors had a goal of empowerment and social inclusion of people with disabilities. If so, what elements of the campaigns they created would be decisive in this context (the visual part? The statements of the protagonists? The campaign slogan?). The analyses I conducted allowed a partial interpretation of the issues raised above. However, reaching out to the campaign's creators could enrich the collected data with the voice of those directly involved in the implementation of the social campaign project. Also, interviews or research using survey questionnaires prepared for campaign recipients could be an interesting solution for future research on social campaigns addressing disability. These interviews would allow for a precise understanding of what factors determined the positive or negative reception of the campaign spot. The analysis I prepared of the comments posted under the visual materials made it possible to analyze the discourse around the campaign. However, additional face-to-face research would make it possible to deepen the collected research material.

Subsequent research could also address the analysis of social campaigns on disability issues carried out online in other forms and on other social media. Dynamically developing in recent years, Instagram or TikTok are characterized by a different structure and format of materials published there than YouTube. Instagram is based on photos and short visual materials, while TikTok is based primarily on several seconds of dynamically edited materials supported by background music. Therefore, in my opinion, the social campaigns implemented on these social media may differ significantly from those analyzed in my work. Comparing the campaigns' structure and their public reception and forms of dissemination can be an interesting scientific research task for researchers in the social sciences or humanities. The research campaigns analyzed in my project, in some cases, in addition to YouTube spots, were also implemented in traditional form, i.e., as TV spots, radio spots, or newspaper ads (e.g., K1, K2, K5, K6, K11, K12, K14, K21, K29, K34, K36). An analysis of potential differences in the structure of the different types of campaigns is an interesting research activity. Such research would also make it possible to see whether differences in public perception appear depending

on the type of social campaign. In addition, it would also be a valuable piece of research to see which form of social campaign reaches the widest audience and what the differences in audience reception and interest are due to.

In my analysis, I focused on 40 social campaigns addressing the topic of disability. However, many social campaigns also present issues related to social support for people from other groups at risk of social exclusion. For example, campaigns presenting the situation of people in the crisis of homelessness and forms of support for these people are present. There are also campaigns aimed at counteracting negative social phenomena, such as domestic violence. In addition, there are spots showing elements of prevention and education in the area of pro-health, among other things. Numerous social campaigns also point to modern technologies both in terms of threats (cybercrime, hate) and potential (technological innovations as support in various spheres of life). It would also be an interesting research project to expand the study to learn about the perspectives of people with disabilities who participated in the social campaigns analyzed. Social campaigns are viewed primarily in terms of how they achieve their declarative goals and whether they lead to their stated objective, such as in the area of increasing public awareness or legal change (Kotler, 2012). However, it should not be overlooked that involvement in social activities can significantly impact the lives of people with disabilities. In many of the YouTube materials analyzed, people with disabilities speak out. They talk about their experiences, abilities, limitations, or family situations. It would be essential to explore whether participation in the campaign and openness to share their experiences with others has resulted in significant changes in the lives of people with disabilities. Conducting in-depth interviews with participants in social campaigns would provide insight into their perspective and whether they perceive a long-term effect of participating in this form of social activity. It could also be an important research activity to compare how people with different types of disabilities portrayed in campaign spots are perceived. As I pointed out earlier, the social campaigns analyzed show a hierarchy of disabilities and a dominance in the content of people with physical disabilities and sensory disabilities. In this regard, further research could examine how social campaign audiences perceive people with different types of disabilities. It would be interesting to see whether the dominance of these types of disabilities results in significant differences in public awareness of each type of disability.

Such a vast array of various social campaigns creates several potential research opportunities both in special education and social pedagogy. Various emerging research areas

can be successfully analyzed in social science projects. A next step worthy of my consideration could be, for example, to compare social campaigns about disability with those depicting other groups at risk of social exclusion. Such a comparison could be based primarily on thematic analysis, indicating whether the dominant themes emerging from the data are similar or whether these perceived significant differences. Suggested analyses would further allow extending the study of tacit knowledge to see whether the content overlooked or unconscious by social campaign designers is similar for different types of campaigns.

## 5.8. Guidelines for educational practice

My research project focused on examining and understanding the empowerment of people with disabilities by analyzing 40 YouTube social campaigns. My research is theoretical and empirical in nature, and the conclusions, analyses, and interpretations I provide serve as elements that contribute to the advancement of knowledge in theoretical and methodological areas. The results of the project indicate a number of areas that may be beneficial in the practice of pedagogy:

- social campaigns can be used in education as supporting materials. Social campaigns present fundamental social phenomena in a concise, simple form, so educators can use them as support when discussing various issues related to social life. The simplest way to use online social campaigns is to watch the visual material together in a group or individual class and then discuss the topic presented in the spot.

- The example of the K32 campaign, whose authors were high school students, shows that the creation of social campaigns can also be incorporated into educational programs. Working together on the material can be an activity that engages students, increasing their social activism and awareness of socially significant issues.

- Online social campaigns can be discussed in educational activities and also in the context of accessibility. The educator can point out to students what elements of online materials contribute to their accessibility (subtitles, sign language interpreter, audio description version), which can increase students' awareness of the need to adapt the created materials to the needs and capabilities of people with disabilities.

- Social campaigns, by raising socially relevant issues, can also contribute to discussions on the activities of social movements or activism (both local and implemented on a broader scale).

-  Presentation of social campaigns on YouTube can furthermore show students that social media can also be an interesting tool for gaining new information and deepening knowledge on topics of interest to them.

- Social campaigns can also be used when discussing equality, understanding, acceptance of otherness, or social cooperation.

- Social campaigns also point out incorrect expressions or phrases that are stigmatizing to people from minority groups. Emphasizing the need for proper disability-related nomenclature can also become part of educational efforts.

## Chapter summary

I decided to conduct a netnographic research project and used qualitative methodology to examine and understand the empowerment of people with disabilities in the context of 40 social campaigns on YouTube and to get answers to the main and specific research questions. At all project stages, I followed the idea of the researcher's reflexivity. My approach was non-positivist, so all the analysis I produced and generated was contextual and situated in the data I collected. I sought to observe, interpret and analyze a particular piece of social reality. Therefore, in a project created in this way, the researcher's subjectivity could not be seen as a source of bias but as fundamentally integral and even a resource for the research. I prevented researcher bias by using multilateral triangulation, described in Chapter 3. During the implementation of the project and subsequently, during the description, I aimed to relate key aspects to the cultural context reliably. The context was relevant to how I, as a researcher, perceive and think about the specific slices of reality analyzed in this project. Systematic and diligent work on the research material derived from 40 social campaigns (66 visual materials) allowed me to see the totality of contexts and aspects related to the empowerment of people with disabilities through social campaign activities. It also sensitized me to the presence of negative phenomena in the public space, such as stereotypical perceptions of people with disabilities, the lack of an adequate support system, or the difficulties associated with the daily lives of people with disabilities and their family members. The strength of my research project is its multivocality. I presented my findings, conclusions, and interpretations as a combination

of my voice as a researcher and the voice of the participants (through direct quotes). In my project, giving voice to the people involved in social action was crucial. Analyzing what they created (and how they did it), what they said, how they interacted with the audience allowed me to see all the issues and phenomena related to the empowerment of people with disabilities. It broadened my knowledge and theoretical and methodological perspectives. In carrying out netnographic research, I was aware that, as Lovett (2012) vividly described: "not all activities in social media lead to finding a gallon of gold at the end of the rainbow" (Lovett, 2012, 244). Therefore, in describing the literature review and analyzing and interpreting the collected research material, I aimed to present the positive aspects of social campaigns on YouTube and show the potential risks or limitations negatively affecting the empowerment of people with disabilities.

Over the decades, activists worldwide, working for the inclusion of people with disabilities, have taken numerous steps to improve the quality of life of people from this social group. Understanding the empowerment by the social construct of disability is an important task facing social activists. It is part of social training and self-advocacy. Perceiving the cultural and social context of disability makes it possible to study and observe disability within global and local discourses (Bełza, 2021, 199). This makes it possible to analyze the deep structures and range of meanings that shape the structure and conditions of social groups. Several actions have been aimed at changing legal provisions, introducing architectural facilities, or adapting educational programs to the needs and capabilities of people with disabilities. These activities included protests, expert consultations, petitions, and mediation with local and national or international authorities. The media and modern technology have effectively made it possible to reach a broad audience with demands. Much of the activity has moved to the Internet. Activities carried out in the online space can effectively affect the sense of agency and group belonging but can also enhance the empowerment of people with disabilities. Social campaigns implemented in a well-thought-out manner, where the issues presented are prepared in a way that engages the viewer, are an essential tool for empowerment by spreading knowledge about disability and changing the social image of people with disabilities. Analyzed social campaigns on YouTube provide knowledge about key phenomena related to the lives of people with disabilities. Social media is a crucial communication tool for people with disabilities. Webster (2022a) writes that social media in the context of disability "allows us [people with disabilities] to bypass some of the things that keep us apart: inaccessible transportation, a lack of appropriate care, pain, fatigue. We can show up mostly unimpeded and find others like us whom we would

never meet in the "real world." The digital network of communities is spreading, drawing more and more people - with experiences at once diverse and familiar - into the group (Webster, 2022a). It is crucial to emphasize that online social campaigns concerning the empowerment of people with disabilities do not operate in a vacuum and are not disconnected from other social activities. In many cases, the campaigns analyzed in my dissertation were combined with activities carried out in traditional ways. Such a combination is, in my opinion, a particularly effective solution for reaching those interested in the topics covered in the campaigns.

Technologies have become indispensable elements of people's everyday life. Because of their convenience, personalization, and ease of interaction, technologies are used in many social activity areas. Modern solutions in the pedagogical context and the context of transformations within social structures have become essential areas of research. The period of digital turn, in which people now are functioning, has consequences in all spheres of social life. This includes the empowerment of people with disabilities and their social activism. Along with technological transformations, the social environment is also changing, as well as the way and forms of implementing civic activities or activities aimed at changing the life situation of people from groups at risk of social exclusion or being socially excluded. Activity undertaken on Internet portals perform essential functions in changing the general public's perception of socially significant issues. However, it has yet to be entirely accepted and understood by society. It can be emphatically stated that research projects that focus on specific slices of the social world along the line of technology - individual - society can allow people to get closer to understanding the social reality around us. Therefore, technologies will increasingly become vital elements of research in the social sciences or humanities. As Salmons (2022) points out: "while academia as a whole has long embraced some forms of technology, many would-be online researchers have encountered obstacles when reviewers looked skeptically at their proposals. More openness to online research will undoubtedly open the door to more innovation" (Salmons, 2022, 17).

As analyzed in my dissertation, social campaigns also point to relationships between individuals and social groups. Relationships of cooperation, commitment, and respect are the basis for activities that support people at risk of social exclusion. Campaign designers recognize the need to emphasize the importance of social inclusion and construct spots in such a way as to foster a sense of coexistence and interdependence. The media, through their actions, do not just act intentionally. They do not just convey information. Their content is also a platform for the clash of various social discourses (Jakubowski, 2011, 24-25). Movies, photos, and images

facilitate the creation of positive messages. According to Debord (2006), people live in a "society of the spectacle," and this spectacle is not a mere accumulation of images but a social relationship between individuals mediated by images (Debord, 2006). The social spectacle is constructed from images, which can be used in various ways to create educational, integrative content. Social campaigns are based on images: "social movements produce and evoke images, either as a result of a planned, explicit, and strategic effort or accidentally, in an unintended or undesired manner. At the same time, social movements are perceived by external actors and dispersed audiences via images which are produced both by themselves and others" (Doerr, Mattoni, and Teune, 2013). Video-based social campaigns use modern technology not only as a platform to convey content but also as a way to educate and transfer knowledge or information.

Researchers use different lenses (sociological, linguistic, economic, and cultural). They use these lenses to find the threads that comprise the social activities associated with an individual or group's activity. Accordingly, researchers in pedagogy (and its sub-disciplines) should look analytically at issues related to media in education in their scientific and research work. Szkudlarek (2009) writes: "media are the most powerful educational institution, encompassing almost the entirety of the human experience. And that is why - because of the power of their influence - they deserve pedagogical reflection." (Szkudlarek, 2009, 73). In a similar vein, Masłyk and Migaczewska (2014) writes, emphasizing the importance of modern technologies in the current scientific discourse: "the increasing prevalence of ICT is thus becoming a factor of significant transformations in social, economic and cultural structures, the implication of which - in the scientific-research dimension - is making the concept of "information society" an essential element of the current academic discourse" (Masłyk and Migaczewska, 2014, 175-176). Developers of social campaigns should be aware of the implications and possibilities of using new technologies in their activities because, as Schumann (2015) noted, "with the help of social media platforms, organizations can operate outside their regular realm of influence; they can more easily join the public discourse and therefore are more likely to be visible to potential supporters. Consequently, organizational growth is enhanced" (Schumann, 2015, 48). In this context, the Internet plays a unique role, as it becomes a platform where stereotypical views are confronted with reality. Researchers emphasize that an effective, complete understanding of social life under changing conditions requires taking into account the activities of the online sphere (Jurek, 2013). Social media research has been primarily dominated by mediocentric approaches that emphasize the role of

media architecture in shaping uses and content. However, the scarcity of research on the use of new technologies by people with disabilities is still highlighted (Chrzanowska, 2015, 636). This should change, as people with disabilities are increasingly bold in presenting their activities, work, or reflections on various virtual platforms. A not insignificant role is played by social media, where several contacts are made, enabling them to share their daily life with a broad audience. Bałdys (2014) emphasizes that "thanks to digital communication channels, people find common meaning and share the world they create with others" (Bałdys, 2014, 43). This fact is also recognized by organizations supporting people with disabilities and their families. Associations and foundations set up websites and groups on social media, where they present their activities and write about the difficulties that people with disabilities face daily. Studies show that participation in online actions can have a tremendously positive impact on people with disabilities (Belk and Llamas, 2013; Rains, 2018). As a platform for showing videos and exchanging comments, YouTube can become a unique content communicator. This is due to the vast accessibility of this platform, which reaches millions of people worldwide. Organizations see YouTube as an opportunity to expand their activities into new areas of media activity. Therefore, they undertake to create informative, educational, or encouraging social activism content on this platform. A fascinating activity area for these organizations is the social campaigns on YouTube. They are aimed at changing social perspectives and deconstructing stereotypes related to disability. Researchers creating projects implemented in the online space should aim to make their activities a meaningful addition to the pool of scientific knowledge and experience. Therefore, in my project, I aimed to ensure that the realized research analyses lead to a better understanding of the slice of the media, the cultural virtual world, which is the content of social campaigns published on YouTube.

To conclude the analyses and interpretations described in my dissertation, I would like to emphasize that the 40 analyzed social campaigns are located within the rapidly growing in Poland American trend of people with disabilities and the People First movement, with their leader Ed Roberts (Borowska-Beszta, 2005), proclaiming the key motto of the of "Nothing about us without us." As Salmons (2022) emphasizes: "qualitative inquiry aims to generate new understandings of the meaning people give to their lives and their world" (Salmons, 2022, 31-32). My project provided a glimpse into how disability activists view and present disability in the context of a range of social relationships. 40 analyzed campaigns present the empowerment of people with disabilities through the lens of social roles, presenting them as fully capable of fulfilling valuable and valued social roles. In many cases, campaign designers give voice to the

people concerned themselves (people with disabilities speak in 28 out of 66 spots of analyzed in my research projects social campaigns on YouTube). Thus, through campaign spots, the audience can hear directly from people with disabilities about empowerment through their desires, aspirations, and goals, as well as their daily difficulties and limitations. Declaration of the American People First movement indicating the motto "Nothing about us without us" implemented gradually through Polish social campaigns online can be an essential motto and key perspective to strengthening the empowerment through independent living and social activism of people with disabilities. Furthermore, in the long run, the consequence of actions oriented according to the above motto could create an open, inclusive society.

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# Appendices

## Transcripts of video materials

### K1-A – Are we really different? – The neighboors [Czy naprawdę jesteśmy inni? Sąsiedzi]

| | | |
|---|---|---|
| 0:00 – 0:10 | - And here, we have a bedroom.<br>- And how are the neighbors? | A woman shows a man around the apartment. |
| 0:10 – 0:20 | Sir. You couldn't have come at a better time. Upstairs and downstairs are companies. And the neighbors next door are deaf-mute. You know how it is. Silence, quiet. | A woman shows a man around the apartment. |
| 0:20: - 0:30 | I like it. | The man is looking at the furniture. |
| 0:30 – 0:40 | (sex noises from behind the wall) | Night. A man can't get to sleep. He is disturbed by noises from behind the wall. |
| 0:40 – 0:50 | (sex noises from behind the wall) | Night. A man can't get to sleep. He is disturbed by noises from behind the wall. |
| 0:50 – 1:01 | - So what? Shall we finish dinner? (sign language)<br>- Not yet. We'll have it for breakfast. (sign language) | A couple lies in bed covered with a quilt. They communicate using sign language. |

### K1-B – Are we really different? – The fight [Czy naprawdę jesteśmy inni? Kłótnia]

| | | |
|---|---|---|
| 0:00 – 0:25 | - I saw the way you looked at him.<br>- We were just talking<br>- I saw you smiling at him very well!<br>- With you it was impossible to talk. Calm down. After all, I didn't do anything wrong.<br>- I don't believe it. Give me a break. I've had enough. | Evening. Two people (a woman and a man) are walking along the sidewalk. Clear tension on the faces of both people. Emotional discussion using sign language. |
| 0:24 – 0:26 | - | Black board. White lettering: "Are we really different?" |
| 0:26 – 0:28 | | A woman with her back turned to a man. The man walks up to the woman and touch her arm. |
| 0:28 – 0:31 | - | Endboard |

## K1-C – Are we really different? Fencer [Czy naprawdę jesteśmy inni? Szermierz]

| | | |
|---|---|---|
| 0:00 – 0:20 | I'm just like you in the morning. I wake up, get up and go out. And then ... I'm not like you anymore. Then you already look at me. Then you take pity. | A close-up of the man's face. Then a close-up of a wheelchair. |
| 0:20 – 0:28 | Have you seen this boy? Oh, how poor you are. Well unhappy, unhappy boy. | A man moves a wheelchair. He stops in front of a wall. Close-up of the man's silhouette. The woman then speaks looking straight into the camera. |
| 0:28 – 0:32 | Am I someone else? You keep telling me that I am. | A man moves a wheelchair through an urban space. He then turns around and looks straight into the camera. |
| 0:32 – 0:54 | In a wheelchair? Not a chance. Oh dear. Alone. Unhappy in that wheelchair. How poor you are. Unhappy you are. I feel terribly sorry for him. What is he supposed to do with himself? Such a nice boy. My heart breaks when I look at him. You're so poor. What a misfortune. My heart breaks as I look at him. What can he do in this life? Poor you are. Alone. In a wheelchair. | A montage of scenes alternating scenes of a man moving a wheelchair with scenes of people saying things while looking directly into the camera. The man puts his hands to his ears in a gesture of trying to drown out the sounds coming at him. |
| 0:54 – 1:07 | Nie chcę. Nie lituj się nade mną. Nie pytaj, co mi się stało. Nie jestem gorszy. Nie jestem też lepszy. Czy naprawdę jesteśmy inni? | A man in a wheelchair wearing a fencer's outfit makes moves with a fencing weapon. |

## K1-D – Are we really different? Pictograms [Czy naprawdę jesteśmy inni? Piktogramy]

| | | |
|---|---|---|
| 0:00 – 0:28 | - | Changing graphics in a symbolic, simplified form: a figure playing the piano (white figure, green background), a figure behind the wheel of a car (white figure, green background), a figure on a boat (white figure, green background), a figure behind a desk with a computer (white figure, blue background), a figure holding a child on their lap (white figure, blue background), a figure on a wheelchair (white figure, blue background, above the figure an inscription: "are we really different?") |

| 0:28 – 0:32 | - | Endboard |
|---|---|---|

## K1-E – Are we really different? Fairytale [Czy naprawdę jesteśmy inni? Bajka]

| 0:00 – 0:15 | - What will happen to the duck? I don't see anything, dad. I don't want to! No, I don't want it!<br>- Give, some hair still left. | Bathroom. In the bathtub a several-year-old boy. A man is helping him in the bath. Close-up of the camera on the boy. |
|---|---|---|
| 0:15 – 0:24 | It flew down to the water and saw its reflection. It was no longer a clumsy and ugly duckling, but became a swan. | Children's room. Close-up on the face of a sleeping boy. Then a close-up of a man's hands moving over a book with letters in Breille |
| 0:24 – 0:26 | - | Black board. White lettering: "Are we really different?" |
| 0:26 – 0:28 | - | Close-up of camera on boy and man lying down |

## K2 – You only see the wheelchair [Ty widzisz tylko wózek]

| 0:00 – 0:10 | | A match between wheelchair rugby teams |
|---|---|---|
| 0:10 – 1:05 | What is rugby to me? It has certainly become a very important part of my life. I am not able to think of myself in isolation from this sport. This is where I learned to fight, trained my determination, met very important people, grew up and distinguished my values. I certainly wish that other athletes also had the chance to feel this way about the sport. We train just like any other athlete, we struggle with each other, we come face to face with our rivals, we rejoice in victories and mourn defeats. So why aren't we perceived the same way? Rugby is about strength, endurance, motor, tactics, strategy, collisions, falls, tackles and armored wheelchairs. It is a very dynamic sport. Thanks to all these ingredients, fans in the stands will never be short of excitement. | Man on the wheelchair talking to the camera. |
| 1:05 – 1:50 | The Polish Wheelchair Rugby League is one of the many activities that the Active Rehabilitation Foundation does in helping people with disabilities. On a daily basis, as an employee and instructor of active rehabilitation, I help such people find themselves in a new situation where life turns 180 degrees for them. On a daily basis, I am also a player of the Warsaw Wheelchair Rugby team, and I can say with all responsibility that rugby is the sport that breaks stereotypes about people with disabilities. Many people do not know about our existence, how to play Wheelchair Rugby and what | Statement to camera by a member of the Active Rehabilitation Foundation. |

| | | |
|---|---|---|
| | the sport is for us. That's why we decided to launch the "You only see a wheelchair" social campaign". | |
| 1:50 – 2:15 | Finding an idea for the communication of the Polish Wheelchair Rugby League was a big challenge for us, as the topic of sports practiced by people with disabilities is completely invisible in the media. As a result - many people do not even know about current competitions taking place in Poland or abroad and they associate sports only with soccer. | A statement from one of the authors of the social campaign. |
| 2:15 - 2:45 | The idea for the campaign was born when I thought about how wheelchair athletes are perceived, but also how they perceive themselves. And these points of view are a bit far apart and a kind of line runs between them. It is this line that was the starting point in our creation, because we have on one side the line of the wheelchair, below which we see only the wheelchair. But in fact this line is the line of success. The success of the 100 percent athlete we see above. | A statement from the co-founder of the campaign. |
| 2:45 – 3:00 | In the social campaign you only see a wheelchair, we make an attempt to draw attention to the fact that wheelchair users play sports and change their images. They are really strong, determined people full of passion with numerous awards to their credit! | A statement from one of the authors of the social campaign. Glimpses of a bustling city. |
| 3:00 – 3:25 | The creation forces us to interact, because only when we bend down to the level of the wheelchair user can we learn the full message of the poster and understand that the wheelchair user is simply an athlete. To execute this idea we were the first in Poland to use horizontal lenticular printing and the finished creations can be seen on bus stops in the busiest parts of Warsaw. | A statement from the co-creator of the campaign. Close-ups of campaign posters on the streets of Warsaw and reactions of people viewing the posters. |
| 3:25 – 3:50 | We dream that information about the successes and failures of athletes with disabilities will make its way to the sports department. We dream that the stands will be filled with fans. We dream that people will look beyond the wheelchairs, beyond the amputated limbs and see an athlete. Not a hero, but simply an athlete. Because sport is sport. | Statement by a member of the Poland Without Barriers Foundation. Shots of people looking at campaign posters. |
| 3:50 – 4:21 | We would like to invite everyone to the Polish Wheelchair Rugby League. You will see an amazing sports spectacle. Emotions, strength, fight and dedication. Check out our Facebook and see when we play. Facebook broken to: Polish Wheelchair Rugby League, spelled together. Come see us in action. You will sit back and be impressed. | Interweaving statements from all the people previously speaking in the video |

## K3 – We are the same, really [Jesteśmy tacy sami]

| | | |
|---|---|---|
| 0:00 – 2:00 | -Tadam.<br>-Basia, have mercy.<br>-But what?<br>- Tomasz said that if I gain another kilo he will genuinely chase me. I have to choose - cakes or one cake, that is Tomasz. And since he himself is more like an éclair than a meringue, I also have to beware of calories.<br>- You will start on Monday. As always with the diet. And I would compare Tom more to an asparagus than an eclair, or vegetable. | A scene in a cafe, two women are talking at a table. |

| | | |
|---|---|---|
| | - He was an asparagus until six months ago. Now he goes to the gym and gains mass. <br> - U, so first mass then form? <br> - What are you so spiteful? Rafal stopped calling? <br> - Rafal is the past. We were together at the mall, then at the cinema. Well, but you don't know how long it took for us to find a movie we wanted to watch together. <br> - What kind of movie was it? <br> - Something about killing (laughs) <br> - And that you supposedly wanted one too? <br> - He told me that I wanted one, that's why I broke up with him. Now I'm going to look for a tall brunet. <br> - And any other requirements? <br> - Let him like better movies. That's the first thing. Let him break away from the computer sometimes. Let him like sports - volleyball or American soccer. Let him know how to dress well. Well, and he must love music. <br> - Justin Biber? <br> - Please. When was that. <br> - Quite recently. <br> -Now we have another, more important plan. Have you eaten? Can we go? <br> - Yes. It was worth the sin. I wonder how many calories it has? In the card they should write. <br> - Something like that? So that no one will buy it? We'll burn it at the party. We'll be picking up handsome men. I mean, I'll be picking up <br><br> . | |
| 2:00 – 2:15 | | The friends are leaving the cafe. The camera's wide perspective shows that one of them is in a wheelchair. At the exit of the cafe, they pass a woman in an electric wheelchair. The friends move away. The camera zooms in on the woman in the electric wheelchair. |
| 2:15 – 2:30 | We are the same, really. | Scene in front of the cafe. Statement to camera by a woman in a wheelchair (caption: Anna Maria Zalewska: Chairwoman of the District Social Council for Persons with Disabilities in Częstochowa). |
| 2:30 – 2:47 | | Logos of the authors, sponsors and partners of the social campaign. End credits |

## K4 – Be a human [Być człowiekiem]

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|---|---|---|
| 0:00 – 0:15 | They will call you a full person if you have a healthy body. Isn't that not enough? | A man in a wheelchair in the background a soccer field where youngsters play. Voiceover |

| | | |
|---|---|---|
| 0:00 – 0:25 | You can have your hands as healthy as a surgeon's and not extend them to anyone. | A group of people sitting outdoors with their backs to the camera, extend their hands in the air. Voiceover |
| 0:25 – 0:27 | It is possible to have both legs healthy and not go beyond one's own doorstep. | Shot on the feet of a group of people, open air, sidewalk. Voiceover |
| 0:27 – 0:34 | And you can hardly move a leg and pull towards someone | Gymnasium. A group of people with disabilities are doing physical exercises using a variety of equipment. Voiceover |
| 0:34 – 0:41 | Perceive and enjoy what is beautiful | Man with Down Syndrome plays the drums |
| 0:41 – 0:51 | Having a dark veil blindfolded eyes, and have eyesight as healthy as a falcon and see nothing around you | Two blind men touch their faces. Voiceover |
| 0:52 – 0:55 | Difficult tasks can be solved and a wise man can call himself | School. Chemistry classroom. Close-up on test tubes and chemical experiments. |
| 0:55 – 1:05 | One may not know what age one is living in, for that one thinks about the other person all the time | A group of people with disabilities sit around a table. One person hands the other a handkerchief |
| 1:05 – 1:10 | You can be beautiful and run away from people. | Park. A couple passes a person in a wheelchair. The person in the wheelchair extends his hand toward the couple. The man pulls away the woman accompanying him. |
| 1:10 – 1:15 | You can also have a wry face, but still smile at others | Woman in wheelchair. Close-up of smiling face |
| 1:15 – 1:16 | One may not see | Room. Musical instruments in the background. Blind man facing the camera |
| 1:16 – 1:17 | It is possible not to walk | Room. Musical instruments in the background. A man in a wheelchair facing the camera. |
| 1:17 – 1:26 | It is possible not to talk and be fitter than so-called healthy people. | Room. Musical instruments in the background. A man with Down Syndrome flashes in sign language: "I love Dad" (caption at bottom of screen). |
| 1:26 – 1:33 | One can be a textbook example of health without understanding what is hiding under the term human | Sports field, man runs on treadmill, falls due to injury, running man shakes hands with him |
| 1:34 – 1:55 | So in the correct sense - what does it mean to be disabled? One can have a crippled body while being a valuable, good person | A very large group of people stands in front of the building, waving at the camera |

### K5-A – Disabled-able bodied at work - steps [Sprawni w pracy – kroki]

| | | |
|---|---|---|
| 0:00 – 0:10 | - Good morning Mr. Tomek.<br>- Good morning | Office. Blind woman sitting behind desk in reception area. A man walks up to the reception desk. The woman hands him a key. |
| 0:10 – 0:15 | - Hi Basia.<br>- Hi | Office. A blind woman at the reception desk. She hands the key to the woman who stood at the reception desk. |

| 0:15 – 0:20 | There is a parcel for you. | A woman at the reception desk listens to footsteps (caption at the bottom of the screen - nervous, quick, steps). A woman entering the elevator, stops, approaches the reception desk. |
|---|---|---|
| 0:20 – 0:25 | Good morning boss. Hi Ania. | A man walks up to the reception desk. He picks up the key. |
| 0:25 – 0:36 | What is more amazing to you? The fact that Ania gets to know people by their steps? Or the fact that she has a job? Disabled - able-bodied at work. | A distant view of the reception area. Voiceover |

### K5-B – Disabled-abled bodied at work - CV [Sprawni w pracy – CV]

| 0:00 – 0:05 | Tomek has completed his higher education. His chances of finding a job are 15 percent. | Voiceover. A man is reviewing a resume. A man sits in front of him. |
|---|---|---|
| 0:05 – 0:10 | Ania additionally speaks fluent English. Her chances - 20 percent. | Voiceover. A man is reviewing a resume. A woman sits in front of him. |
| 0:10 – 0:15 | Andrzej, besides, handles computers very well. His chances - 30 percent. | Voiceover. A man is reviewing a resume. A woman sits in front of him. |
| 0:15 – 0:20 | Marta had also finished an internship at a foreign company and her chances - 45 percent. | Voiceover. A man is reviewing a resume. A woman sits in front of him. |
| 0:20 – 0:30 | Piotrek, in addition to all this, is finishing his postgraduate studies. His chances - 0 percent. Disabled - able-bodied at work. | Voiceover. A man.is reveiwing a resume. In front of him sits a man who has had his right leg and left arm amputated. |

### K6 – Would you really want to be in our shoes? [Czy naprawdę chciałbyś być na naszym miejscu?]

| 0:00 – 0:30 | - You, see where he parked. - Look at this man. (noise of different voices) Voiceover: Would you really want to be in our shoes? | A crowded parking lot, a man parks in a space designated for people with disabilities. He gets out of the car. He hits the glass (previously invisible) surrounding the parking space. The spot is surrounded by glass on all sides. The man can't get out. People surround him. |
|---|---|---|

### K7 – Watch. Understand. Help [Obejrzyj. Zrozum. Pomóż]

| 0:00 – 0:07 | How do you imagine your life after your 25th birthday? | The association's logo. Voiceover |
|---|---|---|
| 0:07 – 0:17 | I would like to be after graduation. Well, and continue my life related to aeronautical engineering. I would like to work in this profession. | A teenager speaks into the camera. In the background, a school display case. |

| | | |
|---|---|---|
| 0:18 – 0:24 | After the age of 25, I imagine that I will find a good job. I always dreamed of being a pilot. | A man speaks to the camera. |
| 0:24 – 0:38 | My life after 25 is a happy family, healthy. My family all supporting me and that is very valuable for me in life, also work, home, well and all healthy. | The woman speaks to the camera. |
| 0:38 – 1:05 | I, for one, will work in a hair salon, as this is my dream. Maybe I'll even set up my own. We'll see. I imagine I will have a family, a boyfriend.<br><br>I will set up my hairdressing business. I will have a husband and children probably. And I will do everything to be happy | Three teenagers speak to the camera.<br><br>Remark:<br>Video error - an image of a male and female speaker (without sound) is superimposed on the voice of a teenage girl. |
| 1:05 – 1:20 | What if, on your 25th birthday, everything you do suddenly ended and you had to stay at home, within four walls. Marta is 32 years old, a person with severe disability, completely dependent on her parents' help. 7 years ago she lost the opportunity for special education. She spends every day of her life at home. | Voiceover. Video error - people speaking into the camera (without sound). |
| 1:20 – 1:35 | Dorota is 27 years old, does not move independently, requires the help of another person in daily life, and for the past two years her whole world has been home, her mother and volunteer Magda, with whom she spends a few hours a week. | Voiceover. A woman with disabilities plays a board game. |
| 1:35 – 1:40 | There is a shortage of support centers for people with severe disabilities over the age of 25. | Voiceover |
| 1:40 – 1:55 | Help create a place in our city where activities will be held for people with multiple disabilities. It is very important to create such a place, because every person has potential. Every zloty is worth its weight in gold. I help, you help, everyone helps. Remember, you are worth as much as you give of yourself. | The man speaks to the camera. |
| 1:55 – 2:40 | Let's not let people with disabilities lose so many precious days, let's make the smile return to their faces.<br>The world can be changed for the better, all it takes is a small gesture and a good heart.<br>People need each other. Only Baron Munhausen pulled himself by the hair out of the swamp. Wealth is a state of mind not an account. Release your account of kindness. Help.<br>Contribute any amount to the account, every penny matters. Every zloty is a chance for a better life.<br>It only takes so little to do so much. | Individuals speak into the camera. A dark scene. |
| 2:40 – 2:50 | You are worth as much as you give of yourself to others | End credits, rock music |

**K8 – We all re from the same fairytale [Wszyscy jesteśmy z tej samej bajki]**

| | | |
|---|---|---|
| 0:00 – 0:15 | Not long ago, Little Red Riding Hood encountered wolves during her wanderings in the city | Busy city, crowd of people walking, girl dressed in red sweatshirt rides a bicycle; voiceover |

| | | |
|---|---|---|
| 0:15 – 0:22 | - Why do you have such big teeth?<br>- To pick up the keys. Oh, I'll pick up, me, me! I'm good, don't you think? | The girl stops by three dogs, which have guide dog vests on. Close-up of the camera on the girl, then on the dog (voiceover saying the dog's sentences). Scene when the dog picks up keys that have fallen on the sidewalk for a person in a wheelchair. |
| 0:23 – 0:35 | - Why do you have such a big muzzle?<br>- To tie your shoelaces you know? I hold it firmly, and you tie it. | A woman sits on a park bench, a dog holds the laces of her shoes with its teeth, making it easier to tie her shoes |
| 0:35 – 0:53 | - And why do you have such big paws?<br>- To lift the cart. And now I deserve something tasty | A dog picks up an overturned wheelchair. A man sitting in the car gives the dog a treat. |
| 0:54 – 1:15 | That day Little Red Riding Hood learned something very important.<br>We are all from the same fairy tale. (Statement by a man in a wheelchair)<br>It's good to be an assistance dog because you can help, and that's great. Everyone counts on help sometimes. You, too, can sometimes pass the keys or help tie a shoelace. (Close-up on the dog, voiceover) | Plein air. Three wheelchair users with a guide dog beside them and a Red Riding Hood girl. |
| 1:16 – 1:21 | | Endboard |

## K9 – I don't want to be a firefighter! [Nie chcę być strażakiem!]

| | | |
|---|---|---|
| 0:00 – 0:20 | [sirens howling].<br>[ball hitting the floor].<br>Guys, wait up!<br>Hey, wait! And me? | Fire station, siren signal, vehicle preparations for departure. A man with an amputated leg tries to slide down a pipe. A firefighter in an electric wheelchair tries to keep up with the departing fire truck |
| 0:20 – 0:25 | Voice on radio: Exit 3 unit<br>[In sign language] Did you hear something?<br>Voice on radio: House fire.<br>[In sign language] Makao ... and after ...<br>Voice on radio: Repeat house fire. | Fire station. Two men are playing cards. They are talking in sign language. |
| 0:25 – 0:35 | Forward.<br>[Guide dog sigh] | Fire truck. A blind man at the wheel. A guide dog sits next to him. |
| 0:35 – 0:45 | - | Fire scene. A firefighter throws a fire truck to a firefighter without hands, the firefighter fails to catch the hose. Blind firefighter misuses hose, douses another firefighter with water. |
| 0:45 – 1:00 | Less water!<br>[In sign language] What is he shouting?<br>[In sign language] Probably more water!<br>Stop! | A firefighter shouts to a deaf firefighter. The woman turns off the water. A firefighter in a wheelchair falls out of the cart |

| 1:00 – 1:27 | - I don't want to be a firefighter at all. I'm a graphic designer. <br> - And I'm a musician. <br> -I'm a fundraiser. <br> -A computer scientist! <br> - I'm a civil servant. <br> - An Internet analyst. <br> - Mog language] I'm a human resources officer. <br> - In sign language] And I'm an educator. <br> We are proficient in many different professions. Are you looking for employees? You can find us at sprawniwpracy.pl | Close-ups on individual people who appeared earlier in the video |

## K10 – Help us create a social enterprise [Pomóż nam stworzyć przedsiębiorstwo społeczne]

| 0:00 – 0:05 | Four associations from Slupsk want to open a Social Enterprise for people with intellectual disabilities. | Starting board |
|---|---|---|
| 0:05 – 0:25 | We have a mission. We want to create a social enterprise for people with intellectual disabilities. These young people must have a place to work and a place where they can learn independence. | A group of people stands in front of the building. Statement by a woman [Caption: Zofia Stodoła. Stowarzyszenie Przystań] |
| 0:25 – 0:28 | I want to work here. | Camera close-up on a man singled out from a group of people [Caption: Rafał]. |
| 0:28 – 0:33 | Help us create a workplace here. | Camera close-up on a man singled out from a group of people [Caption: Dominik]. |
| 0:33 – 0:55 | We have secured funds to create and secure 10 jobs. The Słupsk City Council also gave us a building on Gdyńska Street free of charge. It turned out that this building needs a solid renovation. In April 2019 we want to start working with young people. Until then, we need to prepare our building. | Statement by a woman [Caption: Zofia Stodoła. Stowarzyszenie Przystań]. |
| 0:55 – 1:00 | Here will be my workplace. | A woman stands in an empty Hall. Animation of the future workstation [Caption: Klaudia]. |
| 1:00 – 1:05 | Here I want to work and develop myself. | Camera close-up on a man singled out from a group of people [Caption: Wojtek]. |
| 1:05 – 1:20 | You can help us by donating renovation and construction materials or making a contribution to our association's subaccount. Thank you. Zofia Stodola, President of the Stowarzyszenie Przystań. | Statement by a woman [Caption: Zofia Stodoła. Stowarzyszenie Przystań] |
| 1:20 – 1:30 | This is where I will work. I don't want to be dependent on my family or the state. I want to have my own job and my own life! | Camera close-up on a woman singled out from a group of people. |
| 1:30 – 1:41 | We want to help them. Please help us! | Endboard. Statement from the off |

## K11 - Parenting without barriers [Rodzicielstwo bez barrier]

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|---|---|---|
| 0:00 - 0:15 | | Blurred image, people with disabilities greet each other. |
| 0:15 - 0:40 | Love will overcome any barrier. Also in us, the people who are fortunate enough to be able-bodied, let this love also prevail and let us be together. Let us be together with those children who need our care, but also with the parents who need our support.<br>Logo: Parenting without barriers | Meeting of a large group of people with disabilities in wheelchairs. Voice from the off |
| 0:40 - 1:42 | Among us there are people who need more, to whom we need to show more heart. Those who do not yet have the courage to do so, perhaps they will be more courageous to show themselves with their needs and show their colleagues, colleagues: "Listen, I need your support too, because together we can do more."<br>Logo: Parenting without barriers | Meeting of a large group of disabled people in wheelchairs. A man's statement to the camera [caption: Slawomir Kopyść, Kujawsko-Pomorskie Voivodship Board]. |

## K12-A - Why do you treat us differently? – Roadhog [Dlaczego traktujesz nas inaczej? – Pirat]

| | | |
|---|---|---|
| 0:00 - 0:10 | Aries!<br>Gosh. | A man and a woman are driving a car. They are passed by a very fast moving car, which clutters their way. The man has to brake suddenly |
| 0:10 - 0:25 | See, I think that's the car!<br>No ... it's nothing, hehe. | The couple approaches the parking lot. The man gets out of the car, approaches the car of the traffic pirate. He notices that it is a man in a wheelchair. |
| 0:25 - 0:31 | Why do you treat us differently? | Final board |

## K12-B - Why do you treat us differently? – Office [Dlaczego traktujesz nas inaczej – Biuro]

| | | |
|---|---|---|
| 0:00 - 0:15 | | Office. A woman walks down the hallway. Men look back at her. The woman walks over to a photocopying machine, prints documents |
| 0:15 - 0:25 | [Woman] Corridors so narrow ... It's impossible to work.<br><br>[End Chart] Why do you treat us differently? | A man approaches a woman at a photocopying machine. He slaps her on the buttocks. The woman turns around. She notices that it is a man in a wheelchair. |

## K13 - One question that will change your thinking [Jedno pytanie, które zmieni twoje myślenie]

| | | |
|---|---|---|
| 0:00 - 0:10 | I am smart. I am capable. I am strong. He is a lucky man. Every day he wakes me up | A child's room. Camera from the perspective of a girl. A dog runs up to her. |
| 0:10 - 0:25 | My mother knows everything, such as the fact that I like pink. Green, on the other hand, irritates me a lot. We will remove it from the closet. Just like we removed all the tags from the clothes, they cause me pain. | Baby's room. Browsing the clothes in the closet. |
| 0:25 - 0:45 | The road to school often makes me tired. This Christmas tree smells terrible today and the lights glaring in my eyes. My dad tells me that there is no need to be nervous, but how, when I keep hearing these sounds? Quiet! | Car. Camera from the perspective of a girl. A girl draws in a coloring book while sitting in the back seat. A man is behind the wheel. Traffic sounds in the background. |
| 0:45 - 1:00 | Good morning, good morning, good morning. Dad insists on saying good morning over and over again. This wall is always so pleasant. | School/preschool. A girl walks by the hand with her father down a corridor. |

| | | |
|---|---|---|
| 1:00 - 1:10 | It's Asia. I like to touch her. She is always so soft and smells nice. | The girl enters the Hall. |
| 1:10 - 1:25 | Oh no, where is Asia! He is sitting in my place, I do not want change. There's that green again. Gross, it pinches so much in the mouth. | Hall. A girl sits down to breakfast. |
| 1:25 - 1:55 | I love the day plans. There are no surprises, no angst. This is my favorite game. Asia says I'm doing great. I like when she repeats - you are smart, you are capable, you are strong. | Hall. The teacher shows the girl pictures of the lesson plan, then they proceed to play. |
| 1:55 - 2:00 | I have autism, what challenges do you have? | Hall. Camera aimed at the girl's face |
| 2:00 - 2:20 | Autism alters perception of the world by distorting the workings of the senses. It is a complex developmental disorder of the central nervous system. It causes difficulties in communicating feelings, building relationships and learning. | Black board with information |

### K14 - Take your girl to the movies [Zabierz laskę do kina]

| | | |
|---|---|---|
| 0:00 - 0:07 | In the shower, a young, terrified woman. She covers her naked breasts with her hands. A knife blade is pointed in her direction. | Frame from "Psycho" movie blurred, black spots on screen, voiceover |
| 0:00 - 0:16 | A man with an Iroquois haircut. With his fingers, like a gun, he aims at his temple. He is in blood. Behind him a wall dripping with blood. | Frame from "Taxi Driver" movie, blurry, black spots on screen, voiceover |
| 0:27- 0:25 | A man and a woman. They are standing close together. His hand on the woman's neck. She tilts her head, closes her eyes and parts her lips. | Frame from the movie, blurry, black spots on the screen, voiceover |
| 0:25 - 0:30 | Take your girl to the movies. A social campaign. Organizer Culture Without Barriers Foundation | Endboard |

### K15 - Switch to healthy thinking [Przestaw się na zdrowe myślenie]

| | | |
|---|---|---|
| 0:00 - 0:15 | I don't want to hurt. I don't want to hurt. I don't want to cross out, ridicule, humiliate, insult. Break with sick words . See a person - like me and me, me, me (more people say "me") | White background alternates with black background. Dynamically changing people speak individual lines (a dozen people in all). Background music |
| 0:15 - 0:30 | Mental disorders, intellectual disabilities, dependency and problems of the elderly need acceptance and support, not insults and stigma switch to zdrowemyslenie.org | White background alternates with black background. Dynamically changing people speak individual lines (a dozen people in all). Female voiceover |
| 0:30 - 0:33 | The project "Improving the Quality of Care for Dependent Persons, with Mental Disorders and Intellectual Disabilities - ZOLiRM Branch in Owińskach" subsidized by the Financial Mechanism of the European Economic Area and the Norwegian Financial Mechanism 2009-2013 under the Operational Program PL07 "Improvement and better adaptation of health care to demographic and epidemiological trends." Department of Medical Care and Rehabilitation at 42 Mogilenska St. in Poznan | Final board |

## K16 - I don't grizzle [Nie mażę się]

| | | |
|---|---|---|
| 0:00 - 0:35 | | Black background. Dynamic montage of people preparing for various tasks: a professional athlete in weightlifting, participating in a marathon, putting on the costume of an endurance driver, a person working at height, and a person working on a construction site |
| 0:35 - 0:40 | I'm used to living with noise. I squeeze out 600 pounds a day. | Parents with their disabled children stand against a black background. Voiceover (overlapping voices) |
| 0:40 - 0:47 | I do not grizzle, but I dream of a moment of respite. I do not grizzle . | Final board. Voiceover |

## K17 - Don't be afraid to think differently [Nie bój się myśleć inaczej]

| | | |
|---|---|---|
| 0:00 - 2:05 | (voice from off-screen) Comfortably all?<br>-Yes.<br><br>- Like Lewandowski.<br>- Yes.<br><br>- Camera.<br>-Action!<br><br>Plot: You can't use the Internet.<br>- No it's not true<br>- I have a fey.<br>- I watch series. Various programs.<br>- I have an Instagram, I have a messenger.<br>-I listen to music.<br>(woman takes a selfie)<br>- already<br>Black board: you can't study in school.<br>- Not true<br>- Children with Down Syndrome need to go to school to learn and acquire knowledge.<br><br>Black board: you can't work.<br>- Also not true.<br>- I am a hotelier by profession.<br>- My profession is - to take care of the kitchen<br>- I work as a kitchen helper.<br>- This is a bag. I also sewed it a little with help, but mostly me.<br><br>Black board: sports is not for you.<br>- Nonsense!<br>- When I practice, I give time!<br>- If someone has a sporting skill then they turn it into a passion.<br><br>Black board: you have no sense of humor.<br>- I have. I like to joke around!<br>- I guess it's such a situational joke you've come up with now on the fly, huh? -No.<br>(dynamic montage of scenes of laughter from individual speakers)<br><br>Black board: You come from pathological families.<br>- Don't.<br>- No, that's not true. | Recording/photography studio. In the background professional film equipment (lights, tripods). In the center of the frame people sitting on a chair. Dynamic editing. |

| | - We are not a pathological family, so ...<br>- They are not a pathology of any kind!<br><br>Black board: Down syndrome can be contracted.<br>- Well, this is a message to me ... stupid.<br>- No, Down syndrome is not contagious.<br>- Down syndrome cannot be infected.<br>- Down syndrome can run in any family.<br><br>- That's enough for me now.<br>- Already.<br><br>-Thank you, sir..<br>- And I thank you, too.<br><br>-Mom is probably not suitable for television.<br>- Suitable. It is beautiful and should be on the screen. | |
|---|---|---|
| 2:05 -<br>2:10 | Down syndrome. Don't be afraid ... to think differently | Endboard |

### K18 - We are adults, let's take each other seriously [Jesteśmy dorośli, traktujmy się poważnie]

| 0:00 -<br>0:30 | The clown who distributed balloons to the children also gave one to me. | A man sits on a small chair. More people approach him treating him like a child (stroking his cheeks, giving gifts, mascots, clown hands him balloons. Voice from the off |
|---|---|---|
| 0:30 - 0:50 | | The man is sitting on a small chair. He has a birthday cap on. He receives a cake. Family members line up behind him for a family photo. The frame changes, the man alone in the chair remains. Gray background |
| 0:50 -<br>1:30 | -When I was almost 30 years old, the clan that distributed balloons to children also gave one to me.<br><br>-I am 31 years old, I get around in a wheelchair. Strangers on the street sometimes stroke my head<br><br>-It happened that even when I was already more than 20 years old I used to get teddy bears for my birthday.<br><br>People with disabilities also grow out of childhood and into adulthood. Let's remember this. We are adults, let's take ourselves seriously | Film clapper: caption "Olek, 30 years old." Another man stands in front of the camera. White background.<br>Another film class: the caption: "Marta, 31 years old." A woman stands in front of the camera. Then another woman (moving in a wheelchair) (film clapper subtitle: Natalia, 31 years old). Another person (Luke, 19 years old). Two more men appear (caption: Christopher, 37 years old). Voiceovers. |
| 1:30 -<br>1:48 | | Endboard |

### K19 - Don't take up space for those who need it [Nie zjamuj miejsca tym, którzy go potrzebują]

| 0:00 -<br>0:20 | | A man and a woman lie in bed. The man gets up, starts to get dressed. The woman wakes up. |
|---|---|---|

| | - And what's your name anyway? Wouldn't you like to stay for breakfast | |
|---|---|---|
| 0:20 - 0:30 | - | Close-up of the camera showing the man sitting down on the wheelchair |
| 0:30 - 0:40 | - | A man enters the apartment with a suitcase, holding flowers in his hand |
| 0:40 - 0:50 | What if I were to take your place? | A man in a wheelchair in the foreground. He speaks directly to the camera. In the background, a woman comforts another man. |
| 0:50 - 1:07 | Don't park in space for people with disabilities. Just in case | Final board. Voiceover |

### K20 - Disappear. Social campaign for the integration of people with mental disabilities [Znikam. Kampania społeczna na rzecz integracji osób z niepełnosprawnością psychiczną]

| | | |
|---|---|---|
| 0:00 - 0:15 | This is Marta. Marta has a good, satisfying job. Marta enjoys spending her free afternoons outdoors with a friend. Preferably over coffee. In the evenings, Marta reads books in the company of her cat. | A close-up of the woman's face. Then a scene in an office - a woman is working at a computer. Then a scene of a conversation between this woman and another woman. Another scene of a woman sitting on a bed, reading a book, stroking a cat. |
| 0:00 - 0:40 | One day Martha ... feels overwhelmed. She herself does not know if or why. Marta can't focus and stops coming to work. She neglects her responsibilities. Marta becomes absent-minded. She slowly loses contact with her friend. Marta no longer feels like reading books or any activities she used to enjoy. | Repetition of scenes from the previous passage. The difference: the figure of the woman is blurred, indistinct. |
| 0: 40 - 0:55 | Marta begins to disappear. Marta may have depression, borderline, anxiety. If someone disappears before your eyes, ask if they need help. | A woman stands against the background of a dark room. The figure of the woman is blurred, indistinct. |
| 0:55 - 1:00 | Go to www.wro-ngo.pl | Final board |

### K21-A - Full in love [Pełnosprawni w miłości]

| | | |
|---|---|---|
| 0:00 - 0:30 | Disability does not limit us. We live fully, we love fully. Explore our stories at pelnosprawniwmilosci.pl | A dynamic montage of several scenes: a man in an electric wheelchair with a girl on his lap spins merrily in circles. A woman unhooks a prosthetic leg then hugs a man in bed. Pregnant woman during ultrasound, a man holds her hand. Joyful music in the background. Voiceover |

### K21-B - Full in love. Sylwia and Marcin [Pełnosprawni w miłości. Sylwia i Marcin]

| | | |
|---|---|---|
| 0:00 - 0:03 | | Starting board. |
| 0:03 - 0:25 | In Martin's eyes I see the ocean - calm, rushing, passionate. Full of silence and storm.<br><br>It's such a bit of poetic absurdity, but I love just drowning in his eyes. | A woman in a wheelchair for people with disabilities. A man kneels next to her. The couple hugs each other. Then the scene when the man ties the woman's shoe. The man moves the woman onto the bed. The couple lies together in bed. They look into each other's eyes. |
| 0:25 - 0:28 | | Black board. White caption: "...He who loves truly, loves silently, with deeds and not with words" Carlos Ruiz Zafon |

| | | |
|---|---|---|
| 0:28 - 1:15 | Sylvia's touch makes me feel what a man who loves his woman feels. | Scene montage. Close-up on the hands of two people. A couple is hugging each other. A man kisses a woman. A couple lies in bed. Close-up on the hands. A woman takes a picture of a couple. A couple kissing. |
| 1:15 - 1:26 | | Endboard |

## K21-C - Full in love. Danuta and Łukasz [Pełnosprawni w miłości. Danuta i Łukasz]

| | | |
|---|---|---|
| 0:00 - 0:05 | - | Starting board |
| 0:05 - 0:15 | Danusia is the most important woman in my life. | Plein air. A car stops in front of a mansion in the countryside. Close-up on the faces of the people inside the car. |
| 0:15 - 0:20 | - | Black board. White writing: "If you're going to doubt something, start doubting your limitations. Don Ward" |
| 0:20 - 1:50 | I owe a lot to her, she made me a fighter, but most of all she helped me realize a dream I didn't even know was possible - she gave me a son, Adas.<br><br>I love it for what it is. | A woman gets out of her car. She pulls a wheelchair for the disabled out of the trunk. She then helps a man get on it. A child plays in the village yard. Close-up on the faces of the woman and the man. The woman kisses the man. Shots of animals. A woman plays with a child. Kobtea and the child lead a cart with a man on it. Then they play together in the open air. Close-up on the faces of the woman and the man. The boy sits on the man's lap. |
| 1:50 - 2:12 | - | Endboard |

## K21-D - Full in love. Malwina and Bartosz [Pełnosprawni w miłości. Malwina i Bartosz]

| | | |
|---|---|---|
| 0:00 - 0:03 | - | Starting board |
| 0:03 - 0:15 | - | Close-up of a woman's hands hugging a man. |
| 0:15 - 0:20 | - | Black board. White inscription: "Life is not wrong if the heart has the courage to accept it." Alessandro D'Avenia |
| 0:20 - 1:15 | When I was a little girl, I didn't even dream that it could be like it is today. | A man and a woman are walking in a botanical garden. They are holding hands. Close-up of the couple's face. The woman takes a picture of them, during the couple's kiss. |
| 1:15 - 1:50 | Malvinka is so wonderful that nothing, just love her. | A couple looks straight into each other's eyes. A couple walks through a botanical garden holding hands. |
| 1:50 - 2:05 | - | Final board |

## K21-E - Full in love. Katarzyna, Olimpia i Jaś [Pełnosprawni w miłości. Katarzyna, Olimpia i Jaś]

| | | |
|---|---|---|
| 0:00 - 0:05 | - | Tittle board |
| 0:05 - 0:20 | The fact that my parents allowed me to do everything, that my father separated the work on the farm, but he never said: "Kaśka, you, because you have no hands, | A woman with amputated upper limbs and two children lie on the grass. They all smile. Then they hug each other. Close-up of the boy's smiling face. |

| | | |
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| | you go". And I think that's why I gravitated to everything so much. | |
| 0:20 - 0:25 | - | Black board. White writing: "We can't change the direction of the wind, but we can set the sails differently. Andreas Pfluger" |
| 0:25 - 1:20 | When people started to look behind me, there from those surrounding villages, I realized that something was "not right". And actually then I realized that I probably even have some kind of ruling, some kind of something about disability or something like that. | A woman and children slide down a slide at a play park. Then they eat ice cream together. The woman helps the children get into the car. She locks the trunk. Then she sits behind the wheel. The woman and the children jointly clean the apartment and prepare pancakes. Then the scene when the woman and the children spend time riding bikes and rollerblading. |
| 1:20 - 1:30 | - | Endboard |

## K1-F - Full in love. Małgosia i Piotr [Pełnosprawni w miłości. Małgosia i Piotr]

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|---|---|---|
| 0:00 - 0:03 | | Starting board |
| 0:03 - 0:40 | I didn't see myself as a wife and mother at all. Somewhere I dreamed that it would be nice to have a boyfriend when I was still a teenager, I think it is so natural. Here, it's as if my disability doesn't affect the fact that as a young girl I imagined myself with some prince who would come to me on a white horse and I would just fall in love and he would fall in love. | Plein air. A woman in a wheelchair for the disabled led by a man, a girl walks beside them. They then spend time together, lying on a blanket in a park/forest setting. |
| 0:40 - 0:50 | | Black board. White inscription: "When two people are destined for each other, no obstacle can change that ... love will find its way anyway." |
| 0:50 - 1:50 | For me it was important that we feel the same and we feel so authentic with each other and we don't pretend anything.<br><br>My dream has always been to start a family, I have always dreamed of fatherhood, to fulfill myself in this role, to prove myself and do well.<br><br>He has to put many, many efforts into it, so that I can cope and the baby can cope. Also, he really is a hero. | Spending time together in a park setting. A woman and a man look into each other's eyes. The woman holds a girl on her lap. The man is releasing soap bubbles. The man plays with the girl, the woman watches it. Then the woman plays with the girl and the man watches. They all walk together down a park alley holding hands. |
| 1:50 - 2:03 | | Final board |

## K22 - #onelegged in the finals [#jednąnogą w finale]

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|---|---|---|
| 0:00 - 0:20 | Not every hero wears two shoes. | Child's room. All around numerous sports gadgets. An 8-10 year old boy dressed in a football outfit is sitting at a desk and using plasticine, glue makes a figure. He is looking at a photo, in which there is this boy (we can see the whole silhouette of the boy, he is standing with crutches, he is a right leg amputee), a man with crutches (having amputated his right leg at knee level) and Robert Lewandowski. The boy puts a figure of a football player on crutches next to two figures of superheroes. Voiceover |

| 0:20 - 0:29 | Become a hero on the pitch. Join Junior Amp Futbol Poland at www.ampfutbol.pl | Football field. Boys moving on crutches play a soccer match. They then line up for a group photo with their coaches. Voiceover |
| --- | --- | --- |

## K23 - Full Life Foundation [Fundacja Pełna Życia]

| 0:00 - 0:10 | I can't get out of bed by myself. I can't even sit up by myself. | Gray background. In the foreground a young woman in a wheelchair. In the background a blurred figure of a woman |
| --- | --- | --- |
| 0:10 - 0:15 | I don't know how to do a braid and hair myself. | Gray background. In the foreground a young woman in a wheelchair. In the background a blurred figure of a woman |
| 0:15 - 0:20 | I need to be helped to brush my teeth. | Gray background. In the foreground a young man in a wheelchair. In the background a blurred figure of a man. |
| 0:20 - 0:25 | I can't dress myself. | Gray background. In the foreground a young man in a wheelchair. In the background a blurred figure of a woman. |
| 0:25 - 0:30 | I don't know how to take a streetcar somewhere by myself. | Gray background. In the foreground a woman with Down Syndrome. In the background a blurred figure of a man. |
| 0:30 - 0:35 | I can't wash myself. | Gray background. In the foreground is a young man with a laptop on his lap, on which he presses a button that makes a voice modulator read the text. In the background is the indistinct figure of a woman. |
| 0:35 - 0:40 | In everything I have to be helped by my mother. | Gray background. The woman from the first scene of the spot speaks again. In the background a blurred figure of a woman |
| 0:40 - 0:45 | If you want to help me, help my mother rest. | Gray background. The man from the third scene of the spot speaks again. In the background, a blurred figure of a woman. |
| 0:45 - 0:55 | Every day we support children and youth with disabilities and give respite to their caregivers. Full of Life Foundation | Gray background. The foundation's logo on the left side of the screen, on the right side changing close-up images of the faces of earlier speakers. Female voiceover |

## K24-A - Faces of success - go the distance [Twarze sukcesu – pokonać dystans]

| 0:00 - 0:05 | Let me tell you about us, a group of unique and uncommon people. | The film consists of dynamically changing scenes, shots and characters, to each issue spoken by the voiceover is illustrated a different scene. A young woman appears, dressed in sportswear, running towards the viewer. She has a visible tattoo on her right arm, while her left arm is missing up to the elbow. The woman is heavily involved in the run, which she happily does. |
| --- | --- | --- |
| 0:05 - 0:10 | Each of us is different; tall, short, young or mature. Some call us disabled | Two men dressed in sporty clothes and wearing helmets ride along an asphalt road on handbikes. Zooming in on the face of one of the heroes, we see the effort put in and the great passion for cycling. The frames change, the speed the heroes ride is visible. |
| 0:10 - 0:15 | Some say people with disabilities. And yet the name is not the issue here | Young woman at the gym, exercising on a rowing ergometer. In a seated position on a moving saddle, the woman holds the ergometer bar. She pulls it to and fro, thus alternately straightening and bending her legs, and performs a rowing-like movement on the moving saddle. She holds the bar with her right hand, while on her left hand, where she has a stump, she wears a special sports prosthesis, with a strap tied to the bar. The woman puts a lot of strength and energy into the exercise she is doing. The woman finishes the workout. We see the heroine's concentration, fatigue and sweat. |

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| 0:15 - 0:30 | We focus on what we are proficient at and what we can achieve. It is our inner freedom that defines our fitness. The definitions shovel, and in the process we work on ourselves, discover our own path and abilities | A young woman at a sports pool in a bathing suit. The shot shows the heroine in close-up from head to waist, she is slightly bent over with her body and head forward, water drips from her body, we can see the stump of her left hand. The woman's face is focused, the scene explains her intention to jump into the pool from the starting post. The heroine jumps into the water by knocking herself out and stretching her arms in front of her head. Underwater shots, the woman breaks through the surface of the water, begins to swim making graceful movements with her body. Dynamically changing shots, one by one, depict a bird's eye view of the heroine swimming in a crawl. The swimmer reaches the end of the length of the pool, prepares to turn around, performing a somersault underwater. |
| 0:35 - 0:45 | Sometimes we win medals, and when we don't, the next distance we cover is our success. We cover it differently: by vehicle or on foot. Despite obstacles and adversity. The distance? Sometimes others have it to us. | A young woman is riding a train. She has her sunglasses on and a beaming face facing the train window. In her left hand she holds a white cane leaning against her shoulder. There is a change of shot, the train is already static, the train door is visible from the outside. The door slides open, the heroine stands in the middle of the train, holding a white cane, with which, as she exits, she surveys the exit to the platform platform. Shown is the heroine marching on the sidewalk with a white cane held in front of her. Suddenly, an obstacle appears. The woman's white cane stops on an electric scooter parked badly on the sidewalk. The woman stops. In the background of the scene, a blond man with glasses can be seen leaning against a fence, staring at his cell phone. As the woman bumps into the obstacle, the man raises his face, on which distance and reserve are painted. |
| 0:45 - 0:50 | But then we have the support of our acquaintances, friends and family. | Three characters in a cafe. A woman in a navy blue jacket sits at a table. The woman looks at the other two protagonists, a woman wearing sunglasses and a man, who are standing hugging each other slightly as a sign of greeting. The shot changes, zooming in on the faces of the three protagonists lined up for a joint photo. A woman wearing sunglasses takes a picture with her phone. Next to her is an approximated man, and behind her is a visible woman in a navy blue jacket. All are happy and smiling, the scene shows them having a great time in their company. |
| 0:50 - 0:52 | Each successive goal achieved is our success. | Dynamically changing slow-motion shots. Underwater - the heroine depicted on a swimming pool, there is a change to the hero riding a handbike. |
| 0:52 - 1:04 | Because the world for us is about possibilities, not limitations. We are the fit, the able-bodied. We are the Faces of success. | A bird's-eye shot, in slow motion, of the heroine of the first scene running toward the viewer. The woman from the path runs onto the green grass. Changing the shot, the heroine runs onto the grass, stops, takes a little breath and looks up with a beaming, smiling face toward the viewer. |

## K24-B - Faces of success - work and respect [Twarze sukcesu – praca i szacunek]

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|---|---|---|
| 0:00 - 0:10 | Did you know that in addition to the perfect balance between work and rest, respect is also important? We are called disabled. And yet the name is not the point. | The film consists of dynamically changing scenes, shots and characters, to each issue spoken by the voiceover is illustrated a different scene. A young woman is driving a car. The scene consists of various bird's eye shots and the interior of the car from the passenger side. The heroine is cheerful and smiling, after a while we see that she has a specialized steering wheel in the car, and the hand with which she drives the car indicates that she is a person with a disability. |

| 0:10 - 0:15 | We focus on what we are proficient at, what we know how to do best. We improve our skills and knowledge and get better at it. And employers respect us for that. We, in return, are respected for our work. | Scene in the office, two men meet in the corridor, one of them is in a wheelchair. The other hands his colleague a briefcase, while greeting each other and starting a conversation, smiling they walk on. The shot moves to a large office table at which four people are seated, two of them, a young man and a woman, are wheelchair users for people with disabilities. The group of people, elegantly dressed, discuss business matters together, nodding and showing data on laptops and cards spread out on the table. |
|---|---|---|
| 0:15-0:25 | The work also gives us the opportunity to further develop and show others ... | The scene shows a young man, the same as in the office, this time getting ready and later riding a handcycle. |
| 0:25 - 0:30 | ... that many of the limitations attributed to us are rooted in hurtful stereotypes. | A young woman, sits at her desk at work in front of two computer monitors and works on a keyboard and mouse. On the screens we see the graphics program in which she is designing, and after a while the heroine is shown from the side where she wears a cosmetic prosthesis instead of her right hand. The woman's face is happy and focused on her work. |
| 0:30 - 0:40 | We also respect leisure time, and this is best used in an active way, after all, how much can you sit at home. | A man and a woman in wheelchairs in the scene talk with a smile, gesticulating. The scene changes, a young woman dressed in athletic clothes with no arm up to her elbow runs along a path in the park. |
| 0:40 - 0:45 | Sometimes we take on new challenges and push new boundaries, sometimes we do what we can, and sometimes we just do what we like. | The heroine of the scene is dressed in a scuba foam, the scene takes place on a lake. The woman, missing one leg, is wearing a fin for a prosthetic leg, preparing to dive. She dives in and begins to swim underwater, an underwater shot. |
| 0:45 - 0:50 | Conclusion? We value our and your respect more than focusing on our limitations. | A young woman in her home sits on a couch and embroiders with one hand, the other on which she has a cosmetic prosthetic holds a canvas tambour. |
| 0:50 - 1:00 | Actually what limitations? We are the faces of success | The heroine of the first scene gets out of the car, transferring to a wheelchair. She closes the car door and moves on. |

**K25-A - Disability. Invisibility? That's me! – Ania [Niepełnosprawność. Niewidzialność? To ja! – Ania]**

| 0:00 - 0:05 | | Initial board. White lettering on an orange background: "Disability. Invisibility? Disability is ONE of my characteristics. Not ONE. Notice me and my needs. To the left of the inscription, a person's face in the form of a puzzle |
|---|---|---|
| 0:05 - 0:25 | My name is Anna Rzempołuch, I am 31 years old, and I graduated from a vocational school with a major in confectionery. I am an actress in the Ark Theater named after Mrs. Renata Jasinska. | A young woman stands in front of the building. She speaks directly to the camera. |
| 0:25 - 0:40 | I am an independent person, I go to the theater by myself and go home by myself. I like to go among people. People are different. | A young woman is heading toward a bus stop. |
| 0:40 - 0:55 | People are some polite and some how to say worse. | Return to the scene from the first scene: a young woman stands in front of a building. She speaks directly to the camera. |
| 0:55 - 1:10 | I would like them to understand that people with disabilities are also sensitive. That they would remember people with disabilities who need time to understand. | A young woman walks along a busy sidewalk. |
| 1:10 - 1:25 | Be patient and kind, as it is easier to offend with such words that are out of place. | Return to the scenery from the first and third scenes. |

| | | |
|---|---|---|
| 1:25<br>-<br>1:30 | | Endboard |

## K25-B - Disability. Invisibility? That's me! Piotr [Niepełnosprawność. Niewidzialność? To ja! – Piotr]

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|---|---|---|
| 0:00<br>-<br>0:05 | | Initial board. White lettering on an orange background: "Disability. Invisibility? Disability is ONE of my characteristics. Not ONE. Notice me and my needs. On the left side of the inscription, a person's face in the form of a puzzle |
| 0:05<br>-<br>1:03 | Good morning, my name is Piotr Lewandowski, I am a barista waiter at Cafe Equator.<br><br>I feel very comfortable here, first of all dialogue, conversation.<br><br>Work is very important because I don't just sit at home, I don't sit at home in front of the computer only this other person , who comes to Equator I get to know.<br><br>With people with disabilities, please be understanding and patient.<br><br>A non-disabled person prefers to be in the company of non-disabled people, but so that they also change slowly such an attitude that not only with non-disabled people , because why was Caffe Equator created? Caffe Equator was created to integrate with other people . Not only for disabled people to integrate not only with the disabled, but with the non-disabled and the non-disabled with the disabled. | The man speaks without indirectly to the camera. He is standing on the sidewalk. In the background, buildings and cars. In the right corner a sign language interpreter. Scenes of direct speech to camera interspersed with scenes showing a man working in a cafe. Other employees and customers in the background. |
| 1:03<br>-<br>1:08 | | Final board |

## K25-C - Disability. Invisibility? That's me! - Jan [Niepełnosprawność. Niewidzialność? To ja – Jan]

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|---|---|---|
| 0:00<br>-<br>0:07 | | Initial board. Blue background. White lettering: Disability. Invisibility? Disability is ONE of my characteristics. Not ONE. Notice me and my needs. On the left side of the screen, a symbolic silhouette of a person: red cap, suspenders and hands in a flashing gesture. |
| 0:07<br>-<br>0:47 | On behalf of the Wroclaw Association of the Deaf "Hope" - representative President Jan Kucharski. We need deaf communication with the police. Most problems are in clinics. There is also a problem in family clinics. The deaf are very dissatisfied with the hospital, there are no interpreters there, there is no communication. It's | A man speaks directly to the camera (speaks and flashes the spoken issues). Buildings in the background. |

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| | hard to contact even in the Mayor's Office, in the City Hall, there's a problem with communication too. There must be more sign language interpreters . | |
| 0:48 - 1:18 | There should be regulations, a list of interpreters. Deaf people have the right to choose an interpreter in the City Hall, in the hospital, in other institutions . Deaf people should choose in court. A certificate of authority in court is important, but there is a lot of lack of such authority. There is a shortage of such powers all over Poland. This is the truth. That is all. Thank you | A man directly speaks to the camera (speaks and flashes the spoken issues). A man sits at a desk, leaflets on a table. In the background, photos, images. |

### K25-D - Disability. Invisibility? That's me! - Patrycja [Niepełnosprawność. Niewidzialność? To ja! – Patrycja]

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| 0:00 - 0:07 | | Initial board. Blue background. White lettering: Disability. Invisibility? Disability is ONE of my characteristics. Not ONE. Notice me and my needs. On the left side of the screen, a symbolic silhouette of a person: red cap, suspenders and hands in a flashing gesture. |
| 0:07 - 1:07 | I am Patricia. I have been a deaf person since birth. I have already been wearing a cochlear implant for 21 years. I am currently working at Media Markt in the service as a logistics worker. I had to deal with customers that they had a problem to repeat at least the second time, the third time, and exceptionally now in these times of pandemics you have to wear a mask well and there is unfortunately a little more difficulty, because I have less context from lip movement . For this disability with hearing loss should be speech very clear in the sense of showing lip movement , show slow some words then deaf people are able to understand. There doesn't have to be gestures, facial expressions, or sign language or writing. Just say it slowly, don't cover your mouth, because they are able to understand everything. Goodbye, bye, bye. Have a nice day. | Outdoors. A woman speaks directly to the camera. Trees in the background. In the right corner of the screen. Scene of direct speech to camera interspersed with scenes of a woman moving through a crowded city. |
| 1:07 - 1:11 | | Final board |

### K25-E - Disability. Invisibility? That's me! - Tomek [Niepełnosprawność. Niewidzialność? To ja! – Tomek'

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|---|---|---|
| 0:00 - 0:06 | | Initial board. Blue background. White lettering: Disability. Invisibility? Disability is ONE of my characteristics. Not ONE. Notice me and my needs. On the |

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| | | left is a wheelchair for people with disabilities, with shoes, a pink purse and a hat on it. |
| 0:06 - 0:43 | My name is Tom, I am 13 years old, I like to play and go outdoors.<br><br>Well, that, for example, I'm going somewhere with a colleague on a bus and some guy won't stop or won't take se out, open the ramp, but then, for example, my colleague goes and talks to him that he should go open this ramp and he goes or, for example, I click the button and they se reminded about it two stops later and then you have to backtrack.<br><br>Because I don't have such big problems with it, just sometimes some individual situations, but it goes somehow there quickly. | Outdoors. A teenager in a wheelchair speaks directly to the camera. In the background are trees and a park path. On the right a sign language interpreter. Direct speech to camera interspersed with scenes of the boy moving through public space |
| 0:43 - 0:48 | | Final board |

## K25-F - Disability. Invisibility? That's me! - Michal Fitas [Niepełnosprawność. Niewidzialność? To ja! – Michał Fitas]

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|---|---|---|
| 0:00 - 0:07 | | Initial board. Blue background. White lettering: Disability. Invisibility? Disability is ONE of my characteristics. Not ONE. Notice me and my needs. On the left is a wheelchair for people with disabilities, with shoes, a pink purse and a hat on it. |
| 0:07 - 1:38 | My name is Michal. I get around Wroclaw on a daily basis with an electric wheelchair. I know what is going on in Wroclaw, I know its good sides, I know its bad sides.<br><br>I usually feel comfortable in urban spaces. There are troublesome situations that are simply due to the lack of knowledge often of people, lack of empathy, lack of a little understanding.<br><br>Sometimes when someone, famously, my only door to a bus or from a streetcar, which only I can enter because the platform is only, usually in the second door, when someone enters or stands on the platform it is a nuisance to me. Sometimes such simple things as not leaning on the cart or asking how to help is much better than doing something by force. Despite the many conveniences in Wroclaw, there are still places where these stops are inaccessible to a person in a wheelchair like me, for example.<br><br>The whole problem with getting off a streetcar at a stop that is located on the street is that there is too much height difference between the streetcar door and the ground. When the platform is too short or has too much of an angle it is simply impossible to get off for safety reasons. Despite the fact that the streetcar is purchased for many millions, it is accessible, it is adapted, it is impossible to get on it. | Plein air. Urban space. A man in a wheelchair speaks directly to the camera. Scene of direct speech to camera interspersed with scenes of the man moving around the city. |
| 1:38 - 1:43 | | Final board |

**K25-G - Disability. Invisibility? That's me! – Michał [Niepełnosprawność. Niewidzialność? To ja! – Michał]**

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| 0:00 - 3:25 | Dear Sirs. My name is Michał Piechel. I am a second term Councilor of the City Council of Wroclaw. Since February of this year, I have been the Advisor to the Mayor of Wroclaw for Persons with Disabilities. I am requesting you to contact me directly. Due to my speech defect, please feel free to contact me directly, you can always ask me to repeat a sentence. It is also best to contact via fb and email. When I have public speeches my speeches are read by my speech synthesizer and I would like to invite you very much to the September 9th meeting of the industry group for people with disabilities at the City Council Session Room. It is at this meeting that my speech will be read by a speech synthesizer. | Plenary. A man speaks directly to the camera. A brick wall in the background. On the left side of the screen, a sign language interpreter. |
| 3:25 - 3:47 | I encourage you to notify me of the need to use a speech synthesizer when I am scheduled to speak in front of a larger group of people. This is important so that everyone can understand me well, people sitting further away or people who are not used to the way I communicate due to my disability. Thank you. | A man works at a computer. On the left is a sign language interpreter. |
| 3:48 - 3:52 | | Final board |

**K25-H - Disability. Invisibility? That's me! – Anna [Niepełnosprawność. Niewidzialność? To ja! – Anna]**

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| 0:00 - 0:07 | | Initial board. Orange background. White lettering: Disability. Invisibility? Disability is ONE of my characteristics. Not ONE. Notice me and my needs. On the left side of the screen, a guide dog, a white cane. Invisible figure silhouette (only shoes, black glasses and cap are visible). |
| 0:07 - | Jaworska Anna, I am from Jelenia Gora, currently living in Wroclaw. I have been a residually sighted person for 20 years. I currently work for the Polish Association of the Blind.

There are a lot of changes for the better in Wroclaw. Wroclaw notices visually impaired people, people with disabilities.

It is very important to soundproof pedestrian crossings, so that these pedestrian crossings soundproofed are not also muted, and in front of you are warning strips that these crossings begin.

I would also very much like people not to leave their scooters in the middle of the road, but to put them somewhere on the bank or where they should stand for the reason that when we walk on the sidewalk and encounter a scooter we often do not see it and walk into it. This is very dangerous and endangers both health and life, because we can fall over, and many times such a fall can cost us very dearly . | Outdoors. Direct speech of a woman to the camera. The woman holds a white cane in her hand. In the background, trees, grass, buildings. On the right side of the screen a sign language interpreter. Scene of direct speech to camera interspersed with scenes of a woman moving through a busy city. |
| 1:08 - 1:12 | | Final board |

**K25-I - Disability. Invisibility? That's me! - Andrey [Niepełnosprawność. Niewidzialność? To ja! – Andrey]**

| 0:00 - 0:06 | | Initial board. Orange background. White lettering: Disability. Invisibility? Disability is ONE of my characteristics. Not ONE. Notice me and my needs. On the left side of the screen, a guide dog, a white cane. Invisible figure silhouette (only shoes, black glasses and cap are visible). |
|---|---|---|
| 0:06 - 1:10 | My name is Andrew Tikhonov, I am currently a doctoral student at the University of Wroclaw. I am writing my dissertation on NGOs working for the benefit of people with visual disabilities.<br><br>First of all, if someone sees a blind person in a public space in my opinion it is always worth approaching and asking if such a person does not need help, because maybe he really does, but also does not know, because he does not see who he can turn to . Above all accessibility is created by people , a person can tell which streetcar is coming, or, for example, help in a store to find something on the shelf.<br><br>Sometimes I ask someone at the bus stop, and that person can't hear because they have headphones, they're looking at their cell phone, so they can't see that I'm addressing them, or they can't hear my words either. So we just need to be more open to other people. That's how to create our society. | Plenary. A man speaks directly to the camera. He holds a white cane in his hand and has black glasses on. In the background are trees, grass, a playground. On the right side of the screen is a sign language interpreter. The scene of direct speech to the camera is interspersed with scenes showing the man moving around the city. |
| 1:10 - 1:14 | | Final board |

**K26 - We also want to be [Też chcemy być]**

| 0:00 - 0:06 | | Initial board. Gray background. Black subtitle: Social campaign "we want to be too" for people with intellectual disabilities under the honorary patronage of the Ombudsman. |
|---|---|---|
| 0:06 - 3:40 | Maybe you prefer not to see us and turn your head away.<br>You have some questions that you are stewing inside.<br>Understand, then - we are close.<br>We have our name<br>There you go, how convenient.<br>Pilot in hand and brand-new pants.<br>A little lost and confused. We must not be left out.<br><br>We also want to be, we also want to be, we also want to live.<br>We also want to be, we also want to be. You can always choose whether to close your door<br><br>Every smile is important, gesture and word, colorfully. | Dynamically changing photos, graphics, animations showing different people in everyday situations, during different activities |

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|---|---|---|---|
| | And we are not asking for special favors at all, we know where to go and which way .<br>This song was created so that you don't have your nose too high and see a little different, but warm and beautiful.<br><br>We also want to be, we also want to be, we also want to live.<br>We also want to be, we also want to be. You can always choose whether to close your door<br><br>Our lives have meaning, though there are twists and turns.<br>Not everyone has to be as savvy as you are when shopping in a big box store, trying on new shoes.<br>There are issues that affect us.<br>It's not about pity, it's not about regrets. And perhaps it is worth noting that we live here together, simply<br><br>We also want to be, we also want to be, we also want to live. (x5) | |
| 3:40 - 4:04 | | | Final board |

### K27 - FAS. Fetal Alcohol Syndrome [FAS. Płodowy Zespół Alkholowy]

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|---|---|---|---|
| 0:00 - 0:30 | - | | Celebration. A group of people sit at a table. Hustle and bustle, laughter. Individuals are holding alcohol in their hands. Close-up on the silhouette of one of the women drinking alcohol (clearly visible pregnant belly). |
| 0:30 - 0:41 | By drinking while pregnant you are putting your baby at risk for FAS. Remember there is no cure for this. | | The camera moves away from the people sitting at the table. The image becomes darker. Voiceover. Endboard |

### K28 - Vincent wants to be himself with Tourette Syndrome [Vincent chce być sobą z Zespołem Tourette'a]

| | | | |
|---|---|---|---|
| 0:00 - 0:10 | - | | Dynamic montage of scenes showing a young man. Scene 1: a man is brushing his teeth. He is hindered by his pronounced nervous facial tics, through which he stains the mirror with toothpaste |
| 0:10 - 0:13 | - | | Scene 2: A man smiles, holding a phone in his hand. |
| 0:22 - 0:23 | - | | Scene 3: The man gets dressed (another nervous tic and uncontrollable cry), then sprays himself with perfume |
| 0:23 - 0:35 | - | | Scene 4: A man rides a crowded bus. He holds flowers in his hand (several distinct nervous tics combined with shouts). The camera turns to a woman looking fearfully at the man |

| 0:35 - 1:00 | Vincent is one of many people who have Tourette's syndrome. Every day he wants to be himself, he wants to be among people and enjoy life. Let's allow him to do that. | Scene 5: A man walks down a park avenue. A woman is waiting for him in the park. The man, approaching under the influence of nervous tics, destroys the bouquet of flowers held in his hand. The woman smiles, then approaches him and kisses him on the lips. Voiceover. |
|---|---|---|

## K29 - I have the right to information in PJM [Mam prawo do informacji w PJM]

| 0:00 - 0:05 | - | A man walks down the corridor. In his hand he holds documents. He enters the room. Close-up of the camera on the underlined sign above the door: "examination in progress". |
|---|---|---|
| 0:05 - 0:30 | Man: Good morning, doctor. I have such a problem that ...<br><br>Woman speaks a foreign, unfamiliar language to a man<br><br>Man: Only ...<br><br>The woman continues to speak in a foreign, unfamiliar language to the man<br><br>Man: I mean I just wanted to, doctor ...<br><br>The woman continues to speak in a foreign, unfamiliar language to the man<br><br>Voiceover: For many deaf Poles, Polish is a foreign language. In public institutions, you have the right to receive information in a language you understand as a person with special needs. Go to dostepnoscplus.gov.pl | A woman in a doctor's apron sits behind a desk. A man sits on the other side of the desk. In the right year of the screen, a sign language interpreter |
| 0:30 - 0:37 | - | Final board |

## K30 - Don't flinch from life [Nie migaj się od życia]

| 0:00 - 0:25 | There are about half a million of us in Poland. We have our own language, traditions and culture, the same passions and desires. We want full access to information, medical care and education. We want to explore the world around us. | Dynamic montage of scenes. A man sailing in a boat, a woman in a studio making a glass figurine, a man riding a bicycle along a forest path. Voiceover |
|---|---|---|
| 0:25 - 0:30 | I am Deaf. I love to travel by bicycle. | Direct speech (using sign language) to the camera of a man seen earlier riding a bicycle. This is accompanied by a voiceover |
| 0:30 - 0:48 | Polish is a foreign language for us.<br><br>I am Deaf. I can work. | Magazine. We see people stacking cardboard boxes. A woman puts down a cardboard box. She flashes in the direction of the man, who also uses sign language to respond. The woman then flashes directly toward the camera. This is accompanied by a voiceover |
| 0:48 - 1:02 | I am Deaf. I have a normal family. | A family sits at a table (two adults - a man and a woman - and two children). They are playing a board game while flashing to each other. The man looks directly toward the camera and flashes his speech. This is accompanied by a voiceover |

| 1:02 - 1:15 | We just can't hear. We have the right to a normal life. There are more of us. | Dynamic editing of scenes in which we see direct close-ups on the faces of a dozen people. Voiceover |
| 1:15 - 1:28 | Don't flinch from life. Visit us at www.w-mig.pl | Final board. Voiceover |

### K31 - Don't judge, try to understand [Nie oceniaj, spróbuj zrozumieć]

| 0:00 - 0:20 | It could stop now (x3) | Store. We hear a scream, a baby crying. People present look around in surprise. A man seeing a woman with a crying baby changes direction to avoid passing by them. People standing in line turn to the people next to them and say the same sentence |
| 0:20 - 0:25 | They could stop now | Direct speech of a woman to the camera. A woman hugs a boy with his back turned to the camera. In the background, store shelves |
| 0:25 - 0:29 | There are 300,000 children with autism in Poland. Don't judge. Try to understand | Final board. Voiceover |

### K32 – Turn on the sensitivity [Włącz wrażliwość]

| 0:00 -1:50 | - | A montage of scenes. Emotional music in the background. A woman paints herself at a mirror. Then she looks out the window at the street. Then she sits at a table and looks through the books stacked on it. A man in the bathroom rinses his face with water. He then looks through a book. Then he talks on the phone and records people walking down the street. Then he works at the computer. |
| 1:50 - 3:00 | - | A woman in a wheelchair for people with disabilities tries to climb stairs that are not adapted to her needs. Passing people pay no attention to her. |
| 3:00 - 3:35 | - | A man moving on crutches comes down the stairs. He is hit by a passing group of men. |
| 3:35 - 3:55 | - | Black board. White lettering: "Everyone different ... all equal. Turn on sensitivity!" |
| 3:50 - 4:05 | - | A group of men help a woman in a wheelchair walk up the stairs. |
| 4:05 - 4:30 | Everyone different, everyone equal. | A woman in a wheelchair meets a group of people. She is approached by a woman who hugs her. A man moving on crutches also joins them. He greets the group. Then a shot from above. All the people together say the campaign slogan. |
| 4:30 - 4:37 | - | Final board |

### K33 - People with intellectual disabilities [Osoby z niepełnosprawnością intelektualną]

| 0:00 - 1:34 | We are often afraid of people with disabilities. We don't know what we can and should not do.

When dealing with a person with autism, or a person with intellectual disabilities, observe the forms of politeness: "ma'am", "sir" - even if she addresses you as "you".

Be polite. If the autistic person doesn't look at you, don't assume he or she is ignoring you; if he or she doesn't respond to your questions, it doesn't mean he or she isn't listening to you. Always speak directly to the person with autism. Find time for the person with intellectual disabilities. She needs more time to make a decision. | Dynamic montage of animations presenting in a symbolic way the content spoken by the voiceover. Animations interspersed with boards with slogans: "Be kind", "This is not a punishment for the sins of parents", "Don't laugh and challenge!", "Be sensitive". |

| | A child with birth defects with Down Syndrome, for example, can come in any family. This is not a punishment for the sins of the parents.<br><br>Be attentive and patient. Some people with cerebral palsy communicate using special signs, pictograms, pictures or symbols. Your openness will certainly help with communication.<br><br>Don't treat a person of low stature like a child. Always make sure they need your help.<br><br>Don't laugh and challenge. Situations that may seem different to you often make it easier for families where disability or illness is present.<br><br>Be sensitive. Treat each person individually . In the event of a crisis situation, ask the person with a mental disorder how to help him or her and whether he or she has medication to take with them.<br><br>People differ from one another. Some are tall, others can't see, a third are short in stature, and yet others have invisible disabilities. | |
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| 1:34<br>-<br>1:42 | With all of them, if we want we can understand each other. | Final board |

### K34 - A - Autism confuses the senses – Final [Autyzm wprowadza zmysły w błąd – Finał]

| 0:00 - 0:20 | - | Dynamic editing of scenes. Pigeons swooping down to take flight. A man waving his hands. A man looks straight at the camera, rocking from side to side. A man touches the glass. A man jumps up and waves his hands in an uncoordinated manner. Shots of people passing by looking at the man. After the sound of a passing skateboard, the man grabs his ears with his hands. |
|---|---|---|
| 0:20 - 0:30 | For me it was an acting task, and for many people it's a daily reality they have to deal with. Learn more about autism and support the Synapsis Foundation. www.syanpsis.org.pl | The man looks straight into the camera |

### K34-B - Autism confuses the senses – Behaviors [Autyzm wprowadza zmysły w błąd – Zachowania]

| 0:00 - 0:25 | The presented behaviors played by me, faithfully reflect the behaviors of people with autism spectrum disorders. It is hoped that the video will help others to understand and sensitize themselves to autism and that autistic people will find it easier to live among us. | White background. On the screen graphics of characters presenting different emotional states (joy, sadness, fear). Voiceover |
|---|---|---|
| 0:25 - 0:50 | People with autism perceive the world differently than we do. Their senses are either too sensitive or insufficiently | White background, black lettering: "behaviors characteristic of people with autism". White background. On the screen graphics of characters |

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| | sensitized. Therefore, they try to deal with the surrounding reality and adjust it to their senses. Here are examples of typical behaviors observed in autistic people. | presenting different emotional states (joy, sadness, fear). Voiceover |
| 0:50 - 1:10 | People with autism try to control reality and organize the chaos around them. They often do this according to a selected feature of an object, such as color. In this way, they give meaning to what is going on around them. | White board, black lettering: "Ordering." Then the scene in the store. A man in a store arranges juice bottles on a shelf. Voiceover |
| 1:10 - 1:35 | People with autism are often fascinated by details, details that others do not notice. They are able to stop the activities they are doing and concentrate completely on the fascinating object. One can get the impression that in such moments autistic people close themselves off in their own world. | White board, black lettering: "Fascination." Then the scene in the store. A man stares at the refrigerator door before a long time and alternately closes and opens it. Voiceover |
| 1:35 - 1:50 | People with autism sometimes concentrate so much on the activities they are doing that they do not seem to respond to attempts to contact them | White board, black lettering: "social contacts". Then a scene in a restaurant. Several people are sitting at a table. The camera is pointed at a man who is not paying attention to the people around him. He moves his hand across the table. Voiceover |
| 1:50 - 2:20 | - But in which outfits? Do you like to be just ... In a sheepskin coat or, for example, in a goretex? <br> - Goatskin .... I very much dislike sheepskin on milk. <br> - And, the sheepskin on milk you do not like, well. <br><br> People with autism often focus on selected elements of the environment. In the same way, they focus on words. From the stream of words they hear, they pick out single words and combine them with other associations, which is why the statements of autistic people can sometimes deviate from the topic. | White board, black lettering: "thinking by association". TV studio. A group of people in ski outfits. Next to them stands the man from the previous scenes of the spot. The TV show hosts ask him a question. The man answers by looking at the floor while rocking from side to side. Then the voiceover |
| 2:20 - 2:40 | Echolalia. Echolalia is the repetition of words. People with autism take longer to process the words they hear and by repeating them they give themselves time to react. | White board, black lettering: "Echolalia." Then the scene in the subway. A man mimics the sounds and messages heard. Voiceover. |
| 2:40 - 3:00 | Coping with difficult situations. In situations of stimulus-induced discomfort, people with autism perform motor actions that help them calm down, such as fluttering their arms, rocking, covering their ears. | White board, black lettering: "Dealing with difficult situations." Then a scene in a store. A cashier is cashing out a woman's products. The next person in the checkout line is a man who makes uncoordinated gestures (nervous tics, touching his head, rearranging goods on the checkout conveyor belt). Voiceover. |
| 3:00 - 3:10 | Expression of emotions. Emotions, both positive and negative, stimulate people with autism to perform repetitive, schematic movements. | White board, black lettering: "Expression of emotions." Then back to the scene in the TV studio. A man looks around from side to side, smiles, waves his hands. Voiceover |
| 3:10 - 3:28 | Autism causes a different perception of the world through the senses. People with autism see, hear and feel the world differently than we do. And it is neither | Board with campaign logo. Voiceover |

| | worse nor better perception of the world. Just different. People with autism deserve our attention and sensitivity . | |
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## K34-C - Autism confuses the senses – Senses  [Autyzm wprowadza zmysły w błąd – Zmysły]

| 0:00 - 0:55 | The presented behaviors played by me, faithfully reflect the behaviors of people with autism spectrum disorders. It is hoped that the video will help others understand and sensitize themselves to autism and make it easier for people with autism to live among us. People with autism have difficulty perceiving stimuli. Their senses can be either hypersensitive or hypersensitive, so they need to stimulate or quiet or calm them down. We present typical behaviors observed in people with autism. These behaviors can stimulate the senses of sight, hearing, smell and touch. The video lacks an example of stimulation of the sense of taste, which also occurs in people with autism spectrum disorders. | White background. On the screen graphics of characters presenting different emotional states (joy, sadness, fear). Voiceover |
| --- | --- | --- |
| 0:55 -1:03 | The moving image outside the window stimulates the eye/ | White board with black lettering: "Sense of Sight." Then a scene showing a man in a subway car. The man looks out the window. Voiceover. |
| 1:03 - 1:15 | Stimulating touch receptors. | White board with black lettering: "Sense of touch." Then the scene on the subway platform. A man touches markings near the edge of the platform. Voiceover. |
| 1:15 - 1:30 | Sense of hearing. Protecting yourself from too much sound | White board with black lettering: "Sense of Hearing." Then a scene in a subway car. A man leans over and grasps his ears with his hands. Voiceover. |
| 1:30 - 1:40 | Sense of smell. Exploration of olfactory stimuli. | White board. Black lettering: "sense of smell." Then a scene in a restaurant. Several people are sitting at a table. Camera pointed at a man leaning over a plate. Voiceover |
| 1:40 - 1:59 | Autism causes a different perception of the world through the senses. People with autism see, hear and feel the world differently than we do, and it is neither worse nor better perception of the world. Just different. People with autism deserve our attention and sensitivity. | White board with campaign logo. Voiceover |

## K34-D - Autism confuses the senses – Metro [Autyzm wprowadza zmysły w błąd – Metro]

| 0:00 - 1:38 | - | A crowded subway car. Close-up of the camera on a man making nervous, uncoordinated movements (suddenly changing his seat, grabbing his ears with his hands, waving his hands). After the subway stops, the man suddenly gets off the train car, waving his hands. |
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**K34-E - Autism confuses the senses – Hypermarket [Autyzm wprowadza zmysły w błąd – Hipermarket]**

| 0:00 - 1:18 | - | Hypermarket. A cashier is cashing out a woman's products. The next person in the checkout line is a man who makes uncoordinated gestures (nervous tics, touching his head, rearranging goods on the checkout conveyor belt) |
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**K35 - My first day at work [Mój pierwszy dzień w pracy]**

| 0:00 - 0:15 | - | Starting board |
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| 0:15 - 0:50 | Three per cent out of 11248 equals 337.44 that is 337 after being rounded up.<br>Having added the sum for the first quarter 11248 then having divided it by 3 this will give 3862 per months after being rounded up. So it's too much. It will not fit in the warehouse. How big should the storage shelves be? A single box measures ... | Office. We observe the environment from a first-person perspective. A person is sitting at a desk, working on a computer. There is a hustle and bustle all around, other people are also working at computers or walking down the corridor. |
| 0:50 - 1:10 | - Marek? Is everything OK?<br>- Yes.<br>- Tell me how you are doing? What's up with the analyses?<br>- I finished.<br>- Oh not too fast?<br>- No<br>- How about you come by my office in half and hour?<br>- Get a coffee and we'll talk over the results. | A man approaches the desk. He turns directly to the figure sitting behind the desk. |
| 1:10 - 1:30 | Get a coffee. But I don't drink coffee. I drink tea. Green tea. Loose-leaf. One and a half spoon. And I need to find the kitchen. And is that Ok if I go to him? Can I? | The image becomes blurry, numbers and symbols flash across the screen. |
| 1:30 - 1:40 | Why do I have to make coffee for myself, If I drink tea? Only the green one. Loose-leaf. One and a half spoon. No sugar. I don't want to drink coffee. | Another office room. First-person perspective. A figure is standing at a coffee machine. Next to him sit two women talking. |
| 1:40 - 2:10 | - Is everything OK? Can I help you somehow?<br>- I have the Asperger syndrome. The Boss told me to get a coffee, but I only drink green tea.<br>- So make yourself some tea.<br>- The Boss told me to get a coffee.<br>- Bosses don't care what we drink.<br>- So what should I do?<br>- Make a tea. | The women interrupt the conversation and address the characters directly. |
| 2:10 - 3:40 | - 3862 per month. So now we need to calculate how much more storage space we need.<br>- We don't need any.<br>- How come? The production grows and we have more vases. Where are we going to put them?<br>- 6 pieces in each boxes.<br>- Exaclty.<br>- 26x38 and not 32x46.<br>- I don't understand. | First-person perspective. The man in the first scene sits behind a desk and talks to a character whose perspective we take. Numbers and mathematical solutions appear on the screen |

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| | - 988 and not 1472.<br>- Ok, but what does it tell us?<br>- The 6 vases occupy a surface of 988 square centimeters, and not 1472. The carton boxes are 32.88% bigger than we need. We expand the production by 3%. 3% is less than 32.88%.<br>- So we were wasting one-third of our storage space. No one has ever pointed that out to me. Bravo.<br>- These are the numbers.<br>- So you had a great first day. However, we were supposed to meet in the morning. Why didn't you come?<br>- You told me: 'How about you come by my office in half an hour? I have the Asperger syndrome. I don't know what "how about you do something" means. | |
| 3:40<br>-<br>3:45 | Mark and thousands of other non-typical adults on the autism spectrum are ready to get to work | Blue board. White subtitles. Text also read by a voiceover. |
| 3:45<br>-<br>4:09 | | Final board |

## K36 - Stop Barriers [Stop Barierom]

| | | |
|---|---|---|
| 0:00 -<br>0:08 | We live in the same world. We walk the same streets | A bustling city. Lots of people moving around, with cars and buildings in the background. Voiceover |
| 0:08 -<br>0:12 | Well, maybe not always the same ones. | A bustling city. Camera aimed at the legs of a man holding a white cane in his hand. |
| 0:12 -<br>0:18 | We admire, we make friends. We love, we date. Well, maybe we don't always go | Plein air. A woman in a wheelchair for people with disabilities. The wheelchair is steered by a man standing behind it. Then the couple stops. The man sits down on a wall. They talk and gesture. They look in the direction of the setting sun. |
| 0:18 -<br>0:25 | Just like everyone else, we want to be happy. We are not different, we are the same. | Plein air. The couple from the previous scene. The man is running and driving a stroller. Both are smiling. The woman shouts joyfully and raises her hands in the air. Voiceover |
| 0:25 -<br>0:30 | Final board. The project is supported by | Final board |

## K37 - We're releasing envelopes for those most in need [Uwalniamy koperty dla najbardziej potrzebujących]

| | | |
|---|---|---|
| 0:00 -<br>0:10 | | Parking. A man paints signs on a space designated for the disabled. |
| 0:10 -<br>0:20 | Freeing up the envelopes. After June 30, 2015, you will park legally only with a new parking card for people with disabilities. | While the man is painting the markings a car enters the place. Camera view from above. The man paints stripes directly on the car, marking it in an X shape. Voiceover. A sign language interpreter in the lower right corner of the screen. |
| 0:20 -<br>0:30 | Have an old card issued before July 1, 2014? Replace it with a new one by the end of June 2015. | Final board |

## K38-A - Campaign against exclusion of persons with disabilities 01 [Kampania przeciw wykluczeniu osób niepełnosprawnych 01]

| | | |
|---|---|---|
| 0:00 -0:25 | - | Stop-motion animation. Character drawings cut out in the shape of a puzzle. In one of the drawings a man in a wheelchair for people with disabilities. On the other fragments other characters. The individual fragments are initially separate, then combine to form a cohesive picture. |
| 0:25 - 0:35 | - | Black board. White lettering: only together does it stack. |

375

| 0:35 - 1:09 | - | Final board |
|---|---|---|

## K38-B - Campaign against exclusion of persons with disabilities 02 [Kampania przeciw wykluczeniu osób niepełnosprawnych 02]

| 0:00 - 0:25 | - | - | Stop motion animation. Monkey puppets dance on a gray background. A schematic vehicle pulls up with other monkeys already on it. The dancing monkeys get on the vehicle, latching onto it with their tails. The tailless puppet is left alone as the vehicle drives away. |
|---|---|---|---|
| 0:25 - 0:30 | - | - | Black board. White lettering: "and have you ever been left in a tailspin? It happens to the disabled more often." |
| 0:30 - 1:09 | - | - | Final board |

## K38-C - Campaign against exclusion of persons with disabilities 03 [Kampania przeciw wykluczeniu osób niepełnosprawnych 03]

| 0:00 - 0:30 | - | Stop motion animation. Urban space. A white figure looks out of a window and flies towards the sun. He passes other figures also flying. The figures land in different places: behind a desk, in front of a baby carriage placed on the sidewalk, on a wheelchair for people with disabilities |
|---|---|---|
| 0:30 - 0:35 | - | Black board. White caption: "No matter how you land ... You are not alone". |
| 0:35 - 1:09 | - | Final board |

## K39 - Equal in diversity [Równi w różnorodności]

| 0:00 - 0:05 | - | | Anmation. School building. Two children head for the front door. In the background are the voices of children and the bell ringing for class. |
|---|---|---|---|
| 0:05 - 0:50 | Traffic jams piss me off, and what pisses me off the most is that I'm shy and can't fire someone.<br><br>I very much dislike it when someone ignores me, avoids me. It annoys me that adults or young people don't hear or don't want to hear what I say.<br><br>It annoys me a lot how teachers are so unfair too much in grades ... well I guess that's it.<br><br>And what pisses me off is that someone thinks he is the most important, that no one else matters but him. | | White background. A woman sits in a wheelchair. In her hands she holds pieces of paper, from which she reads out more statements. The statements also appear on the screen. They are accompanied by captions: "Marysia, cerebral palsy", "Kasia, cerebral palsy", "Karolina, neurological-motor disorder after an accident", "Jeremiasz, ADHD". |
| 0:50 - 1:00 | All children are annoyed by this. Nobody likes it. | | The woman looks directly into the camera. She then throws her necks to the floor. |
| 1:00 - 1:15 | We are all different, but never inferior. Just different. Join our action. | | A woman looks directly into the camera. The woman utters a line, then gets up from the wheelchair and walks away (goes out of frame) |

| 1:15 - 1:28 | | Final board |
| --- | --- | --- |

**K40 - Hear the Deaf [Usłysz Głuchych]**

| 0:00 - 0:15 | It's the screeching of chalk on a blackboard. It's the cry of a baby. The roar of a jet engine. And the noise of a busy road in the city. | Dynamic editing of scenes presenting issues spoken by a voiceover. |
| --- | --- | --- |
| 0:15 - 0:33 | And this is Philip. He can't hear all this. He only has headphones so you don't know he's deaf. Don't be deaf to the deaf. Hear the Deaf. | Plein air. Close-up of the camera on the man's face. The man puts on headphones. Voiceover |
| 0:33 - 0:39 | | Final board |

# List of tables

# Summary of PhD thesis

Netnographic research on social campaigns on YouTube as an area of the empowerment of people with disabilities

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summary of PhD dissertation written under the scientific supervision of dr hab. Beata Borowska-Beszta, prof. UMK (principal supervisor) and dr Tomasz Leszniewski (subsidiary supervisor).

The doctoral dissertation aimed to netnographically explore and understand the issue of empowerment of people with disabilities in the spaces of online social media, with a particular focus on YouTube. The analysis conducted in this dissertation addressed whether and how social campaigns created on YouTube can contribute to the empowerment of people with disabilities. The main analytical category within the research project was the empowerment of people with disabilities. The author identified the main themes, codes, and categories of different social phenomena broadly and variously connected with empowerment by analyzing different elements of 40 Polish social campaigns on YouTube (visual materials, comments, video descriptions, slogans). By that, the author made specific conclusions about the empowerment of people with disabilities through the lens of specific theoretical, methodological, and analytical perspectives.

The author generated 9 main research questions: How do social campaigns on YouTube enhance or construct empowerment of people with disabilities? What is the structure of social campaigns on YouTube about people with disabilities? What content is socially taught in social campaigns on YouTube about people with disabilities?, How do linguistic constructs used in social campaigns on YouTube shape social representations of people with disabilities?, How do social campaigns on YouTube indicate changes in public communication about people with disabilities? What elements related to the transformation of social networks appear in social campaigns about people with disabilities on YouTube? How do social campaigns on YouTube present empowerment of people with disabilities in the context of intergroup relations?, How is the image of people with disabilities shaped in the social campaigns on YouTube in the context of their fulfillment of socially valuable roles? Are there any themes that go beyond the categories obtained from the 8 main research questions? Two additional research

questions closely related to the second main research question were also developed: What are the forms of social campaigns spots on YouTube focused on issues related to people with disabilities? What topics related to the lives of people with disabilities dominate the message of social campaigns, and which topics are overlooked or ignored?

The main and detailed research questions were developed in conjunction with the main research theories described and analyzed in this work. Although these theories address all research questions in specific areas and scopes, the specific questions are closely related to the specific theories described in dissertation: Consumer – Directed Theory of Empowerment by J.F. Kosciulek (Research Question 1), Social Learning Theory by Etienne Wenger (Research Question 2, Research Question 3), Theory of Social Representation by Serge Moscovici (Research Question 4), Mediatization Theory by Stig Hjarvard (Research Question 5), Actor – Network Theory by Bruno Latour (Research Question 6), Theory of Network Society by Manuel Castells (Research Question 7), Theory of Social Role Valorization by Wolf Wolfensberger (Research Question 8). The last research question (RQ9) ("Which categories directly connected with the empowerment of people with disabilities go beyond the categories obtained from 8 main research questions?") was not connected particularly with any of the above-described main theories but was generated from verbatim data. This question summarizes the researcher's analysis after conducting a netnographic research project using 6 techniques of data analysis (formal analysis, taxonomic analysis, visual analysis, coding and categorization, thematic analysis of video, and content analysis).

In the project, qualitative research methods, techniques, and tools were used to collect and analyze the data. Methods of data collection: netnography combined with a collection of secondary data. In the research project, 6 research techniques were used: formal analysis, visual analysis, taxonomic analysis, coding and categorization, thematic analysis, and content analysis. All aspects of the social campaign spots on YouTube were analyzed. This means a formal analysis of spots, analysis of visual material, analysis of statements appearing in the spot, and analysis of slogans and descriptions of spots. The descriptions of the videos were analyzed to examine the declarative purpose of the completed spots. The comments posted under the spots were analyzed to reach the audience's opinions about the campaign spots. For each area identified, appropriate analytical techniques were used, which were in line with the adopted strategy of qualitative research and which made it possible to obtain answers to the research questions posed. The research sample consisted of social campaigns on YouTube addressing the topic of disability. 40 campaigns published on YouTube between 2012 and 2022

were selected for analysis. The 40 campaigns analyzed include 66 spots (visual materials + video descriptions + comments section).

The empowerment in the netnographic research project was a contextual category. This means that the analysis of empowerment was generated from the context of collected data and observed phenomena and issues within the analyzed 40 social campaigns on YouTube. This also means that by using 6 different techniques of analysis (formal analysis, taxonomic analysis, visual analysis, coding and categorization, thematic analysis, and content analysis), the researcher identified codes, categories, and broader themes that are crucial in the context of 9 main research questions and then analyzed them in relation to the empowerment of people with disabilities. The research project's findings showed that all the elements that constitute the spots of the analyzed social campaigns (videos, comment section, video descriptions, slogans) are essential factors in enhancing or constructing the empowerment of people with disabilities. All 40 YouTube social campaign spots selected for analysis have a similar structure. They are short (up to 3 minutes) audiovisual materials presenting issues concerning the everyday life of people with disabilities and the social perception of disability. These materials are characterized by a simple form and easy-to-read content. Individual spots adopt a similar presentation of content. Much of the material consists of dynamically edited scenes (either acting or scenes in the form of reportage or direct statements to the camera by people with disabilities). The final element of materials is the final board, where the audience sees the slogan promoting the campaign and information about the authors of the spot, campaign partners, or donors. The final boards also indicate where to find additional information about the campaign. Spots, in many cases, are based on direct statements by the protagonists (with or without disabilities), but a frequent procedure is also the voiceover, which indicates the essential content covered in the spot. Some analyzed campaigns have subtitles for the visual material (37 out of 66 spots have subtitles in Polish, and 9 out of 66 spots have subtitles in English), a sign language translation (4 out of 40 social campaigns), or a version with an audio-description (1 out of 66 spots).

The technique of coding and categorization was used in a qualitative research project to analyze the empowerment of people with disabilities within statements appearing in the analyzed campaign spots. These include statements by actors participating in the spots, people with disabilities speaking in the visual materials, and voiceovers. Coding and categorization allowed the researcher to distinguish categories 5 categories indicated within those statements. Those are awareness, inclusion, rights and advocacy, participation, and changes. The thematic analysis of 40 social campaigns made it possible to identify 8 main themes that regularly appear

in social campaigns and which are connected with the empowerment of people with disabilities. These are the social perception of disability, the relationship of people with disabilities with the rest of society, a person with disabilities in a family and partnership context, everyday life of people with disabilities, professional activity of people with disabilities, people with disabilities pursuing their passions and dreams, social support of people with disabilities, education of people with disabilities and education about disability.

In addition to analyzing directly published visual materials (visual analysis, coding, and categorization, thematic analysis), elements related to the content developed by the creators of 40 social campaigns were also analyzed. These include comments in the comments section directly below the campaign video, descriptions of the videos, and the main slogans promoting a particular social campaign. Content analysis after collecting, selecting, and organizing comments published within 40 analyzed social campaigns allowed the researcher to identify such areas of viewers' statements: positive views on social campaigns, words of support for people with disabilities, comments relating to strengthening social cooperation, negative views, sharing personal experiences of campaign recipients in comments, discussions of disability and the place of people with disabilities in public space, social campaigns in the context of education. After collecting and preliminary analyzing the slogans of all the social campaigns selected for the research project, the researcher distinguished 4 basic categories of slogans created by the authors of social campaigns and which categories are directly or indirectly connected with empowerment. These categories are slogans that are strictly informational, slogans that aim to make people reflect on specific issues, action-oriented slogans, and slogans that directly emphasize the empowerment of people with disabilities. 29 out of 40 social campaigns selected for analysis have information in the video descriptions about the declared goals of the campaigns' creators. The researcher divided the campaign goals declared in the video descriptions, after preliminary analysis, into the following categories: presentation of people with disabilities in various life situations, efforts to break stereotypes and to change the image of people with disabilities, normalization of disability, efforts to convince the rest of society to make specific changes in behavior or action, efforts to bring about changes at the legal level, strengthening social activism of people with disabilities, promoting the activities of the social campaign creators, counteracting social exclusion, supporting children.

The research project also allowed the researcher to identify 5 themes that are directly connected with the empowerment of people with disabilities, which go beyond categories obtained from 8 main research questions. The researcher made conclusions after analysis by

the use of all 6 techniques of data analysis (formal analysis, visual analysis, taxonomic analysis, coding and categorization, thematic analysis of video, and content analysis). All those techniques allowed the researcher to identify 5 themes generated from verbatim data, which are crucial in enhancing the empowerment of people with disabilities. Those themes illustrate a certain reality of empowerment of people with disabilities in social campaigns, however, different from those suggested by the literature analyzed within theoretical chapters of the thesis. These themes are a lack of social movements themes in social campaigns, lack of civic education themes within social campaigns, lack of content on international cooperation themes, lack of aspects of multicultural themes of the empowerment of people with disabilities, insufficient presence of social cooperation themes in the context of the empowerment of people with disabilities.