Module number
24 – 26 (BW)
33 (EB)

Module title
Specialised Elective Module:
Media Literacy and Current Events

Code
MLCE

Module coordinator
Prof. Dr. Gürtler

Tuition type
Seminar-style tuition

Module duration
1 Semester

Lecturer
Prof. Dr. Gürtler

Compulsory/Elective
Elective

Module language
English

Learning outcomes
The qualification goals mentioned below are subdivided into three dimensions. Each dimension corresponds to a target competence level. The following competence levels have been defined:

- Competence level 1 (awareness): cursory awareness of simple structures, only previously learned knowledge is tested
- Competence level 2 (comprehension): basic understanding of multiple structures up to deeper understanding of the relations between structures, learned knowledge is analysed, combined and applied
- Competence level 3 (deep understanding and application): deeper understanding of the relations between structures up to independent transfer and extension of knowledge to new structures, learned knowledge is critically questioned and/or evaluated, interrelations between structures and their consequences are reflected and explained

The competence level of the respective qualification goal is represented by the corresponding number (1, 2 or 3) in the competence descriptions below.

On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods:

**Subject skills**
Students can describe the news production cycle and principles of journalism (1). Students understand the interactions between media and their audiences, in particular the influence of bias and agenda-setting on public opinion (2). Students acquire knowledge about different media products (traditional and social), including forms of information disorder such as propaganda, filter bubbles, conspiracy theories and disinformation campaigns (1). Students develop critical reading skills in the English language for various forms of media (2).

**Method skills**
Students can apply a framework to deconstruct media messages (2) and reflect on how their own perceptions are shaped by media (3). Students develop skills to recognize information disorder (2) and combat mis-/disinformation (3).

**Social skills**
Students can communicate nuanced opinions and analyses in the English language (written/spoken) (3). Students can collaborate to prepare and moderate a virtual small-group discussion (3).

**Personal skills**
Students are aware of their own relationship with media (traditional and social) (1) and can develop a plan for healthy media consumption (2). Students can contribute to civil society through identification and combatting of mis-/disinformation (3).

**Content**
This course analytically and reflectively examines the role of media in society. Students will be encouraged to think critically about how traditional and social media shape public opinion and attitudes, as well as the importance of media literacy for civil society and democratic principles.
- Introduction to the encoding/decoding model of communications theory
- Identification of media products, e.g. genre, authorship and purpose
- Exploration of the relationship between media and public opinion, including the media production process, the agenda-setting function, bias and framing
- Application of models of deconstruction for critical analysis of media messages
- Investigation of forms of “information disorder”, such as misinformation, propaganda, conspiracy theories and disinformation campaigns
- Introduction to theories of cognitive science regarding comprehension, memory and persuasion, especially with respect to mis-/disinformation
- Strategies for identifying and combatting mis-/disinformation
- Development of relevant English language skills

**Literature**

**Required reading**

Course documents (via GRIPS)

**Recommended reading**

Students are expected to follow the news every day

**Teaching and learning methods**

Due to Covid-19 situation, the course will be offered in a digital version. No classroom teaching is planned. The module leader will inform students about the planned course details in the first digital lecture.

**Type of examination/Requirements for the award of credit points**

A portfolio consisting of:

50%: Four written response journals (300-500 words)

50%: Two discussion moderations (in pairs; ~45 minutes)

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<th>ECTS-Credits</th>
<th>Workload</th>
<th>Weighting of the grade in the overall grade</th>
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<tr>
<td>5</td>
<td>150 hours</td>
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