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Infomedia Literacy and Critical Thinking <u>Syllabus of the course</u>	
Master/bachelor level	Bachelor 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	No prerequisites in terms of other courses. English Language course prerequisites: B1 or higher
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
Developers	<p>Gladys Mariya, PhD, Zaporizhzhia National University Golovko Oleksandra, PhD, University of Tartu Goshylyk Nataliia, PhD, Vasyl Stefanyk Precarpathian National University Dobrovolska Lesia, PhD, V.O. Sukhomlynskyi National University of Mykolaiv Ladyka Olha, PhD, Ternopil Volodymyr Hnatiuk National Pedagogical University Lysenko Lesia, PhD, Poltava V. G. Korolenko National Pedagogical University Nikiforchuk Svitlana, Lecturer, V.O. Sukhomlynskyi National University of Mykolaiv Oliynyk Natalya, PhD, V.N. Karazin Kharkiv National University Radchenko Olena, PhD, Cherkasy National University Sabadash Diana, PhD, Vasyl Stefanyk Precarpathian National University Shebelist Serhii, PhD, Poltava V. G. Korolenko National Pedagogical University Shkuropat Maryna, PhD, Horlivka Institute of Foreign Languages Yarema Oksana, PhD, Ternopil Volodymyr Hnatiuk National Pedagogical University</p>
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 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 help students become more media literate and acquire critical thinking skills. The course aims to help the students interpret the hidden messages, recognize bias and stereotypes, debunk fakes using a range of techniques and tools, and become 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

Integral competency

Ability to carry out complex specialized tasks and solve practical problems in the field of linguistics and foreign language teaching, which involves the application of pedagogical and linguistics theories and methods and is characterized by the complexity and uncertainty of conditions.

General competencies	<p>ability to realize their rights and responsibilities as a member of society, to be aware of the values of a civil (free and democratic) society and the need for its sustainable development, rule of law, human and civil rights and freedoms in Ukraine;</p> <p>ability to be critical, self-critical, and responsible for developing and decision-making in unpredictable context;</p> <p>ability to search, process, and analyze information from various sources;</p> <p>ability to identify, define, and solve problems;</p> <p>ability to work in a team and independently;</p> <p>ability to think abstractly, analyze, and synthesize;</p> <p>ability to apply knowledge in practical professional or educational contexts;</p> <p>information and communication technologies usage skills;</p> <p>ability to conduct research at the appropriate level, taking into account the basic principles of intellectual property protection.</p>
Professional competencies	<p>ability to freely, fluently, and effectively use the studied language, both orally and in writing, in a variety of genres, styles, and registers of communication (formal, informal, neutral), to solve communication problems in different areas of life;</p> <p>ability to collect and analyze, systematize and interpret language, literary, and folklore facts, interpret and translate texts;</p> <p>ability to freely use special terminology to solve professional problems;</p> <p>ability to understand the principles and techniques of creating texts of different genres and styles in state and foreign languages;</p> <p>ability to perform linguistic, literary, and special philological analyses of texts of different genres and styles;</p> <p>ability to provide comprehensive advice on the language literary norms and speech culture;</p> <p>ability to organize business communication.</p>
Learning outcomes	
IMLCT1	to comprehend basic facts 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 analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information

IMLCT3	to be able to analyze cases, systematize facts, interpret data to understand the visible and invisible influence of media
IMLCT4	to recognize and critically interpret different types of content to understand the explicit and implicit media messages
IMLCT5	to be able find credible information to avoid being manipulated
IMLCT6	to be able to critically consume and create media content for personal and professional purposes
IMLCT7	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
IMLCT8	to know how to ensure own cyber safety and share the strategies to make the digital world a safer place
IMLCT9	to understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning
IMLCT10	to know the basic terms, notions, and their meaning to communicate efficiently in a foreign language

Correlation matrix of program and course learning outcomes		
Curriculum Learning Outcomes	Course Learning Outcomes	LO code
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	to know the basic terms, notions, and their meaning	IMLCT 10

<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 be able to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information to be able to analyze cases, systematize facts, interpret data to understand the visible and invisible influence of media</p>	<p>IMLCT2 IMLCT3</p>
<p>PLO 4. To understand the fundamental principles of human existence, nature, and society.</p>	<p>to recognize and critically interpret different types of content to understand the explicit and implicit media messages to understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning</p>	<p>IMLCT4 IMLCT9</p>
<p>PLO 6. To use information and communication technologies to solve complex specialized and professional problems.</p>	<p>to comprehend basic facts 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 to be able find credible information to avoid being manipulated to be able to critically consume and create media content for personal and professional purposes</p>	<p>IMLCT1 IMLCT5 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 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>IMLCT7</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 comprehend basic facts 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 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>IMLCT1 IMLCT7</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 understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning</p>	<p>IMLCT9</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.	to know how to ensure own cyber safety and share the strategies to make the digital world a safer place to be able find credible information to avoid being manipulated	IMLCT8 IMLCT5
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 critically consume and create media content for personal and professional purposes	IMLCT6

Characteristics of learning outcomes for IMLCT

Course Learning Outcomes	Code of Learning Outcome	Knowledge	Skills	Communication	Autonomy and responsibility
to comprehend basic facts 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	IMLCT1	Knowledge of basic facts, concepts, and principles of media as well as correlations between them	Skills to relate historical, social, economic, and political contexts to media. Skills to determine the relationship between the agents of the media industry and understand their interaction effects	Ability to perceive general, specific and implied issues related to the media and efficiently express and communicate ideas, information and opinions on them	Ability to understand the impact of the media on the society and their economic aspects to make informed choices and take personal responsibility to solve problems in a personal, social, and professional contexts; Ability to interact, engage and participate in the economic, social and cultural aspects of the society through the media
to be able to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information	IMLCT2	Knowledge of basic types of algorithms, digital tools, and methods of their selection and combination for effective detection of manipulative information	Skills to choose relevant algorithms and digital tools to distinguish manipulative information and express opinion on their efficiency	Ability to explain and discuss the technologies for recognition of manipulative information	Ability to achieve objectives through media, safely used equipment, software and applications

to be able to analyze cases, systematize facts, interpret data to understand the visible and invisible influence of media	IMLCT3	Knowledge of methods and techniques for information analysis and data interpretation	Ability to use different methods and techniques to analyze and evaluate media messages	Ability to express and communicate own opinion and recognize hidden messages	Ability to bear the responsibility for using document-based and well-reasoned evidence to support one's conclusions
to recognize and critically interpret different types of content to understand the explicit and implicit media message	IMLCT4	Knowledge of the basic standards of quality journalism, techniques for revealing the hidden message content.	Skills to recognize the essence and subtext of media messages. Skills to apply tools to check the accuracy and completeness of information.	Ability to lead argumentative discussions about the explicit and implicit content of media messages.	Ability to be responsible in choosing high-quality and reliable sources of information and analyze media messages critically.
to be able to understand media impact on the society, find credible information and avoid being manipulated	IMLCT5	Knowledge of basic types of misinformation and subliminal advertising, algorithms of manipulation identification.	Skills to recognize and analyze subliminal media impact Skills to resist manipulation	Ability to interpret manipulative information, make judgements and share ideas on using algorithms for manipulation detection	Ability to question the motivations of content producers in order to make informed choices about content selection and use
to be able to critically consume and create media content for personal and professional purposes	IMLCT6	Knowledge of basic types of media content, terms and essential concepts related to the topic	Skills to critically consume media content, analyze different types, recognize how they are organized and construct reality. Ability to create desired content and media messages	Ability to use proper language to create personal and professional media content	Ability to critically analyze and evaluate types of media content and make conclusions based on relevant data and personal experience
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	IMLCT7	Knowledge of commercial, social, and political implications of media, the role of freedom of speech, access to information, international and national approaches to media literacy	Skills to analyze various implications of media and contexts of media regulation globally	Ability to explain and discuss national and global media contexts	Ability to undertake the preparation of reports and judgements on national and global media

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	The students will: <u>Content:</u> - 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. <u>Language:</u> - 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 <u>Critical thinking:</u> - activate prior knowledge and make inferences -systematize facts, analyze and interpret visuals; - reflect on personal progress	<u>IML1:</u> to comprehend basic facts 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>IML 10:</u> to know the basic terms, notions, and their meaning to communicate efficiently in a foreign language	<u>IML 5:</u> to be able to understand media impact on the society, find credible information and avoid being manipulated
2.Traditional 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>IML1:</u> to comprehend basic facts 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>IML3:</u> to be able to analyze cases, systematize facts, interpret data to understand the visible and invisible influence of media	<u>IML 9:</u> to understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning; <u>ML 10:</u> to know the basic terms, notions, and their meaning to communicate efficiently in a foreign language

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>IML1:</u> to comprehend basic facts 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>IML 7:</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>IML 10:</u> to know the basic terms, notions, and their meaning to communicate efficiently in a foreign language
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	<u>The students will:</u> <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; <u>Language:</u> -improve listening and reading comprehension skills to understand main ideas and identify relevant information; <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	<u>IML 4:</u> to recognize and critically interpret different types of content to understand the explicit and implicit media messages <u>IML 10:</u> to know the basic terms, notions, and their meaning to communicate efficiently in a foreign language	<u>IML 5:</u> to be able to understand media impact on the society, find credible information and avoid being manipulated <u>IML 6:</u> to be able to critically consume and create media content for personal and professional purposes

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	<u>The students will:</u> <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. <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; <u>Critical Thinking:</u> - to analyze and interpret visuals and data - to analyze the patterns of clickbait and speculative news	<u>IML2:</u> to be able to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information <u>IML 6:</u> to be able to critically consume and create media content for personal and professional purposes	IML 9: to understand the need for enhancing media literacy competency and critical thinking skills for lifelong learning
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								
6. Fact vs Opinion in the media.	2	2	2	6.1 The notion of news and information 6.2 The concepts of credibility and reliability 6.2 Factual and manipulative information 6.3 Interviews	6.1 Cases of factual and speculative information 6.2 Creating an algorithm on finding credible sources and reliable news/information 6.3 Producing creative/manipulative and factual messages or texts 6.4 Making interviews	<u>The students will:</u> <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 - main features of interviews. <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	IML1: to comprehend basic facts 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 IML 5: to be able to understand media impact on the society, find credible information	<u>IML3:</u> to be able to analyze cases, systematize facts, interpret data to understand the visible and invisible influence of media

						<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. 	and avoid being manipulated	
7.Misleading Information and Post-Truth	2	2	2	<p>7.1 Types of information disorder: misinformation, disinformation, malinformation, -combination of True and False information</p> <p>7.2 Signs and Threats of fakes</p>	<p>7.1 Case studies to spot linguistic and extralinguistic means of misleading texts</p>	<p><u>The students will:</u></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><u>IML 5:</u> to be able to understand media impact on the society, find credible information and avoid being manipulated</p> <p><u>IML 10:</u> to know the basic terms, notions, and their meaning to communicate efficiently in a foreign language</p>	<p><u>IML 4:</u> to recognize and critically interpret different types of content to understand the explicit and implicit media</p> <p><u>IML 6:</u> to be able to critically consume and create media content for personal and professional purposes</p>
8.Fact-checking and debunking myths	2	2	2	<p>8. 1. Features of information reliability.</p> <p>8.2. The main sources of false information.</p> <p>8.3. Verification and fact-checking of information messages</p>	<p>8.1. Case studies to fact-check information in global and local media by using digital tools for verifying information.</p> <p>8.2. Project on creating and debunking myths.</p>	<p><u>The students will:</u></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><u>IMLCT 2:</u> to be able to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information.</p> <p><u>IMLCT 3:</u> to be able to analyze cases, systematize facts, interpret data to understand the visible and invisible</p>	<p><u>IMLCT 9:</u> to understand the need for enhancing media literacy competency and critical thinking skills for lifelong learning.</p> <p><u>IMLCT 10:</u> to know the basic terms, notions, and their meaning to communicate</p>

							influence of the media.	efficiently in a foreign language.
9. Advertising	2	2	2	9.1 Methods and types of advertising 9.2 AIDA formula and Ad Analysis (F-A-T-P Organizer)	9.1 Case studies to analyze different types of advertisements by applying AIDA formula and the wheel of emotions.	<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.	<u>IML2:</u> to be able to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information <u>IML 6:</u> to be able to critically consume and create media content for personal and professional purposes	<u>IML3:</u> to be able to analyze cases, systematize facts, interpret data to understand the visible and invisible influence of media <u>IML 5:</u> to be able to understand media impact on the society, find credible information and avoid being manipulated
10. Media Manipulative Techniques	2	2	2	10.1. The concept and types of media manipulation. 10.2. Techniques of media manipulation. 10.3. Deconstructing manipulated media messages.	10.1. Project: Spotting and debunking biases, fabrications and misleading information in media messages.	<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	<u>IML2:</u> to be able to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information <u>IML 7:</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>IML 4:</u> to recognize and critically interpret different types of content to understand the explicit and implicit media messages <u>IML 5:</u> to be able to understand media impact on the society, find credible information and avoid being manipulated
11. Diversity in the Media	2	2	2	11.1. Diversity and Inclusion	11.1. Case studies of the issues of	<u>The students will:</u> <u>Content:</u>	<u>IML3:</u> to be able to analyze cases,	<u>IML 7:</u> to become aware of

				<p>11.2 Self and others controversy</p> <p>11.3 Stereotyping</p> <p>11.4. Hate speech and violence</p>	<p>diversity and identity representation to spot stereotyping</p> <p>11.2. Discussion on freedom of speech and hate speech</p>	<p>- consider the ‘representation ’of people and events in the media from a given point of view;</p> <p>- 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;</p> <p>- develop their understanding about ‘hate speech ’ and which social groups are most targeted.</p> <p><u>Language:</u></p> <p>- improve listening and reading comprehension skills to identify writer’s attitudes and viewpoints in authentic media messages;</p> <p>- learn related terms and phrases to discuss the issues of inequality, stereotyping and discrimination in the media;</p> <p><u>Critical thinking:</u></p> <p>- activate their prior knowledge and make inferences;</p> <p>- reflect on the role of stereotypes in the media and their consequences;</p> <p>- personalize experience with media, facts, and speculations</p>	<p>systematize facts, interpret data to understand the visible and invisible influence of media</p> <p><u>IML 4:</u> to recognize and critically interpret different types of content to understand the explicit and implicit media messages;</p>	<p>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>IML 10:</u> to know the basic terms, notions, and their meaning to communicate efficiently in a foreign language</p>
Total for Module 2	<p>Topics: 6</p> <p>Seminars: 12 h</p> <p>Individual work: 12 h</p> <p>Independent work: 12 h</p>							
Module 3: Media Literacy for Life-Long Learning								
12. Information and Media literacy concepts.	2	2	2	<p>12.1 Media education: the main issues</p> <p>12.2. Five core concepts and questions of information and media literacy</p> <p>12.3. Reasons to teach Media Literacy</p>	<p>12.1 Media Literacy IQ Test</p> <p>12.2. A reflexive project on the personal media footprint</p>	<p><u>The students will</u></p> <p><u>Content:</u></p> <p>-identify the notions of “personal media day”, "media and news bubbles", "media footprint";</p> <p>- understand the core concepts of information and media literacy;</p> <p>-increase their awareness of the importance of being media literate and promoting media literacy.</p> <p><u>Language</u></p> <p>-improve reading comprehension and speaking skills;</p> <p>-learn related terms and phrases to discuss the issues of media literacy;</p> <p><u>Critical Thinking</u></p>	<p>IML 6: to be able to critically consume and create media content for personal and professional purposes</p> <p>IML 10: to know the basic terms, notions, and their meaning to communicate efficiently in a foreign language</p>	<p><u>ML3:</u> to be able to analyze cases, systematize facts, interpret data to understand the visible and invisible influence of media</p> <p>IML 9: to understand the need for enhancing media</p>

						<ul style="list-style-type: none"> - personalize the use of key concepts; - reflect on the personal media consumption and footprint. 		literacy competency and critical thinking skills for lifelong learning
13. Media Literacy worldwide	2	2	2	<p>13. 1. The notion of information and media literacy in the global context.</p> <p>13.2. Media Literacy Indices.</p>	<p>13.1. Cases studies of institutional reports, policy papers on information and media literacy.</p> <p>13.2. Case studies of formal and informal approaches to learning and teaching information and media literacy.</p>	<p><u>The students will:</u></p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - know country- and region-specific approaches and terminology ; -develop a coherent understanding of the basic notions of information and media literacy. <p><u>Language:</u></p> <ul style="list-style-type: none"> -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><u>Critical thinking:</u></p> <ul style="list-style-type: none"> - activate prior knowledge and systematize facts; - analyze the current developments of the information and media literacy trends. 	<p><u>IML1:</u> to comprehend basic facts 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>IML 7:</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>ML 5:</u> to be able to understand media impact on the society, find credible information and avoid being manipulated</p> <p><u>IML 9:</u> to understand the need for enhancing media literacy competency and critical thinking skills for lifelong learning</p>
14. Media Literacy for Life	2	2	2	<p>14.1 The inquiry process: analytical (deconstruction) vs productive (construction)</p> <p>14.2 Bloom’s Taxonomy</p>	<p>14.1 Using a 5-question algorithm for media literacy;</p> <p>14.2 Conducting a ‘close analysis ’of a media text.</p>	<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; 	<p><u>IML2:</u> to be able to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information</p> <p><u>IML 9:</u> to understand the need for enhancing media literacy competence and critical thinking</p>	<p><u>ML3:</u> to be able to analyze cases, systematize facts, interpret data to understand the visible and invisible influence of media</p>

						- use proper language to present personal points of view and convey accurate meaning. <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;	skills for lifelong learning	
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	<u>The students will:</u> <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. <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. <u>Critical thinking:</u> - activate prior knowledge and make inferences; - analyze and interpret visuals and data; - personalize their experience with media, facts, and speculations	<u>ML 10:</u> to know the basic terms, notions, and their meaning to communicate efficiently in a foreign language; <u>IML 9:</u> to understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning	<u>ML2:</u> to be able to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information <u>IML 8:</u> to know how to ensure own cyber safety and share the strategies to make the digital world a safer place
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							

	Course learning outcomes	Learning and teaching methods including scaffolded learning, social learning, direct instruction	Assessment methods (diagnostic, personalized, formative, ipsative, flexible, assessment of learning, and assessment for learning)
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IMLCT1	to comprehend basic facts 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	Hands-on learning Experiential learning, visiting a media outlet Interactive lecture Group work Individual work Case-study Essay	- entry test; - self- and peer-assessment; - Moodle tests (true-false, multiple choice, short answer questions); - essay written feedback; - teacher's regular oral feedback.
IMLCT2	to be able to analyze, evaluate, and apply algorithms, digital tools, and critical thinking skills to distinguish manipulative information	Hands-on learning Inquiry-Based Learning Case-study Group work Individual work Project work	- in-class quiz; - Moodle tests (true-false, multiple choice, short answer questions); - project presentation feedback; - teacher's regular oral feedback.
IMLCT3	to be able to analyze cases, systematize facts, interpret data to understand the visible and invisible influence of media	Hands-on learning Inquiry-Based Learning Case-study Group work Individual work Brainstorming Discission	- in-class quiz; - Moodle tests (true-false, multiple choice, short answer questions); - teacher's feedback on groupwork results; - written feedback on essat.
IMLCT4	to recognize and critically interpret different types of content to understand the explicit and implicit media messages	Interactive lecture Inquiry-Based Learning Hands-on learning Case-study Group work Individual work	- peer- and self-review; - in-class quiz; - Moodle tests (true-false, multiple choice, short answer questions); - teacher's regular oral feedback.
IMLCT5	to be able to find credible information to avoid being manipulated	Hands-on learning Group work Individual work Mind-map	- peer- and self-review; - in-class quiz; - project presentation; - teacher's regular oral feedback.
IMLCT6	to be able to critically consume and create media content for personal and professional purposes	Hands-on learning Individual work Simulation	- peer- and self-review; - feedback on participation in online discussions and blogs; - teacher's regular oral feedback.

IMLCT7	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	Hands-on learning Experiential learning Group work Case-study Individual work Role play Simulation	- peer- and self-review; - in-class quiz; - Moodle tests (true-false, multiple choice, short answer questions); - teacher's regular oral feedback
IMLCT8	to know how to ensure own cyber safety and share the strategies to make the digital world a safer place	Hands-on learning Experiential learning Group work Case-study Individual work Simulation	- peer- and self-review; - Moodle tests (true-false, multiple choice, short answer questions); - teacher's regular oral feedback
IMLCT9	to understand the need for enhancing media literacy competence and critical thinking skills for lifelong learning	Inquiry-Based Learning Experiential learning Group work Case-study Individual work Simulation: trainings in an active mode Presentation to camera;	- peer- and self-review; - in-class quiz; - Moodle tests (true-false, multiple choice, short answer questions); - teacher's regular oral feedback.
IMLCT10	to know the basic terms, notions, and their meaning to communicate efficiently in a foreign language	Discussion Essay Presentation Practicing different writing styles and formats Lexical Syllabus	- entry test; - written feedback on essay; - peer- and self-review; - in-class quiz; - Moodle tests (true-false, multiple choice, short answer questions); - teacher's regular oral feedback.

Assessment and feedback approaches			
#	Work, activity, task	Maximum points	Extra information
1	Participation (classes, individual, and independent work, work in Moodle)	20	- attending classes; - doing individual tasks; - doing tasks in Moodle; - doing independent work; - learning to use digital tools for information verification;

			- analyzing schemes, tables, diagrams; - participating in case study analyses, projects, discussions, presentations etc. Feedback is given regularly during the classes.
2	Module 1: test	10	Test online Explanation for every question is embedded in the test automatic feedback.
3	Module 1: essay	10	A comprehensive argumentative essay, 250 words. It should relate to the topic, be logically structured, have linkers, be proof-read. Written feedback for every essay.
4	Module 2: test	10	Test online Explanation for every question is embedded in the test automatic feedback.
5	Module 2: presentation	10	Presentation of a case of debunked misinformation, fake, bias, stereotype in the press Oral feedback is given during and/or after the case presentation.
6	Module 3: test	10	Test online Explanation for every question is embedded in the test automatic feedback.
7	Module 3: project	10	Application of media literacy and critical thinking in your future working life Oral feedback is given during and/or after the project presentation.
8	Final assessment	20	Comprehensive test online Explanation for every question is embedded in the test automatic feedback.

Assessment scale			
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

Equipment, digital tools, and educational technologies for the course

Smart board and books procured during MultiEd project, Internet, educational technologies, smartphones.

Books and resources recommended for this course

Recommended books

1. Jolls, T., Wilson, C. The Core Concepts: Fundamental to Media Literacy Yesterday, Today and Tomorrow. Journal of Media Literacy Education 6(2), 68-78. 2014. <https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1156&context=jmle>
2. McQuail D. McQuail's Mass Communication Theory. 6th Edition. Sage Publications. 2010. 622p.
3. Potter, W.J. Media Literacy. 10th edition. SAGE Publishing, 2021. 504 p.
4. Scheibe, C. and Rogow, F. The Teacher's Guide to Media Literacy. SAGE Publishing, 2011. 264 p.
5. Turner, Graeme. Re-Inventing the Media. Routledge, 2015. ISBN 978-1138020702

Extra materials

1. Brown, A. J. Television "critical viewing skills" education: major media literacy projects in the United States and selected countries. Hillsdale, N. J. : L. Erlbaum Associates, 1991. 371 p.
2. Janks, H. et al. Doing Critical Literacy: Texts and Activities for Students and Teachers (lesson ideas, a lot on diversity/identity and text analysis)
3. Rodman, G. Mass Media In A Changing World. McGraw-Hill, 2006. ISBN 0073256323
4. Ryan M. (2012). Narration in Various Media. The Living Handbook of Narratology. Narration in Various Media | the living handbook of narratology (uni-hamburg.de)
5. Share, Jeff; Jolls, Tessa; Thoman, Elizabeth (2005, 2007) Five Key Questions That Can Change the World. Lesson Plans for Media Literacy. Part 2: Practice CML MediaLit Kit™ Framework for learning and teaching in a Media Age / Centre for Media Literacy // www.medialit.org
6. Thoman, E.; Jolls, T. Literacy for the 21st Century. An Overview and Orientation Guide to Media Literacy Education. Part 1: Theory CML MediaLit Kit™ Framework for learning and teaching in a Media Age / Centre for Media Literacy. 2008. // www.medialit.org

Internet resources

1. Media Literacy Fundamentals. <https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/media-literacy-fundamentals>
2. Coronel, S. S., "The Media as Watchdog," Harvard-World Bank Workshop, May 19, 2008, accessed September 19, 2012, <http://www.hks.harvard.edu/fs/pnorris/Conference/Conference%20papers/Coronel%20Watchdog.pdf>

Course quality monitoring

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