



Media Literacy <u>Syllabus of the course</u>	
Master/bachelor level	Master level
Branches of knowledge	035 Philology 014 Secondary Education
Specializations	035.041 "Germanic languages and literatures (including translation)", English as a major 014.021 "Language and Literature" (English language and a West-European language)
Qualifications	Philologist, teacher of foreign languages, translator
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Elective course
Course prerequisites	English level B1+
Semester of the course	Year 3, semester 5
Course Volume	3 ECTS 90 hours 30 hours of class work 60 hours of individual and independent work
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Course language	English

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Course summary

The course “Infomedia Literacy and Critical Thinking” employs CLIL (Content and Language Integrated Learning) approach when the subject is taught in English with the dual focus on both the content and the language. At the same time, this course aims at developing critical thinking skills required for a modern student, teacher, citizen, and a conscious information consumer. The course topics flow logically from the notions of media and media literacy to the role of media in our lives, to the influence the media produces on the consumers of information, to sharing media literacy and critical thinking skills with colleagues and students to fight misleading information and fakes to be able to resist the elusive media influence.

The Infomedia Literacy and Critical Thinking course rests on the state of the art approaches used in the EU and USA. It also makes use of a range of materials from Ukraine that ensure the local component is vivid and adequately presented. The variety of case studies and critical thinking activities will engage the students, let them reflect on their media consumption strategies, personalize their experience with the media, and develop critical attitudes towards the media world and messages. The progressive pace of the course will allow improving English language skills, scaffolding students’ progress with new terminology and phrases, and developing a metalinguistic understanding of the role, functions, and actions of the media in the democratic world.

The course “Infomedia Literacy and Critical Thinking” is developed under the umbrella of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP "Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration (MultiEd)".

Key terms and notions

advertising, bias, clickbait, content, critical thinking, cyber safety, digital tools, diversity, fact-checking, fake, information, media, media consumer, media literacy, media manipulation, media market, multimedia, misinformation, narrative, news, social media.

Course aim

The aim of this course is to raise students' awareness of the media literacy agenda in contemporary society and to boost their critical thinking skills. The course will provide students with a comprehensive knowledge and practical skills for interpreting the hidden messages, recognizing bias and stereotypes, debunking fakes using a range of techniques and tools, and becoming active citizens. This course explores media power, the role of media, and access to media in the democratic world. Another focus of the course is to improve English skills, employ scaffolding, and CLIL principles.

Competencies

Generic competencies

1. Commitment to safety by means of making informed decisions and taking personal responsibility for ensuring media security in personal, social, and professional contexts.
2. Ability to act with social responsibility and civic awareness, to evoke and share interest in media literacy and critical thinking with people of different backgrounds
3. Ability to be critical and self-critical, to express and communicate own opinion and recognize hidden messages
4. Ability to search for, process and analyse information from a variety of sources, choose relevant algorithms and digital tools to distinguish manipulative information and express opinion on their efficiency
5. Ability to communicate in a second language, organize effective intercultural communication, use English to mediate ideas, opinions, values and exchange facts related to media.

Specific competencies

1. Ability to communicate in one's own and foreign languages using the appropriate terminology in this subject area.
2. Ability to identify and utilise appropriately sources of information (bibliography, documents, websites, etc.) in all relevant areas.
3. Ability to reflect on one's own values and to question concepts, ideas and theories.
4. Ability to interpret media events, developments and policies in national, regional and local frameworks.
5. Awareness of and respect for points of view deriving from different European and non-European national and cultural backgrounds.

	6.Understand existent and new technology and its impact on new / future markets.
Learning outcomes	
IMLCT1	to comprehend theoretical and practical knowledge about the media and media business, including history, types, roles, functions, standards, agents, access to information to understand how the media works in a democratic world
IMLCT2	to be able to apply in-depth cognitive and practical skills to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information
IMLCT3	to solve complex specialized tasks and practical problems in the given cases, systematizing facts, interpreting data to understand the visible and invisible influence of media at professional and personal level
IMLCT4	to apply scientific and practical knowledge to recognize and develop critical judgments about different types of content to understand the explicit and implicit media messages to avoid being manipulated
IMLCT5	to become aware of commercial, social, and political implications of media and/or reasons for freedom of speech and media regulation in global and local contexts
IMLCT6	to be able to solve practical problems in the field of cyber safety, share the strategies to make the digital world a safer place and take responsibility in an unpredictable situation
IMLCT7	to be able to continue autonomous learning and understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning
IMLCT8	to be able to efficiently communicate on professional issues in a foreign language, orally and in writing

Correlation of program with course learning outcomes

Curriculum Learning Outcomes	Course Learning Outcomes	LO code
<p>PLO 1. To communicate freely in professional spheres with specialists and non-specialists in the state and foreign languages in oral and written forms, to use the languages for effective intercultural communication</p>	<p>to be able to efficiently communicate on professional issues in a foreign language, orally and in writing</p>	<p>IMLCT 8</p>
<p>PLO 2. To work effectively with information: to select necessary information from various sources, including professional literature and electronic databases, to critically analyze and interpret the information, organize, classify, and systematize it.</p>	<p>to solve complex specialized tasks and practical problems in the given cases, systematizing facts, interpreting data to understand the visible and invisible influence of media at professional and personal level</p>	<p>IMLCT3</p>
<p>PLO 4. To understand the fundamental principles of human existence, nature, and society.</p>	<p>to apply scientific and practical knowledge to recognize and develop critical judgments about different types of content to understand the explicit and implicit media messages to avoid being manipulated to be able to continue autonomous learning and understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning</p>	<p>IMLCT4 IMLCT7</p>

<p>PLO 6. To use information and communication technologies to solve complex specialized and professional problems.</p>	<p>to comprehend theoretical and practical knowledge about the media and media business, including history, types, roles, functions, standards, agents, access to information to understand how the media works in a democratic world</p> <p>to be able to solve practical problems in the field of cyber safety, share the strategies to make the digital world a safer place and take responsibility in unpredictable situation</p>	<p>IMLCT1</p> <p>IMLCT6</p>
<p>PLO 16. To know and understand the basic notions, theories, and concepts of the selected philological specialization, to be able to apply them in professional practice.</p>	<p>to comprehend theoretical and practical knowledge about the media and media business, including history, types, roles, functions, standards, agents, access to information to understand how the media works in a democratic world</p>	<p>IMLCT 1</p>
<p>PLO 17. To collect, analyze, systematize, and interpret language and speech facts, to use them for solving the complex problems and specialized tasks.</p>	<p>to become aware of commercial, social, and political implications of media and/or reasons for freedom of speech and media regulation in global and local contexts</p>	<p>IMLCT5</p>
<p>PLO 18. To plan, organize and carry out the educational process considering psychological and physiological characteristics of students, their needs and interests, as well as the specifics of the subject.</p>	<p>to be able to continue autonomous learning and understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning</p>	<p>IMLCT7</p>

PLO 20. To have the skills to manage complex tasks or projects in solving complex problems of professional practice in the field of the chosen philological specialization and to be responsible for decision-making under unpredictable conditions.	be able to solve practical problems in the field of cyber safety, share the strategies to make the digital world a safer place and take responsibility in unpredictable situation	IMLCT 6
PLO 21. To have the skills to engage into scientific and / or applied research in the field of philology, adhere to the rules of academic integrity.	to be able to apply in-depth cognitive and practical skills to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information	IMLCT 2

Correlation matrix of the NQFU (bachelor, level 6) and course learning outcomes				
Learning Outcomes	Knowledge	Skills	Communication	Responsibility and Autonomy
IMLCT1	+			
IMLCT2	+	+		
IMLCT3		+	+	+
IMLCT4		+		+
IMLCT5	+		+	
IMLCT6		+	+	+
IMLCT7	+	+		
IMLCT8		+	+	+

IMLCTCT learning objectives and outcomes in modules

Topic	Se mi- nar s	Indiv · work	Inde p. work	Theoretica l component	Practical component	Learning Objectives	Learning Outcomes
Module 1 Information and Media in a Democratic World							
1. Introduction to Media.	2	2	2	1.1 The notions of media and media literacy 1.2 History of media evolution 1.3 Forms and formats of media	1.1 Case study of media eras and media evolution 1.2 Media formats of yesterday, today, tomorrow, and their social effects	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - define the notions of "media", "media literacy", main media types and formats - distinguish media eras, what and who stipulated their upheaval; - broaden their awareness of the media evolution and how it stimulated social changes. <p><u>Language:</u></p> <ul style="list-style-type: none"> - get acquainted with basic terms, notions, and develop their meaning from context; - improve speaking and fact presentation skills; - listen for main ideas and take notes <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> - activate prior knowledge and make inferences -systematize facts, analyze and interpret visuals; - reflect on personal progress 	<p><u>IMLCT 1:</u> to comprehend theoretical and practical knowledge about the media and media business, including history, types, roles, functions, standards, agents, access to information to understand how the media works in a democratic world</p> <p><u>IMLCT 8:</u> to be able to efficiently communicate on professional issues in a foreign language, orally and in writing.</p>

2.Traditiona l vs New media	2	2	2	2.1. Role and functions of Traditional and New Media 2.2 Social Media Platforms 2.3. Access to information	2.1 Case studies of Social Media Platforms 2.2 Presentations of different types of media platforms	The students will: <u>Content:</u> •-identify functions and features of traditional and new media; •-classify different types of social media platforms; •- develop their understanding about the benefits of different types of media in terms of information access. • <u>Language:</u> - learn related terms and phrases to discuss roles and functions of traditional and new media; -improve speaking and fact presentation skills; <u>Critical Thinking</u> -activate prior knowledge and make inferences; • - evaluate the benefits and drawbacks of traditional and new media; - reflect on personal progress.	<u>IMLCT1:</u> to comprehend theoretical and practical knowledge about the media and media business, including history, types, roles, functions, standards, agents, access to information to understand how the media works in a democratic world <u>IMLCT 7:</u> to be able to continue autonomous learning and understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning; <u>IMLCT 8:</u> to be able to efficiently communicate on professional issues in a foreign language, orally and in writing.
3. Media Market Game: rules and players	2	2	2	3.1. Media market players 3.2.Ownership and control of mass media market 3.3. Journalistic standards	3.1 Ukrainian media market survey 3.2.Journalism ethics case study	<u>The students will:</u> <u>Content:</u> - learn to distinguish the roles of media players, their goals and strategies; -understand how media market operates; -examine business, ownership and regulatory systems of global and local media markets. <u>Language:</u> -improve their listening and reading comprehension skills to understand main ideas and identify relevant information; - learn related terms and phrases to discuss patterns of ownership and control as they currently exist in the media; -improve their presentation skills <u>Critical thinking:</u> - analyze and interpret visuals and data; - evaluate the role and strategies of the media market players; - reflect on personal progress	<u>IMLCT1:</u> to comprehend theoretical and practical knowledge about the media and media business, including history, types, roles, functions, standards, agents, access to information to understand how the media works in a democratic world; <u>IMLCT 5:</u> to become aware of commercial, social, and political implications of media and/or reasons for freedom of speech and media regulation in global and local contexts; <u>IMLCT 8:</u> to be able to efficiently communicate on professional issues in a foreign language, orally and in writing

4. Media content: types and narratives	2	2	2	4.1.The notion and types of media content 4.2. The notion and modes of narrative 4.3. Media narrative power	4.1. Case studies of media contents, narratives, and their different impact	<p><u>The students will:</u></p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - identify the notions of "content", "narrative", "digital narrative", "pictorial narrative"; - classify media content by the form of information presented, accessibility, genres and publication; - determine the type of media content by the narratives used; <p><u>Language:</u></p> <ul style="list-style-type: none"> -improve listening and reading comprehension skills to understand main ideas and identify relevant information; <p><u>Critical Thinking:</u></p> <ul style="list-style-type: none"> -systematize facts, analyze and interpret visuals; - to evaluate the impact of different types of media content and narratives; - reflect on personal progress 	<p>IMLCT 3: to solve complex specialized tasks and practical problems in the given cases, systematizing facts, interpreting data to understand the visible and invisible influence of media at professional and personal level;</p> <p>IMLCT 4: to apply scientific and practical knowledge to recognize and develop critical judgments about different types of content to understand the explicit and implicit media messages to avoid being manipulated;</p> <p>IMLCT 8: to be able to efficiently communicate on professional issues in a foreign language, orally and in writing;</p>
5. Multimedia content: types and technologies	2	2	2	5.1 Multimedia terms and features 5.2. Multimedia formats and components. 5.3. Multimedia messages	5.1.Case studies to distinguish multimedia formats 5.2. Project on creating multimedia messages	<p><u>The students will:</u></p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - understand how multimodal media messages create meaning; - identify the text and subtext in the combination of words, pictures and/or sounds in multimodal content; -evaluate multimedia messages based on journalistic standards. <p><u>Language:</u></p> <ul style="list-style-type: none"> - learn related terms and phrases to discuss the content, type and technologies used in multimedia messages; - develop writing skills to create multimedia projects; <p><u>Critical Thinking:</u></p> <ul style="list-style-type: none"> - to analyze and interpret visuals and data - to analyze the patterns of clickbait and speculative news 	<p>IMLCT 2: to be able to apply in-depth cognitive and practical skills to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information;</p> <p>IMLCT 7: to be able to continue autonomous learning and understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning;</p> <p>IMLCT 8: to be able to efficiently communicate on professional issues in a foreign language, orally and in writing;</p>
Total for Module 1	Topics: 5 Seminars: 10 h Individual work: 10 h Independent work: 10 h						

Module 2 Invisible Influence of media and Critical Media Consumption

<p>6. Fact vs Opinion in the media.</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>7.1 The notion of news and information 7.2 The concepts of credibility and reliability 7.2 Factual and manipulative information</p>	<p>7.1 Cases of factual and speculative information 7.2 Creating an algorithm on finding credible sources and reliable news/information 7.3 Producing creative/manipulative and factual messages or texts</p>	<p>The students will: <u>Content:</u> - define the notions of "news" and "information", their main features, and roles in mass information - outline the structure of news and where to find news - learn to distinguish "facts", "opinions", "features", and develop an algorithm for their identification <u>Language:</u> - get acquainted with basic terms, notions, and develop their meaning from context; - learn to distinguish the phrases that explicitly introduce factual and speculative information - develop writing skills to create factual and speculative texts <u>Critical thinking:</u> - analyze the current news to find facts, opinions, and speculations to predict clickbait and speculative news; - rank and range news sources and express opinion on their credibility; - personalize their experience with media, facts, and speculations.</p>	<p>IMLCT1: to comprehend theoretical and practical knowledge about the media and media business, including history, types, roles, functions, standards, agents, access to information to understand how the media works in a democratic world; IMLCT 3: to solve complex specialized tasks and practical problems in the given cases, systematizing facts, interpreting data to understand the visible and invisible influence of media at professional and personal level. IMLCT 8: to be able to efficiently communicate on professional issues in a foreign language, orally and in writing;</p>
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7.Misleading Information and Post-Truth	2	2	2	8.1 Types of information disorder: misinformation, disinformation, malinformation, -combination of True and False information 8.2 Signs and Threats of fakes	8.1 Case studies to spot linguistic and extralinguistic means of misleading texts	<p>The students will:</p> <p><u>Content</u></p> <ul style="list-style-type: none"> -distinguish the notions “misinformation” and “disinformation”; -identify types of misleading information; -develop understanding about potential consequences of misinformation. <p><u>Language</u></p> <ul style="list-style-type: none"> - improve writing skills by creating real and fake stories with their further presentation. <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> -analyze and personalize the impact of misinformation -evaluate sources of information for their messages; - personalise experience with fake information and real-life situations 	<p>IMLCT 3: to solve complex specialized tasks and practical problems in the given cases, systematizing facts, interpreting data to understand the visible and invisible influence of media at professional and personal level</p> <p>IMLCT 4: to apply scientific and practical knowledge to recognize and develop critical judgments about different types of content to understand the explicit and implicit media messages to avoid being manipulated;</p> <p>IMLCT 8: to be able to efficiently communicate on professional issues in a foreign language, orally and in writing</p>
8.Fact-checking and debunking myths	2	2	2	8. 1. Features of information reliability. 8.2. The main sources of false information. 8.3. Verification and fact-checking of information messages	8.1. Case studies to fact-check information in global and local media by using digital tools for verifying information. 8.3. Project on creating and debunking myths.	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> -learn the key features of false information and types of fake messages; - apply methods of verification and refutation of unreliable information. <p><u>Language:</u></p> <ul style="list-style-type: none"> -learn basic terms and notions of fact-checking; - improve their reading and speaking skills; - improve their presentation skills. <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> - analyze the sources of fakes in media; - personalize experience on informational issues; - reflect on the personal progress. 	<p>IMLCT 2: to be able to apply in-depth cognitive and practical skills to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information;</p> <p>IMLCT 7: to be able to continue autonomous learning and understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning;</p> <p>IMLCT 8: to be able to efficiently communicate on professional issues in a foreign language, orally and in writing</p>

<p>9. Advertising in the media</p>	2	2	2	<p>10.1 Methods and types of advertising</p> <p>10.2 AIDA formula and Ad Analysis (F-A-T-P Organizer)</p>	<p>10.1 Case studies to analyze different types of advertisements by applying AIDA formula and the wheel of emotions.</p>	<p><u>The students will:</u> <u>Content:</u> - distinguish different types and means of advertising; - recognize the codes and conventions of different categories of advertisements; - get acquainted with advertisement strategies. <u>Language:</u> - recognize various language codes of advertisements; -develop and integrate their reading, writing, listening and speaking skills; - improve presentation skills. <u>Critical thinking:</u> - to evaluate advertisements using <i>F-A-T-P Organizer</i>; -to analyze target audiences of different advertisements and their impact means.</p>	<p>IMLCT 2: to be able to apply in-depth cognitive and practical skills to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information; IMLCT 3: to solve complex specialized tasks and practical problems in the given cases, systematizing facts, interpreting data to understand the visible and invisible influence of media at professional and personal level; IMLCT 8: to be able to efficiently communicate on professional issues in a foreign language, orally and in writing.</p>
<p>10. Media Manipulative Techniques</p>	2	2	2	<p>11.1. The concept and types of media manipulation.</p> <p>11.2. Techniques of media manipulation.</p> <p>11.3. Deconstructing manipulated media messages.</p>	<p>11.1. Project: Spotting and debunking biases, fabrications and misleading information in media messages.</p>	<p><u>The students will:</u> <u>Content:</u> - understand the concept of media manipulation; - identify the flaws in media messages and cast the doubts; - distinguish and apply types and techniques of media manipulation. <u>Language:</u> - learn the related terms and language functions to discuss the issues of manipulation in the media; - improve their reading, listening, writing and speaking skills. <u>Critical thinking:</u> - analyze manipulated media messages; - evaluate the impact of manipulation</p>	<p>IMLCT 4: to apply scientific and practical knowledge to recognize and develop critical judgments about different types of content to understand the explicit and implicit media messages to avoid being manipulated; IMLCT 5: to become aware of commercial, social, and political implications of media and/or reasons for freedom of speech and media regulation in global and local contexts; IMLCT 8: to be able to efficiently communicate on professional issues in a foreign language, orally and in writing</p>

11. Diversity in the Media	2	2	2	12.1. Diversity and Inclusion 12.2 Self and others controversy 12.3 Stereotyping 12.4. Hate speech and violence	12.1. Case studies of the issues of diversity and identity representation to spot stereotyping 12.3. Discussion on freedom of speech and hate speech	<p><u>The students will:</u></p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - consider the ‘representation’ of people and events in the media from a given point of view; - examine how perceptions of “others” are shaped by the media and how those perceptions affect their (in)action with regard to issues of political, economic, and social justice; - develop their understanding about ‘hate speech’ and which social groups are most targeted. <p><u>Language:</u></p> <ul style="list-style-type: none"> - improve listening and reading comprehension skills to identify writer’s attitudes and viewpoints in authentic media messages; - learn related terms and phrases to discuss the issues of inequality, stereotyping and discrimination in the media; <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> - activate their prior knowledge and make inferences; - reflect on the role of stereotypes in the media and their consequences; - personalize experience with media, facts, and speculations 	<p><u>IMLCT 4:</u> to apply scientific and practical knowledge to recognize and develop critical judgments about different types of content to understand the explicit and implicit media messages to avoid being manipulated;</p> <p><u>IMLCT 5:</u> to become aware of commercial, social, and political implications of media and/or reasons for freedom of speech and media regulation in global and local contexts;</p> <p><u>IMLCT 8:</u> to be able to efficiently communicate on professional issues in a foreign language, orally and in writing.</p> <p>-</p>
Total for Module 2	Topics: 6 Seminars: 12 h Individual work: 12 h Independent work: 12 h						
Module 3: Media Literacy for Life-Long Learning							

<p>12. Information and Media literacy concepts.</p>	2	2	2	<p>6.1 Media education: the main issues 6.2. Five core concepts and questions of information and media literacy 6.3. Reasons to teach Media Literacy</p>	<p>6.1 Media Literacy IQ Test 6.2. A reflexive project on the personal media footprint</p>	<p><u>The students will</u> <u>Content:</u> -identify the notions of “personal media day”, “media and news bubbles”, “media footprint”; - understand the core concepts of information and media literacy; -increase their awareness of the importance of being media literate and promoting media literacy. <u>Language</u> -improve reading comprehension and speaking skills; -learn related terms and phrases to discuss the issues of media literacy; <u>Critical Thinking</u> - personalize the use of key concepts; - reflect on the personal media consumption and footprint.</p>	<p>IMLCT 3: to solve complex specialized tasks and practical problems in the given cases, systematizing facts, interpreting data to understand the visible and invisible influence of media at professional and personal level; IMLCT 7: to be able to continue autonomous learning and understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning; IMLCT 8: to be able to efficiently communicate on professional issues in a foreign language, orally and in writing</p>
<p>13. Media Literacy worldwide</p>	2	2	2	<p>13. 1. The notion of information and media literacy in the global context. 13.2. Media Literacy Indices.</p>	<p>13.1. Cases studies of institutional reports, policy papers on information and media literacy. 13.2. Case studies of formal and informal approaches to learning and teaching information and media literacy.</p>	<p><u>The students will:</u> <u>Content:</u> - know country- and region-specific approaches and terminology ; -develop a coherent understanding of the basic notions of information and media literacy. <u>Language:</u> -provide one’s own analysis of terminology if the field in the written and oral forms; -present reports on elements of media competencies in global contexts. <u>Critical thinking:</u> - activate prior knowledge and systematize facts; - analyze the current developments of the information and media literacy trends.</p>	<p>IMLCT 1: to comprehend theoretical and practical knowledge about the media and media business, including history, types, roles, functions, standards, agents, access to information to understand how the media works in a democratic world; IMLCT 5: to become aware of commercial, social, and political implications of media and/or reasons for freedom of speech and media regulation in global and local contexts; IMLCT 7: to be able to continue autonomous learning and understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning;</p>

14. Media Literacy for Life	2	2	2	14.1 The inquiry process: analytical (deconstruction) vs productive (construction) 14.2 Bloom's Taxonomy	14.1 Using a 5-question algorithm for media literacy; 14.2 Conducting a 'close analysis' of a media text.	<p><u>The students will:</u></p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - learn and explore five core concepts of media literacy; - guide future teachers on how to apply the technique of asking five key questions about media experiences while teaching different age groups; - develop ability to ask focused questions and find out the answers to them; <p><u>Language:</u></p> <ul style="list-style-type: none"> - develop a common vocabulary for analyzing, comparing, contrasting, and critiquing various media inputs; - use proper language to present personal points of view and convey accurate meaning. <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> - activate prior knowledge in media literacy and critical thinking components in education; - evaluate, analyze and synthesize data from print and non-print sources; 	<p>IMLCT 2: to be able to apply in-depth cognitive and practical skills to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information;</p> <p>IMLCT 3: to solve complex specialized tasks and practical problems in the given cases, systematizing facts, interpreting data to understand the visible and invisible influence of media at professional and personal level;</p> <p>IMLCT 7: to be able to continue autonomous learning and understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning;</p>
15. Cyber safety	2	2	2	15.1. The notion of Cyber Safety 15.2. Cybercrimes and their effect on our daily lives	15.1. Case studies of cyber violence 15.2 Projects on cyber safety	<p><u>The students will:</u></p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - learn essential concepts, facts, principles, and theories of cyber safety in their relation to Media literacy; - distinguish the types of threats of cyber aggression; - identify, confront and overcome threats of cyber aggression. <p><u>Language:</u></p> <ul style="list-style-type: none"> - learn related terms and phrases to discuss the issues of cyber violence and cyber safety; - develop and integrate reading, writing, listening and speaking skills. <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> - activate prior knowledge and make inferences; - analyze and interpret visuals and data; - personalize their experience with media, facts, and speculations 	<p>IMLCT 2: to be able to apply in-depth cognitive and practical skills to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information;</p> <p>IMLCT 6: to be able to solve practical problems in the field of cyber safety, share the strategies to make the digital world a safer place and take responsibility in unpredictable situation;</p> <p>IMLCT 7: to be able to continue autonomous learning and understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning;</p>

Total for Module 3	Topics: 4 Seminars: 8 h Individual work: 8 h Independent work: 8 h
Total for the course	Modules: 3 Topics: 15 Seminars: 30 h Individual work: 30 h Independent work: 30 h

Aim of the Module 1 Information and Media in a Democratic World: competences foreseen by the study programme		
<p>GC 3. Ability to be critical and self-critical, to express and communicate own opinion and recognize hidden messages</p> <p>GC 5. Ability to communicate in a second language, organize effective intercultural communication, use English to mediate ideas, opinions, values and exchange facts related to media.</p> <p>SC 2. Ability to identify and utilise appropriately sources of information (bibliography, documents, websites, etc.) in all relevant areas.</p> <p>SC 4. Ability to interpret media events, developments and policies in national, regional and local frameworks.</p>		
Learning objectives of module (course unit)	Teaching/learning methods	Assessment methods
<p><u>Content:</u></p> <ul style="list-style-type: none"> - define the notions of "media", "media literacy", main media types and formats - distinguish media eras, what and who stipulated their upheaval; - broaden their awareness of the media evolution and how it stimulated social changes. <p><u>Language:</u></p> <ul style="list-style-type: none"> - get acquainted with basic terms, notions, and develop their meaning from context; - improve speaking and fact presentation skills; - listen for main ideas and take notes <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> - activate prior knowledge and make inferences -systematize facts, analyze and interpret visuals; - reflect on personal progress 	<p>Interactive lecture</p> <p>Case-study</p> <p>Scaffolded learning</p> <p>Hands-on learning</p> <p>Cooperative learning</p> <p>Self-learning</p>	<p>Moodle tests (true-false, multiple choice);</p> <p>peer-reviewed posts;</p> <p>teacher's regular oral / written feedback.</p>

<p><u>Content:</u> -identify functions and features of traditional and new media; -classify different types of social media platforms; - develop their understanding about the benefits of different types of media in terms of information access.</p> <p><u>Language:</u> - learn related terms and phrases to discuss roles and functions of traditional and new media; -improve speaking and fact presentation skills;</p> <p><u>Critical Thinking</u> -activate prior knowledge and make inferences; - evaluate the benefits and drawbacks of traditional and new media; - reflect on personal progress.</p>	<p>Inquiry-Based Learning Scaffolded learning Hands-on learning Self-learning Social Learning Project-based learning</p>	<p>Moodle tests (true-false, multiple choice); peer-reviewed presentations; peer-reviewed projects; teacher's regular oral / written feedback.</p>
<p><u>Content:</u> - learn to distinguish the roles of media players, their goals and strategies; -understand how media market operates; -examine business, ownership and regulatory systems of global and local media markets.</p> <p><u>Language:</u> -improve their listening and reading comprehension skills to understand main ideas and identify relevant information; - learn related terms and phrases to discuss patterns of ownership and control as they currently exist in the media; -improve their presentation skills</p> <p><u>Critical thinking:</u> - analyze and interpret visuals and data; - evaluate the role and strategies of the media market players; - reflect on personal progress</p>	<p>Scaffolded learning Hands-on learning Inquiry-Based Learning Personalised learning Self-learning</p>	<p>Moodle tests (true-false, multiple choice); peer-reviewed posts; teacher's regular oral / written feedback.</p>

<p><u>Content:</u> - identify the notions of "content", "narrative", "digital narrative", "pictorial narrative"; - classify media content by the form of information presented, accessibility, genres and publication; - determine the type of media content by the narratives used;</p> <p><u>Language:</u> -improve listening and reading comprehension skills to understand main ideas and identify relevant information;</p> <p><u>Critical Thinking:</u> -systematize facts, analyze and interpret visuals; - to evaluate the impact of different types of media content and narratives; - reflect on personal progress</p>	<p>Problem-based learning Social learning Flipped classroom Cooperative learning Self-learning</p>	<p>Moodle tests (true-false, multiple choice); peer-reviewed posts; teacher's regular oral / written feedback.</p>
<p><u>Content:</u> - understand how multimodal media messages create meaning; - identify the text and subtext in the combination of words, pictures and/or sounds in multimodal content; -evaluate multimedia messages based on journalistic standards.</p> <p><u>Language:</u> - learn related terms and phrases to discuss the content, type and technologies used in multimedia messages; - develop writing skills to create multimedia projects;</p> <p><u>Critical Thinking:</u> - to analyze and interpret visuals and data - to analyze the patterns of clickbait and speculative news</p>	<p>Scaffolded learning Self-learning Hands-on learning Social learning Cooperative learning</p>	<p>Module test peer-reviewed projects; peer-reviewed posts; teacher's regular oral / written feedback.</p>
<p>Aim of the Module 2 Invisible Influence of media and Critical Media Consumption: competences foreseen by the study programme</p>		
<p>GC 4. Ability to search for, process and analyse information from a variety of sources, choose relevant algorithms and digital tools to distinguish manipulative information and express opinion on their efficiency GC 5. Ability to communicate in a second language, organize effective intercultural communication, use English to mediate ideas, opinions, values and exchange facts related to media. SC 5.Awareness of and respect for points of view deriving from different European and non-European national and cultural backgrounds. SC 6. Understand existent and new technology and its impact on new / future markets.</p>		
<p>Learning objectives of module (course unit)</p>	<p>Teaching/learning methods</p>	<p>Assessment methods</p>

<p><u>Content:</u></p> <ul style="list-style-type: none"> - define the notions of "news" and "information", their main features, and roles in mass information - outline the structure of news and where to find news - learn to distinguish "facts", "opinions", "features", and develop an algorithm for their identification <p><u>Language:</u></p> <ul style="list-style-type: none"> - get acquainted with basic terms, notions, and develop their meaning from context; - learn to distinguish the phrases that explicitly introduce factual and speculative information - develop writing skills to create factual and speculative texts <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> - analyze the current news to find facts, opinions, and speculations to predict clickbait and speculative news; - rank and range news sources and express opinion on their credibility; - personalize their experience with media, facts, and speculations. 	<p>Problem-based learning Experiential learning Personalised learning Self-learning Cooperative learning</p>	<p>Moodle tests (true-false, multiple choice); peer-reviewed posts; teacher's regular oral / written feedback.</p>
<p><u>Content</u></p> <ul style="list-style-type: none"> -distinguish the notions "misinformation" and "disinformation"; -identify types of misleading information; -develop understanding about potential consequences of misinformation. <p><u>Language</u></p> <ul style="list-style-type: none"> - improve writing skills by creating real and fake stories with their further presentation. <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> -analyze and personalize the impact of misinformation -evaluate sources of information for their messages; - personalise experience with fake information and real-life situations 	<p>Inquiry-Based Learning Experiential learning Self-learning Personalised learning</p>	<p>Moodle tests (true-false, multiple choice); peer-reviewed posts; teacher's regular oral / written feedback.</p>

<p><u>Content:</u> -learn the key features of false information and types of fake messages; - apply methods of verification and refutation of unreliable information.</p> <p><u>Language:</u> -learn basic terms and notions of fact-checking; - improve their reading and speaking skills; - improve their presentation skills.</p> <p><u>Critical thinking:</u> - analyze the sources of fakes in media; - personalize experience on informational issues; - reflect on the personal progress.</p>	Scaffolded learning Hands-on learning Inquiry-Based Learning Personalised learning Self-learning	Moodle tests (true-false, multiple choice); peer-reviewed posts ; teacher's regular oral / written feedback.
<p><u>Content:</u> - distinguish different types and means of advertising; - recognize the codes and conventions of different categories of advertisements; - get acquainted with advertisement strategies.</p> <p><u>Language:</u> - recognize various language codes of advertisements; -develop and integrate their reading, writing, listening and speaking skills; - improve presentation skills.</p> <p><u>Critical thinking:</u> - to evaluate advertisements using <i>F-A-T-P Organizer</i>; -to analyze target audiences of different advertisements and their impact means.</p>	Problem-based learning Experiential learning Personalised learning Self-learning Cooperative learning	Moodle tests (true-false, multiple choice); peer-reviewed posts ; teacher's regular oral / written feedback.
<p><u>Content:</u> - understand the concept of media manipulation; - identify the flaws in media messages and cast the doubts; - distinguish and apply types and techniques of media manipulation.</p> <p><u>Language:</u> - learn the related terms and language functions to discuss the issues of manipulation in the media; - improve their reading, listening, writing and speaking skills.</p> <p><u>Critical thinking:</u> - analyze manipulated media messages; - evaluate the impact of manipulation</p>	Inquiry-Based Learning Problem-based learning Cooperative learning Self-learning Project-based learning	Moodle tests (true-false, multiple choice); peer-reviewed projects; peer-reviewed posts ; teacher's regular oral / written feedback.

<p><u>Content:</u></p> <ul style="list-style-type: none"> - consider the ‘representation’ of people and events in the media from a given point of view; - examine how perceptions of “others” are shaped by the media and how those perceptions affect their (in)action with regard to issues of political, economic, and social justice; - develop their understanding about ‘hate speech’ and which social groups are most targeted. <p><u>Language:</u></p> <ul style="list-style-type: none"> - improve listening and reading comprehension skills to identify writer’s attitudes and viewpoints in authentic media messages; - learn related terms and phrases to discuss the issues of inequality, stereotyping and discrimination in the media; <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> - activate their prior knowledge and make inferences; - reflect on the role of stereotypes in the media and their consequences; - personalize experience with media, facts, and speculations 	<p>Problem-based learning Experiential learning Personalised learning Self-learning Cooperative learning</p>	<p>Module test peer-reviewed essays; teacher’s regular oral / written feedback.</p>
<p>Aim of the Module 3 Media Literacy for Life-Long Learning: competences foreseen by the study programme</p>		
<p>GC 1. Commitment to safety by means of making informed decisions and taking personal responsibility for ensuring media security in personal, social, and professional contexts. GC 2. Ability to act with social responsibility and civic awareness, to evoke and share interest in media literacy and critical thinking with people of different backgrounds SC 1. Ability to communicate in one’s own and foreign languages using the appropriate terminology in this subject area. SC 5. Awareness of and respect for points of view deriving from different European and non-European national and cultural backgrounds.</p>		
<p>Learning objectives of module (course unit)</p>	<p>Teaching/learning methods</p>	<p>Assessment methods</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> -identify the notions of “personal media day”, "media and news bubbles", "media footprint"; - understand the core concepts of information and media literacy; -increase their awareness of the importance of being media literate and promoting media literacy. <p><u>Language</u></p> <ul style="list-style-type: none"> -improve reading comprehension and speaking skills; -learn related terms and phrases to discuss the issues of media literacy; <p><u>Critical Thinking</u></p> <ul style="list-style-type: none"> - personalize the use of key concepts; - reflect on the personal media consumption and footprint 	<p>Inquiry-Based Learning Problem-based learning Cooperative learning Self-learning Project-based learning</p>	<p>Moodle tests (true-false, multiple choice); peer-reviewed posts; peer-reviewed projects; teacher’s regular oral / written feedback.</p>

<p><u>Content:</u> - know country- and region-specific approaches and terminology ; -develop a coherent understanding of the basic notions of information and media literacy.</p> <p><u>Language:</u> -provide one’s own analysis of terminology if the field in the written and oral forms; -present reports on elements of media competencies in global contexts.</p> <p><u>Critical thinking:</u> - activate prior knowledge and systematize facts; - analyze the current developments of the information and media literacy trends.</p>	Problem-based learning Experiential learning Personalised learning Self-learning Cooperative learning Project-based learning	Moodle tests (true-false, multiple choice); peer-reviewed posts ; peer-reviewed projects; teacher’s regular oral / written feedback.
<p><u>Content:</u> - learn and explore five core concepts of media literacy; - guide future teachers on how to apply the technique of asking five key questions about media experiences while teaching different age groups; -develop ability to ask focused questions and find out the answers to them;</p> <p><u>Language:</u> - develop a common vocabulary for analyzing, comparing, contrasting, and critiquing various media inputs; - use proper language to present personal points of view and convey accurate meaning.</p> <p><u>Critical thinking:</u> - activate prior knowledge in media literacy and critical thinking components in education; - evaluate, analyze and synthesize data from print and non-print sources</p>	Inquiry-Based Learning Problem-based learning Cooperative learning Self-learning	Moodle tests (true-false, multiple choice); peer-reviewed posts ; teacher’s regular oral / written feedback.
<p><u>Content:</u> -learn essential concepts, facts, principles, and theories of cyber safety in their relation to Media literacy; - distinguish the types of threats of cyber aggression; - identify, confront and overcome threats of cyber aggression.</p> <p><u>Language:</u> -learn related terms and phrases to discuss the issues of cyber violence and cyber safety; - develop and integrate reading, writing, listening and speaking skills.</p> <p><u>Critical thinking:</u> -activate prior knowledge and make inferences; -analyze and interpret visuals and data; - personalize their experience with media, facts, and speculations</p>	Scaffolded learning Self-learning Hands-on learning Social learning Cooperative learning	Module test peer-reviewed end-of-class projects teacher’s regular oral / written feedback.

Assessment and feedback approaches		
Teacher-based assessment		
Type of work, activity, task	Max points	Extra information
The student's participation in: - class and/or online discussions; - case study analyses, projects, presentations, etc.	Total: 15 (15*1)	1 point maximum is given for each topic out of 15 topics in the course programme Feedback is given regularly during the classes. <i>*Regular attendance is very important and will be included in determination of the course grade</i>
Test	Total: 9 (3*3)	*3 during the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,3 points. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
Peer assessment		
Type of work, activity, task	Max points	Extra information
Essay	Total: 4 (1*4)	*1 during the course (Module 2) A comprehensive argumentative essay of up to 250 words. Written feedback is given for every essay.

Class presentation	Total: 10 (2*5)	*2 during the course (Module 1 and 3) Oral group presentation of up to 10 – 15 min. Written feedback is given for every presentation.
Social media post	Total: 22 (11*2)	*11 during the course A message / publication of up to 100-140 words on a reading to share opinions and/or concerns about the learned topics in the classroom and start a discussion Written feedback is given for every post.
Course final assessment		
Type of work, activity, task	Max points	Extra information
Multiple Choice test	Total: 20 (1*20)	Comprehensive test online. Test consists of 40 questions with the four variants of the answer. Each correct answer equals 0,5 points. Questions represent theoretical and practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
End-of-class project	Total: 20 (1*20)	A project is based on a learning experience in which students synthesize knowledge from various areas of learning, and apply it critically and creatively to real-life media situations. It includes the following phases: planning, data collection, data analyses, and reporting. Written feedback is given for every project presentation.
Total	100 points	

Assessment criteria for Essay (max. score - 4)

Criteria / Points	Descriptors			
	4 Excellent	3 Good	2 Satisfactory	1 Unsatisfactory
Content (accuracy and volume of information, student's subject knowledge)	Topic clearly identified, confident answering the questions and leading the discussion	Topic clearly identified, answers are relevant with the necessity to refer to the prepared notes	Problems with identifying the topic, the information provided is relevant only in a broader framework	Unclear identification of the topic, lack of the ability to answer the questions
Language (language use, grammar forms, range of vocabulary)	Wide and proper terminology used	Wide and proper terminology used with minor grammatical and lexical mistakes	Proper terminology used with major grammatical and lexical mistakes	Lack of proper terminology, simple grammatical constructions with mistakes, poor range of vocabulary with spelling mistakes
Structure (giving the answer in a certain logical order)	Logical and coherent presentation of the topic	Logical and coherent presentation with minor structural improvements possible	Essay has clearly defined structure, but lacks logics of presentation	Lack of logics and structural parts of the essay are not clearly defined

Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.	Basic research relevant to the topic with minor mistakes in their presentation.	Elementary research based on a limited number of resources with major mistakes in their presentation.
	*0 – the work does not reach a standard described by any of the descriptors given above			
Assessment criteria for Presentation (max. score - 5)				
Criteria / Points	Descriptors			
	5 Excellent	4 Good	3 Satisfactory	2 Unsatisfactory
Content (accuracy and volume of information, student's subject knowledge)	The content fully meets the objectives of the task.	The presentation is coherent and covers the main tasks, but the conclusions are not clearly defined.	The content of the presentation does not fully cover the task, though it is relevant to the main goal	The project is not coherent, the goals and conclusions are missing.

<p>Language (language use, grammar forms, range of vocabulary)</p>	<p>The presentation was well delivered (clear, accurate and well-organized speech) with a wide range of advanced grammatical constructions and advanced vocabulary</p>	<p>Students use a wide range of advanced grammatical constructions, vocabulary is advanced with some minor grammatical, pronunciation mistakes.</p>	<p>Students use simple grammatical constructions and vocabulary, making minor mistakes.</p>	<p>Students use simple grammatical constructions and vocabulary, making major mistakes.</p>
<p>Structure (coherence and logics of the presentations and visuals, audio used)</p>	<p>Logical and coherent presentation of the topic: information has a logical structure, flows from one section to another, and can be easily followed and understood. Successfully used charts, audio, video and visual effects.</p>	<p>The information is logically structured, successfully used charts, audio, video and visual effects with minor timing mistakes.</p>	<p>The information is structured, charts, audio, video and visual effects are used, but not logically.</p>	<p>The information is not well-structured, charts, audio, video and visual effects are not used.</p>
<p>Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)</p>	<p>Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.</p>	<p>Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.</p>	<p>Basic research relevant to the topic with minor mistakes in their presentation.</p>	<p>Elementary research based on a limited number of resources with major mistakes in their presentation.</p>
	<p>*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done</p>			
<p>Assessment criteria For Post (max. score - 2)</p>				

Criteria / Points	Descriptors			
	4 Excellent	3 Good	2 Satisfactory	1 Unsatisfactory
Content (accuracy and volume of information, student's subject knowledge)	Topic clearly identified and presented, confident leading the thread discussion	Topic clearly identified, not all the rules of social media posts observed	Problems with identifying the topic, the information provided is not relevant to the target audience	Unclear identification of the topic, lack of the ability answer the questions in the comments
Language (language use, grammar forms, range of vocabulary)	Wide and proper terminology used	Wide and proper terminology used with minor grammatical and lexical mistakes	Proper terminology used with major grammatical and lexical mistakes	Lack of proper simple grammatical constructions with mistakes, poor range of vocabulary with spelling mistakes
Structure (giving the answer in a certain logical order)	Logical and coherent presentation of the topic in the post, clear and well-structured answers to the comments	Logical presentation of the topic in the post, after-post discussions/ answers lack confidence and relevance	Lacks of logics and structural parts of the post are not clearly defined, answers are relevant	Lack of logics and structural parts of the post are not clearly defined, answers are not relevant

Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.	Basic research relevant to the topic, minor mistakes in their presentation.	Elementary research based on a limited number of resources, major mistakes in their presentation.
	*0 – the work does not reach a standard described by any of the descriptors given above			
Assessment criteria for Project (max. score - 20)				
Criteria/ Points	Descriptors			
	5 Excellent	4 Good	3 Satisfactory	2 Unsatisfactory
Content (accuracy and volume of information, student's subject knowledge)	The content fully meets the objectives of the task, is relevant and consistent.	The project is coherent and covers the set goals, but conclusions and practical applications are not clearly defined.	The content of the project does not fully cover the set components, though it is relevant to the main goal.	The project is not coherent, the set components, conclusions are missing. The relevance to the main goal is very general.
Language (language use, grammar forms, range of vocabulary)	Wide and proper terminology used, appropriate stylistics.	Wide and proper terminology used with minor grammatical and lexical mistakes.	Proper terminology used with major grammatical and lexical mistakes	Lack of proper terminology, simple grammatical constructions with mistakes, poor range of

				vocabulary with spelling mistakes.
Structure (coherence and logics of the project)	Logical and coherent presentation of the project.	Logical and coherent project with minor structural improvements possible	The project has a clearly defined structure, but lacks the logic of delivering the ideas/content.	Lacks of logics and structural parts of the project are not clearly defined.
Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.	Basic research relevant to the topic, minor mistakes in their presentation.	Elementary research based on a limited number of resources, major mistakes in their presentation.
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Calculation of the score on a 4-point scale	
Criterion	points achieved

Content	1	2	3	4
Language	1	2	3	4
Structure	1	2	3	4
Research	1	2	3	4
Total score	_____ out of 16			

Marking guides		
2-point marking scale	4-point marking scale	5-point marking scale
«1» 1–8 «2» 9–16	«1» 1–4 «2» 5–8 «3» 9–12 «4» 13–16	«1» 1–4 «2» 5–8 «3» 9–12 «4» 13–16 «5» 17–20

Assessment scale		
Mark on the scale of the higher education institution		

90 – 100	A	passed
80 – 89	B	
70 – 79	C	
60 – 69	D	
50 – 59	E	
0-49	F	failed

Citing sources in APA style 6th ed.

<https://libguides.ru.nl/apaEN/reference-examples-books-and-reports>

Equipment, digital tools, and educational technologies for the course	
<p>Smart board and books procured during MultiEd project, Internet, educational technologies, smartphones.</p> <p>Books to be procured in this project:</p> <ol style="list-style-type: none"> 1. Christian, S. E. (2019) <i>Everyday Media Literacy: An Analog Guide for Your Digital Life</i>. 294 p. 2. Potter, J., Seven W. (2019) <i>Skills of Media Literacy</i>. First edition. SAGE Publishing. 192 p. 	
Books and resources recommended for this course	
Recommend ed books	<p>1. Share, J., Jolls, T., Thoman, E. (2005, 2007) <i>Five Key Questions That Can Change the World. Lesson Plans for Media Literacy</i>. Part 2: Practice CML MediaLit Kit™ Framework for learning and teaching in a Media Age. 81 p.</p> <p>https://medialiteracyweekus.files.wordpress.com/2015/07/cml25lessons.pdf</p>

	<p>2. Thoman, E.; Jolls, T. (2008) <i>Literacy for the 21st Century. An Overview and Orientation Guide to Media Literacy Education</i>. Part 1: Theory CML MediaLit Kit™ Framework for learning and teaching in a Media Age / Centre for Media Literacy. 48 p. http://www.medialit.org/sites/default/files/01_MLKorientation.pdf</p> <p>3. Gillmor, D. (2010) <i>Mediactive</i>. 204 p. https://mediactive.com/wp-content/uploads/2010/12/mediactive_gillmor.pdf</p> <p>4. The Commission on Higher Education (2016). <i>Teaching Guide for Senior High School. : Media and Information Literacy</i>. 186 p. https://www.teacherph.com/media-information-literacy-senior-high-school-teaching-guide/</p> <p>5. Baran, J.S. (2013) <i>Media Literacy and Culture. Introduction to Mass Communication</i>. 480 p. https://sites.highlands.edu/faculty-sstuglin/wp-content/uploads/sites/77/2017/12/Intro-Mass-Communication-1.pdf</p> <p>6. Potter, W.J. (2021) <i>Media Literacy - International Student Edition</i>. 504 p. https://sites.google.com/bbook.zya.me/qbook08/epubbook-download-media-literacy-by-w-james-potter-book-for-free</p>
<p>Extra internet books and resources</p>	<p>1. <i>Media Literacy Fundamentals</i> (online source). © MediaSmarts. https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/media-literacy-fundamentals</p> <p>2. Coronel, S. S. (2010) <i>The Media as Watchdog. News Media & Governance Reform</i>. Editor: Norris, P., pp 135-160. http://www.hks.harvard.edu/fs/pnorris/Conference/Conference%20papers/Coronel%20Watchdog.pdf</p> <p>3. Leaning, M. (2017) <i>Media and Information Literacy: An Integrated Approach for the 21st Century (Information Professional)</i>. 112 p. https://dokumen.pub/qdownload/media-and-information-literacy-an-integrated-approach-for-the-21st-century-9780081001707.html</p> <p>4. Baran, J.S. (2013) <i>Media Literacy and Culture. Introduction to Mass Communication</i>. 27 p. https://sites.highlands.edu/faculty-sstuglin/wp-content/uploads/sites/77/2017/12/Intro-Mass-Communication-1.pdf</p> <p>5. Journalism Education. (2016) <i>The Journal of the Association for Journalism Education</i>. Volume Five, No: One. 101 p. https://orbicom.ca/wp-content/uploads/2018/01/Journal-6.2.pdf</p> <p>6. De Abreu, B. S., Mihailidis, P., Lee, Alice Y.L., Melki, J., McDougall, J. (2017) <i>International Handbook of Media Literacy Education</i>. 430 p. https://www.researchgate.net/publication/335975642_The_International_Handbook_of_Media_Literacy/link/5d882380a6fdcc8fd6106b69/download</p> <p>7. Semali, L. M. (2019) <i>Literacy in Multimedia. America Integrating Media Education Across the Curriculum</i>. 262 p. https://www.researchgate.net/publication/306290846_Media_Education_across_the_curriculum/link/57b6fc6108aea2f4aec3a43d/download</p>
<p>Course quality monitoring</p>	

- 1.Syllabus feedback from internal and external peer-reviewers**
- 2.Feedback from students who attend the course**
- 3.Students' performance in the course**