**COURSE SCENARIO**

***Media Literacy in the Digital Age***

**PART 1. COURSE DESCRIPTION**

|  |  |
| --- | --- |
| **SUBJECT/TOPIC** | ***Media Literacy in the Digital Age*** |
| **MODE (online, face-to-face, blended)** | *The course can be delivered in all forms, as the content is flexible and allows attendance, online and blended form of interaction.* |
| **LEVEL (master, bachelor)** | *Bachelor and master* |
| **PREREQUISITES (courses to be taken before, if applicable)** | *No prior knowledge required* |
| **SUMMARY / ANNOTATION OF THE CONTENT** | *The course aims at acquainting students from different subject areas and levels of study with the contemporary vies on media literacy. The importance of developing media literacy on all levels of education has become one of the key issues of education nowadays. According to EU guiding directives: “Media Literacy should become the NINTH key competence for life-long learning along with the development of competences for communication in mother tongue, communication in foreign language, mathematical competence, digital competence, social competence, civic competence, entrepreneurship competence and cultural understanding competence” (EC 325/70 BG Official Journal of the European Union19.12.2008). Despite all that, there is little real understanding what media literacy is about and how it can be turned into one of the key competences of the generation of today. That is why the course presents both some of the basic concepts associated with media literacy as well as some hands-on experience of how media literacy shapes the world in which we live and how it can become an integral part of education.* |
| **THE AIMS OF THE COURSE** | *The aims of the course are:*  *-to give students a broad overview of the contemporary theories about what media literacy is;*  *- to provide in-depth understanding of the major aspects of developing media literacy today*  *- to enhance student’s understanding of the ways in which media literacy can be turned into one of the major tools for coping with life*  *- to pr0vide practical experience of how media literacy can be both a strong weapon for developing critical thinking and communicative and intercultural competence as well as a dividing line for promoting inequalities and social fragmentation in the digital age*  *- to build soft skills that students will need in their professional and personal life* |
| **LEARNING OUTCOMES** | *After completion of the course the students*  *will have knowledge about the way in which media literacy has developed and about its essence*  *will have the skills not only to use digital media but also to evaluate and understand how they function in our society*  *will have the competences to participate fully in the digital world and be critical of the ways in which media function today* |
| **STUDY AND ASSESSMENT METHODS** | *Students are assessed on the basis of their continuous participation in the course and the assignments that are given. They have to prepare a final project for the end of the course that they have to present in front of the other students.* |
| **BIBLIOGRAPHY** | 1. **Bennett, Pete, Julian McDougall, John Potter.** *The Uses of Media Literacy.* London: Routledge, 2022. 2. **Castells, Manuel.**(editor and co-author) *The Network Society: A Cross-Cultural Perspective.* Cheltenham, UK; Northampton, MA, Edward Elgar, 2004; 3. **Cubbage, Jayne.** *Critical Race Media Literacy: Themes and Strategies for Media Education.* London: Routledge, 2022. 4. **Danov, Danail.** “Media Literacy: Shaping the education of 21st century” in T. Petrova (ed.) Meta Verse, SU Publishers, Sofia, 2022; 5. **Fastrez,** **Pierre Normand Landry, eds.** *Media Literacy and Media Education Research Methods: A Handbook.* London: Routledge, 2023. 6. **Frau-Meigs, Divina and Nicoleta Corbu, eds.** *Disinformation Debunked: Building Resilience through Media and Information Literacy*. London: Routledge, 2024. 7. **Jones, Sarah, Steve Dawkins, Julian McDougall.**  *Understanding Virtual Reality: Challenging Perspectives for Media Literacy and Education.* London: Routledge, 2022. 8. **Lash, Scott.** *Critique of Information*, London: SAGE Publications, 2002. 9. **McLuhan, Marshall.** *The Gutenberg Galaxy: The Making of Typographic Man*. Toronto: University of Toronto Press, 1962; 10. **McLuhan, Marshall.** *Understanding Media: The Extensions of Man*. New York: McGraw Hill, NY, 1964; 11. **McLuhan, Marshall.** *The Medium Is the Massage: An Inventory of Effects* with Quentin Fiore, produced by Jerome Agel; New York: Random House, 1967; 12. **Poster, Mark.** *The Mode of Information: Post-structuralism and Social Contexts.* Chicago: University of Chicago Press, 1990; 13. **Potter, W. James.** *Media Literacy*. 6th ed. Thousand Oaks, Calif: Sage Publications, 2012. 14. **W. Baker Frank.** *Mastering Media Literacy*. Bloomington, IN: Solution Tree Press, a division of Solution Tree, 2014. 15. **Данов, Данаил.** “Европейската инициатива Media Couch като средство за развитие на медийната грамотност в България”, в годишник на СУ, ФНОИ, том. 113, 2020, ИСУ, София; 16. **Данов, Данаил.** Медийната грамотност-преосмисляне на опита, ИСУ, София, 2020; 17. **Данов, Данаил.** *Основи на медийната педагогика: пътеводител в света на дигиталната култура и нейните средства*, ИСУ, София, 2023. |