

Module number 24 - 26 (BW) 33 (EB)	Module title Specialised Elective Module: Media Literacy in the Age of "Fake News"		
Code MLCE	Semester Depends on course pro- gramme	Number of WSH 4	Module offered Changing Catalogue. Details can be found online.
Module coordinator Prof. Dr. Katherine Gürtler	Tuition type Seminar-style tuition		Module duration 1 Semester
Lecturer Prof. Dr. Katherine Gürtler	Compulsory/Elective Elective		Module language English
<p>Learning outcomes</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>The competence level of the respective qualification goal is represented by the corresponding number (1, 2 or 3) in the competence descriptions below.</p> <p>On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods:</p> <p><u>Subject skills</u></p> <p>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).</p> <p><u>Method skills</u></p> <p>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).</p> <p><u>Social skills</u></p> <p>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).</p> <p><u>Personal skills</u></p>			

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 relevant models of communications theory
- Analysis of media products, e.g. regarding genre, authorship and purpose
- Exploration of the relationship between media and public opinion, including e.g. the media production process, agenda-setting, 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

2 SWS of the course will be offered online (asynchronous multimodal delivery via Moodle).

2 SWS of the course will be offered in person (discussion sessions).

Type of examination/Requirements for the award of credit points

A portfolio consisting of:
 60%: Four written response journals (300-500 words)
 40%: One discussion moderation (in pairs; ~45 minutes)

Other information

Max. number of participants: 25
 Registration necessary. Details can be found in moodle.
 Lecture times: Will be released in the schedule.
 The module is especially suited to IR and EB students, but is also open to BW students with a particular interest in the English language and media studies.
 Priority for registration is given to IR students.

ECTS-Credits 5	Workload 150 hours Contact/attendance time: 60 h Additional work: 90 h	Weighting of the grade in the overall grade 5
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