COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Critical Thinking, AI and Communication	

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr. Liutauras Ulevičius	Faculty of Communication Saulėtekio ave. 9, building I, Vilnius

Study cycle	Type of the course unit
First	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face	Autumn, 1st semester	English

Requisites	
Prerequisites: -	**Co-requisites (if relevant): -**

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	50	80

Purpose of the course unit		
The purpose of this course is to equip communication professionals with the critical knowledge and practical skills necessary to navigate the complexities of information dynamics in an era of increasing disinformation and misinformation, by providing a deep understanding of the psychological mechanisms behind misinformation, strategies to counteract harmful narratives, and insights into the ethical and effective use of AI tools across commercial, public, and NGO sectors.		
Learning outcomes of the course unit	**Teaching and learning methods**	**Assessment methods**
Students will be able to understand and describe the main principles of disinformation, critical thinking and generative AI and its relevance to efficient communication.	Lectures Presentation and discussion of key issues Seminars Analysis of relevant literature and discussions in small groups. Analysis and presentation of key findings in relevant literature	Seminars: evaluation of students' individual involvement in discussions during seminars

Students will be able to understand the psychological foundations of critical thinking and how modern tools are used to enhance it.	Lectures Presentation and discussion of key issues Seminars Preview of a case study on selected organization business flow with emphasis on communication. Analysis of relevant literature and discussions in small groups	Seminars: evaluation of students' individual involvement in discussions during seminars and individual ability to understand the topic
Students will be able to identify technological barriers, develop measures to support targets groups and use artificial intelligence tools to enhance resilience against hostile threats.	Lectures Presentation and discussion of key issues Seminars Analysis of relevant examples in small groups analysis and presentation of key findings in relevant literature	Final assessment is based on individual exam and presentation/evaluation of a selected case study by students in groups of 5. The scope and structure of the case study will be based on course topics.

Content	**Contact hours**							**Individual work: time and assignments**	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	**Contact hours, total**	**Individual work**	**Tasks for individual work**
1. **Theoretic background of critical thinking**. Point of view. Issue. Information and Interference. Concepts. Assumptions. Consequences.	4		4				**8**	**10**	Paul, R., & Elder, L. (2019). Critical Thinking: Tools for Taking Charge of Your Learning and Your Life. Describe a critical thinking process.
2. **Communication and persuasion**. Passive information versus active persuasion. The role of propaganda and it's application to mass audience. Creating frames, priming and reframing issues.	4		4				**8**	**10**	Lakoff G. (2004). Don't Think of an Elephant! Connect a theoretical framework with 3 real life examples.
3. **Application of Artificial Intelligence for communication purposes**. Levels and types of AI systems. Functional approach – tasks and resources. Legal, ethical and other limitations.	2		2				**4**	**10**	Daniel Kahneman, Thinking, Fast and Slow Jonas F. Knudsenm Artificial Intelligence in Communication: Integrating AI and Human Communication Create 5 different style texts with a selected AI engine.

4. **Critical Thinking and AI Challenges in Commercial environment**. Smarter consumers. Smarter businesses. Changes in B2C and B2B relationships.	2	2	2				**6**	**10**	Peter Gentsch, AI in Marketing, Sales, and Service: How Marketers without a Data Science Degree Can Use AI, Big Data and Bots Use AI engine to gather external data and provide some extrapolated insights.
5. **Critical Thinking and AI Challenges in Political environment**. Smarter citizens. Smarter politicians. Changes for political campaigns, government, judicial and public administration institutions.	2	2	2				**6**	**10**	Artificial Intelligence in Political Campaigning: Case Studies and Ethical Implications, various authors, Journal of Communication Extract 3 major political narratives using a selected AI engine.
6. **Critical Thinking and AI Challenges in NGO and private environments**. More efficiency in citizen representation. Non-governmental movements. More intense and in-depth cooperation between totally different citizen groups.	2	2	2				**6**	**10**	Melanie Mitchell, Artificial Intelligence: A Guide for Thinking Humans Nick Bostrom, Superintelligence: Paths, Dangers, Strategies Discuss TOP-5 major concerns of AI usage for private purposes.
7. **AI for the better communication**. Major groups of AI tools. Practical application for specific level of communication phases, different target groups.	2	2	2				**6**	**10**	Digital Media and Democracy: Tactics in Hard Times, edited by Megan Boler Provide 3 examples of AI drawback for a long term communication
8. **AI for countering disinformation**. Threats related to big data collection and analysis systems. AI systems for multiplication and dissemination of disinformation. Managing threats, application of AI tools to backward-engineer malicious AI applications.	2	2	2				**6**	**10**	Kirk Stewart, (2024). The ethical dilemmas of AI Create a 3 contra-disinformation narratives with a help of AI engine.
Total	**20**	**10**	**20**				**50**	**80**	

Assessment strategy	Weight %	Deadline	Assessment criteria
Case study	40%	Last month	Volume of the study: up to 15-20 pages. Evaluation is carried out according to the following criteria:

			- Relevance to the course (5%) - Broad literature review (5%) - Sufficient data collected (20%) - Relevant insights (10%)
Seminars	20%	During semester	Positive evaluation: student is actively participating in discussions during the seminar; is able to answer the questions, as well as fluently formulate the questions on the matter and to be able to present answers to them; can interpret literature sources Negative evaluation: student attends seminars passively, does not participate in discussions during the seminars, or missed 1/3 seminars. Note: in case of negative evaluation for the seminars, the student isn't allowed to pass the exam.
Exam	40%	Exam session	A test with 3 short open questions per each topic. Answers will be limited to 1 minute and 3 sentences at the most per each.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Lakoff G.	2004	Don't Think of an Elephant!		
Megan Boler (ed.)	2008	Digital Media and Democracy: Tactics in Hard Times		
Daniel Kahneman	2011	Thinking, Fast and Slow		
Ennis, R. H.	2011	The Nature of Critical Thinking: An Outline of Critical Thinking Dispositions and Abilities		
Nick Bostrom	2015	Superintelligence: Paths, Dangers, Strategies		
Peter Gentsch	2018	AI in Marketing, Sales, and Service: How Marketers without a Data Science Degree Can Use AI, Big Data and Bots		
Paul, R., & Elder, L.	2019	Critical Thinking: Tools for Taking Charge of Your Learning and Your Life		
Melanie Mitchell	2019	Artificial Intelligence: A Guide for Thinking Humans		
Jonas F. Knudsen	2023	Artificial Intelligence in Communication: Integrating AI and Human Communication		

Kirk Stewart	2024	The ethical dilemmas of AI		