COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Media education and media literacy: blending theory and practice	

Academic staff	Core academic unit(s)
Coordinator: assoc. prof. Sandra Kairė **Other(s): lect. Gintė Žulytė,** *In a non-recurring way, the course might also give place to intense theoretical and practical interventions of Lithuanian and foreign researchers and experts in the field.*	Faculty of Philosophy, Institute of Educational Sciences

Study cycle	Type of the course unit
Primary (Bachelor)	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face	Spring semester	English

Requirements for students	
Prerequisites:	**Additional requirements (if any):** English language knowledge B2 level Group size no more than 16 students

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	48	82

Purpose of the course unit (module)
This course will address the link between literacy, media and education, and will focus on media education and media literacy in theory and practice. The course will discuss these concepts in relation to other contemporary concepts of literacy (e.g. digital literacy, computer literacy, multimodal literacy etc.). Students will analyse different didactic approaches to teaching media literacy. The course will involve practical workshops, field observation and other practical activities that will encourage the development of the ability to implement media education activities through textual analysis and different modes of creative media production (e.g. video games, film, animation) in a range of educational settings (e.g. schools, non-formal education organizations) and in 'the third space'. Finally, the course will address the future of media education and wider, more dynamic conceptions of literacy. The role of artificial intelligence and extended reality technologies will also be explored.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods

Students will be able to explain the key concepts of media and literacy and the relation with digital, multimodal and other literacies	Interactive lectures Reading assignment Discussions Videos	Active participation in discussions based on the assigned readings, videos, and writing exercises throughout the course
Students will be able to connect and critically assess media texts and models of literacy in relation to educational theory and practice. They will understand the media's role in the formation of learner identity	Interactive lectures Reading assignment Discussions Analysis of examples Videos	Active participation in discussions based on the assigned readings, videos, and writing exercises throughout the course
Students will develop a general understanding of the functions and possibilities of media literacy and media education. They will understand different approaches to teaching media and will develop critical skills to understand and apply these pedagogies.	Interactive lectures Reading assignment Analysis of examples Fieldwork in the media education project Discussions Reflection of practical workshops	Active participation in discussions based on the assigned readings, videos, and writing exercises throughout the course Reflective diary Group evaluation
Students will be able to develop practical skills in implementing media education activities through different modes of digital media and in different educational settings, including the negotiated and de-hierarchised terrains known as 'third spaces'.	Fieldwork in the media education project Practical workshop/activities	Fieldwork portfolio Reflective diary Design of media education activity
Students will gain knowledge about the future of media education and literacy and will explore the role of artificial intelligence and extended reality technologies.	Interactive lectures Discussions Reading assignment Practical workshops	Active participation in discussions based on the assigned readings, videos, and writing exercises throughout the course Group evaluation
Students will gain experience in collaborating in an interdisciplinary and intercultural team to complete assignments in a creative, co-produced and innovative manner	Interactive lectures Analysis of examples Practical workshops Fieldwork in the media education project Media education project/activities (group work)	Active participation and discussions in the reading and writing exercises during the course Reflective diary Design of media education activity

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Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/ work placement	**Contact hours**	**Self-study hours**	**Assignments**
1. **Media and Literacy**: what is media and what is literacy? How are these concepts interrelated? The role of education for media and literacy. How have these concepts changed?	2						2	2	Self-study of literature: 5 – chapter 1. 17 - p. 19 - 38
2. **Media is the Massage:** from the Cultural Studies (Stuart Hall) towards media literacy education (Len Masterman)	2						2	4	Self-study of literature: 13 – chapter Videos: https://www.youtube.com/watch?v=cFwVCHkL-JU&t=48s https://www.youtube.com/watch?v=yJr0gO_-w_Q https://www.youtube.com/watch?v=pAbeVTnidaU Analysing cultural object applying the Circuit of Culture
3. **Perspectives on New Forms of Literacies** (multiliteracies, multimodality, new literacies), new learning and the role of media	2						2	4	Self-study of literature: 6, p. 45–56
4. **Media Education Development and Media Literacy Competence**: from international documentation towards educational practices and results	2						2	4	Self-study of literature: 12 - p. 1-14 22 - p. 3 – 41.
5. **What is Media Literacy Education?** Media education principles, approaches, practices, advantages and challenges	4						4	4	Self-study of literature: Analysis of chosen media education

									approach (e.g. 1; 3; 4; 8).
6. Media literacy education in practice: analysing, using, creating			4				4	2	Self-study of literature: 5 – analysis of the chosen practice in the classroom 21 - Analysis of the chosen module Watching and analysing videos from *Dideli maži ekranai* database on media education for teachers Analysis of chosen media education approach (e.g. 1; 3; 4; 8) and creating of activities on the choosen media text
7. **Media and learners' identity transformation**. Media experience and media use among children and young people	2						2	2	Self-study of literature: 9 – p. 322 – 344. 18 - p. 39 - 62.
8. **Media literacy activities in educational settings and beyond I.** Media literacy education through different media means video games, film, animation, etc.	8		6				14	6	Practical workshops Analysis of media education examples and practices (literature 1; 5; 8; 12 etc.).
9. **Media literacy activities in educational settings II.** Fieldwork in media literacy project *Dideli maži ekranai*	4		4				8	24	Fieldwork activities in the media education project *Dideli maži ekranai*
10. **Media Education and the 'Third Space'**	2						2	4	Self-study of literature: 9 - p. 1 - 26.
11. **Media Education 3.0.** Role of artificial intelligence and extended reality technologies in media education and literacy	2		4				6	2	Self-study of literature: 20 - chapter 2 16 – p. 1 – 20.
Preparation of the media education project/activity								24	
Total	**32**		**16**					**82**	

Assessment strategy	**Weight,%**	**Deadline**	**Assessment criteria**

Active participation in discussions based on the assigned readings, videos, and writing exercises throughout the course	20		3 points: active participation in all interactive lectures and seminars, discussions and activities of reading and writing assigned texts responding to questions; formulating problems and ideas; participation and reflection of all practical workshops. 2 point: active participation in all discussions and activities of reading and writing assigned texts responding to questions'; participation and reflection of half of the practical workshops; 1 point: participation in half of discussions or activities of reading and writing assigned texts responding to questions; attends and reflects 1/3 practical workshops. 0.5 point: participation in discussions or activities; no reflection of practical workshops. 0 points: 1/3 participation in interactive lectures and activities of reading and writing assigned texts, attending less than 1/3 of the interactive lectures or workshops.
Fieldwork in the media education project[1]	30		Students (in groups of 2-4) will be assigned to different schools of Lithuania to closely observe activities of the media education project in Lithuanian schools *Dideli maži ekranai* (NGO Meno avilys). The fieldwork will consist of 16 hours spent in a workshop of *Dideli maži ekranai* and 8 hours more devoted to preparation for a media literacy lesson and its deliverance. In the fieldwork, students will be (participant) observers assisting workshop leaders and taking notes about an ongoing educational process. In addition, they will prepare a media literacy lesson according to teaching guides developed by *Dideli maži ekranai* and deliver it to pupils. Afterward, the students will offer recommendations on teaching guides for the project. 3 points: active participation in the observation process, , ability to encompass all the observation criteria and formulate purposeful recommendations for the educational process in *Dideli maži ekranai*; 2 points: active participation in observation process, , ability to encompass a few of the observation criteria, and formulate purposeful recommendations for the educational process in Dideli maži ekranai; 1 points: participation in the observation process, , ability to encompass a few of the observation criteria, formulation of less relevant recommendations for the educational process in Dideli maži ekranai; 0,5 point: Attends less than 2/3 of the intended activities at the project *Dideli maži ekranai*, no deliverance of a lesson 0 point: attends less than 1/3 of the intended activities at the project *Dideli maži ekranai*, no deliverance of a lesson.
Design of media education project/activities (individual or group work)	50		Students will work individually or in groups of 2-4 people (depending on the entire group size) to create media education activities in a particular chosen educational context or in 'the third place'. They will also prepare a

[1] According to the context and the availability of media education professionals, students may have the opportunity to participate not in the fieldwork, but in intensive practical workshops.

			presentation and will be reviewed by other groups based on the criteria provided by the course instructors.

Author	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Compulsory reading				
1. Buckingham, D.	2003	Media Education: Literacy, Learning and Contemporary Culture		Cambridge, UK: Polity.
2. Buckingham, D.	2014	Developing media literacy: concepts, processes and practices		https://ddbuckingham.files.wordpress.com/2015/04/media-literacy-concepts-processes-practices.pdf
3. Buckingham D.	2019	The Media Education Manifesto		Wiley
4. Burn, A.	2016	Games, films and media literacy: frameworks for multimodal analysis	Knobel, M and Lankshear, C (eds) Researching New Literacies: Design, Theory, and Data in Sociocultural Investigation.	New York: Peter Lang. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://aburn2012.files.wordpress.com/2014/04/games-films-and-media-literacy.pdf
5. Burn, A., & Durran, J.	2007	Media Literacy in Schools: Practice, Production and Progression.		Paul Chapman
6. Burnett, C., & Merchant, G.	2020	Literacy-as-event: accounting for relationality in literacy research	Discourse, 41(1), 45–56	https://doi.org/10.1080/01596306.2018.1460318
7. Cannon, M.	2018	Digital Media in Education: Teaching, Learning and Literacy Practices with Young Learners		Palgrave Macmillan: London, UK
8. Cannon, M., Bryer, T., & Hawley, S.	2023	Incorporating digital animation in a school play: multimodal literacies, structure of feeling and resources of hope	Literacy	https://doi.org/10.1111/LIT.12355

9. Cannon, M., Connolly, S., & Parry, R.	2022	Media literacy, curriculum and the rights of the child	*Discourse: Studies in the Cultural Politics of Education,* 43:2, 322-334	https://doi.org/https://doi.org/10.1080/01596306.2020.1829551
10. Cannon, M., Potter, J.		Pedagogies of Production: Re-imagining literacies for the digital age		https://discovery.ucl.ac.uk/id/eprint/10131883/1/Cannon-Potter_final_Pedagogies-of-Production.pdf
11. du Gay, P., Stuart Hall, Janes, L., Koed Madsen, A., MacKay, H., & Negus, K.	2003	Doing cultural studies: the story of the Sony Walkman (2nd ed)		Sage Publications
12. European Digital Media Observatory Europe	2021	Media literacy in Europe and the role of EDMO		https://edmo.eu/wp-content/uploads/2022/02/Media-literacy-in-Europe-and-the-role-of-EDMO-Report-2021.pdf
13. Hall, S.	1997	Representation: Cultural Representations and Signifying Practices		SAGE Publications.
14. Lee, C., Bailey, C., Burnett, C., & Rowsell, J.	2022	Unsettling literacies : directions for literacy research in precarious times		Springer Singapore.
15. Mackey, M.	2007	Literacies across media: Playing the text		London: Routledge
16. Mills, K. A., Unsworth, L., & Scholes, L.	2022	Literacy for Digital Futures: Mind, Body, Text. In Literacy for Digital Futures: Mind, Body, Text		Taylor and Francis. https://doi.org/10.4324/9781003137368
17. Potter J., McDougall, P.	2017	Digital Media, Culture and Education: Theorising Third Space Literacies		London: Palgrave MacMillan.
18. Potter, J.	2012	Digital Media and Learner Identity. The New Curatorship		SAGE
19. Potter, J. W.	2016	Media Literacy	8th edition.	SAGE
20. Ptaszek G.	2020	Media Education 3.0? How Big Data, Algorithms, and AI Redefine Media Education	The Handbook of Media Education Research	Wiley Blackwell
21. New London Group	1996	A Pedagogy of Multiliteracies: Designing Social Futures	*Harvard Educational Review* 66 (1): 60–92	DOI: 10.17763/haer.66.1.17370n67v22j160u
22. UNESCO	2021	Media and information literate		https://unesdoc.unesco.org/ark:

		citizens: think critically, click wisely!		/48223/pf0000377068?posInSet=2&queryId=N-bd7393e5-91cf-4d87-83ba-3d169a50e6f7
Optional reading				
Beavis, C., Dezuanni, M., O'Mara, J.	2017	Serious play: literacy, learning and digital games		London: Routledge
Bhabha H.	1994	The Location of Culture		London: Routledge
Burnett, C., Davies, J., Merchant, G., & Rowsell, J.	2014	New Literacies around the Globe: Policy and Pedagogy		Routledge
Buckingham, D.	2017	Teaching social media: A critical media education approach		https://davidbuckingham.net/2017/11/02/teaching-social-media-a-media-education-approach
Cannon, M., Bryer, T., & Lindsey, M. (2014).	2014	Media Production and Disruptive Innovation: exploring the interrelations between children, tablets, teachers and texts in subject English settings	Media Education Research Journal, 5(1), 16–31	https://discovery.ucl.ac.uk/id/eprint/1489898/
Cope B., Kalantzis B.	2009	'Multiliteracies': New Literacies, New Learning	*Pedagogies: An International Journal, 4:3, 164-195*	DOI: 10.1080/15544800903076044
Dezuanni, M.	2018	Minecraft and children's digital making: implications for media literacy education	Learning, Media and Technology, 43(3), 236–249.	https://doi.org/10.1080/17439884.2018.1472607
European Commission	2009	Recommendation on Media literacy in the digital environment for a more competitive audio-visual and content industry and an inclusive knowledge society		https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32009H0625
Hoechsmann, Michael., & Poyntz, S. R. (2012).. Wiley-Blackwell.				
Kalantzis M., Cope B.	2015	Learning and New Media	*Sage Handbook of Learning, p. 373-385.*	SAGE
Masterman L.	1985	Teaching the Media		London: Routledge
Koltay, T.	2011	Media and the literacies: media literacy, information literacy, digital literacy	*Journal of Media, Literacy and Education, 33(2)*	Doi: 10.1177/0163443710393382
McLuhan M.	2016	The Medium is the Massage: An Inventory of Effects		Penguin Books