



EVALUATION REPORT

MEDIA LITERACY MODULE FOR ACTIVE CITIZENS

Programme: Erasmus+

Action: Jean Monnet Activities, Module

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- Media and communication
- Contemporary media and communication theory

1. INTRODUCTION

Jean Monnet MELI Module is a response to the burning issues across EU referring to the growing exposure of EU citizens to disinformation and fake news in digital media and a corresponding need to build resilience to such phenomenon. In this projects student of media and journalist studies learn about media literacy in the EU, focusing especially on the issues of media education, tackling online disinformation and EU active citizenship. It is a teaching academic program dedicated to:

- enhancing the awareness of EU challenges referring to exposure of citizens to large scale disinformation, including misleading or outright false information to ensure the protection of European values and democracy;
- promoting the role of media literacy and building media literacy skills aiming to enable EU citizens to navigate the modern news environment and take informed decisions;
- promoting excellence in teaching and research in EU studies at HEI, which has not yet obtained Jean Monnet funding;
- informing students of communication, media and journalism studies on policy developments on the EU level;
- promoting research and first teaching experience for young researchers and scholars in media studies, emphasizing EU issues;
- creating academic added value by fostering debate, transfers of knowledge and research results in the field of media literacy and active citizenship in the EU in scientific community and relevant stakeholders from civil society, media and policymakers;
- creating interest in the EUs' perspective on media literacy and active citizenship on local, national, EU level and Partner countries;
- delivering tailor-made courses including EUs' perspective on media literacy and active citizenship relevant for graduates of media and journalism studies in their professional life;
- fostering the introduction of an EU angle into study programmes and courses, which currently do not contain EU related studies.

MELI modules' teaching activities equip students with relevant knowledge and know-how supporting media literacy and active citizenship, with a special focus on raising interest and appreciation for EUs efforts, policies and projects to counter disinformation and fake news. Students engaged in module activities are studying to become journalist and media production specialists – as they will be professional producers of media messages in the future it is beneficial for them to acquire a habit of life-long learning on EU policies concerning digital media and good governance in the EU.

MELI Module consists of a series of thoughtfully interrelated activities designed to promote excellence in teaching and research on EU studies. A new curriculum was developed for two courses in BA and MA level of Media and Journalisms studies. Updated, tailor-made courses including EUs' were yearly delivered to students. Innovative learning technologies, tools and approaches were deployed, supported by digital teaching resources. Teaching activities were supported by relevant research activities and stakeholders involvement aiming to a.) build bridges and networks, connecting academia with policy makers, civil servants, organised civil society and the general public at large and b.) through stakeholders' involvement in the project, students established contact for further employment opportunities. Roundtables were organized yearly with an aim to exchange and share knowledge and promote EUs' perspective on media literacy and active citizenship between representatives of various

stakeholder on a national level (professionals, academia, students, public administration, policy makers, NGOs etc.). Yearly we participated at annual Slovene social science conference to present the project and its outcomes to scientific community in international academic environment (EU and Partner countries). Deliverables of the project are also openly available on MELI Online resources, a web site connecting all activities of the MELI Module throughout the duration of the project and three years after the project's lifetime. It digitally brings together all targeted groups (HEIs – academic staff and students, relevant stakeholders working in the field of media literacy and active citizenship, and wider interested public) in the local, national and transnational environment, including institutions established in countries not covered by the Jean Monnet activities. Outreach to the society was strengthened also by a series of dissemination activities. A variety of digital and face-to-face communication tools were used, engaging projects' defined target groups into a dialogue and follow-up activities aimed to strengthen media literacy and active citizenship in the EU.

MELI Module also fostered the engagement of young academics in teaching and research on European subjects. Two members of MELI Modules' teaching staff are promising young researchers in the field of media studies. Their cooperation in MELIA Module promotes their teaching experience and advances their pedagogical skills. By cooperating in the MODULE they (under the mentorship of a Module leader) i.) learned the processes of curriculum development; ii.) gained experience in innovative, student-centered, open sourced pedagogical approaches; iii.) gained teaching experiences iv.) learned about evaluation processes of pedagogical work; v.) learned how to develop modern teaching and learning materials; vi.) gained in-depth knowledge of a EU perspective in media and civic studies. They also participated in Modules research activities and events, gaining new knowledge, possibilities for publications and publishing their work, as well as networking opportunities with variety of stakeholders on local, national and international level.

The evaluation is the key instrument of the follow-up and testing MELI Modules' teaching methods, materials, and upgraded curricula with integrated content on European perspective on media literacy and active citizenship. This evaluation report is the final deliverable based on quality assurance and evaluation process.

The following main indicators were used to assess the progress and results of MELI Module:

- Preparation: action plan prepared (1x), website created (1x), social network profiles created; administrative tasks completed (by 31. November every year).
- Implementation: the academic impact demonstrating academic relevance was provided by outputs published on MELI Online resources (indicator: on-line site with corresponding materials), scientific articles, reports on events and other scientific publications (indicators: Report on roundtables, minimum 3 articles or contributions submitted to peer reviewed scientific journals or monograph, Collage of students' work), events (indicators: 3 Roundtables and participation at scientific conferences). All activities deepened expertise and teaching capacities on the EU related topics. The impact of teaching activities was provided by the outputs: learning events (planned number of teaching hours and participants), improved curricula (indicators: implemented and renewed syllabuses for 2 courses) and learning tools (indicator: publication of learning materials on MELI Online resources). The developed syllabuses, learning tools and experience gained can be transferred and adapted to other

national and transnational environments – for this purpose they were promoted in organised events.

- Evaluation, dissemination and follow-up: digital promotional activities (regular updates on MELI Online resources and social media profiles – aligned with projects activities but at least once a month), peer review of scientific works (1 per year), dissemination of evaluation report (1x).

The evaluation process enables us to assure accountability, control quality and effectiveness of project management and activities implementation.

Activities and deliverables were evaluated using various analytical tools:

- the quality of teaching, didactic materials, and a level of acquired knowledge was evaluated by standard students' questionnaires used at the faculty. Those questionnaires were combined with additional Modules-specific students' questionnaires;
- the quality of the events, dissemination of the Module outcomes and outputs was evaluated by short survey questionnaires for the participants after every event;
- internal self-evaluation including results based on the analytical tools were presented and discussed with the Advisory Team in the end of teaching semesters;
- peer review of online materials were conducted by the Advisory Team.

Evaluation processes contributed to continuous improvements of the activities and corresponding materials. Circle of quality assurance was put in place in order to ensure effective learning, good quality of project management and deliverables and accountability. We believe, that following regular evaluation processes upgraded and improved quality, particularly in case of: i.) teaching materials for the two Module's courses; ii.) on-line resources; iii.) curricula for the two Module's courses reviewed; iv.) organisation and contents of events; v.) overall project management.

2. EVALUATION OF THE COURSES MEDIA AND COMMUNICATION AND CONTEMPORARY MEDIA AND COMMUNICATION THEORY

Results based on the standard students' questionnaires

Academic year: 2020/21

Courses responsible: prof. dr. Mateja Rek

Lecture performance survey:

| A question | Average on a scale 1-5 | St. deviation |
|---|------------------------|---------------|
| a) The lectures were well conducted. | 4.58 | 0.8 |
| b) The discussed content was presented in a clear and comprehensible manner. | 4.57 | 0.79 |
| c) The topics covered were appropriate. | 4.55 | 0.81 |
| d) The lecturer presented us with the usefulness of the study content when working in the organization or in concrete life situations. | 4.6 | 0.8 |
| e) The performer encouraged discussion and student participation. | 4.52 | 0.86 |
| f) The lecturer informed us about the criteria for evaluating knowledge. | 4.63 | 0.77 |
| g) The methods of assessment and verification of knowledge were adequate. | 4.62 | 0.79 |
| h) The lecturer is always available for questions and solving our dilemmas. | 4.62 | 0.78 |
| i) The lecturer kept to the schedule of planned hours. | 4.64 | 0.78 |
| j) The lecturer instils confidence in me. | 4.57 | 0.81 |
| k) There were no problems with obtaining the required literature. | 4.57 | 0.79 |
| l) Literature and materials provided by the lecturer are transparent and understandable. | 4.61 | 0.77 |
| m) We learned a lot of new things in the course. | 4.54 | 0.82 |
| n) The course is appropriately placed in the curriculum of the study program. | 4.62 | 0.77 |
| o) We have acquired the expected competences in the course. | 4.59 | 0.79 |
| p) The lecturer has an understanding of my individual needs. | 4.59 | 0.79 |
| r) The performer encourages me to think. | 4.58 | 0.79 |
| s) The lecturer behaves respectfully towards the students. | 4.67 | 0.76 |
| I would like you to estimate how much time in hours you spent fulfilling your obligations in the course (including lectures, exercises, seminars, practice, making written products, preparing for presentations, preparing for exams, colloquiums, project work, collecting and studying literature and other sources and all other tasks and activities, in any way related to this subject). <i>1 KT is approximately 30 hours of organized or your individual work, and it should be taken into account that the ratio of organized work in full-time and part-time studies is different. Example: 6 KT means 180 hours of work, and 5 KT means 150 hours of work.</i> | 0.04 | 0.41 |

Exercise implementation survey:

| A question | Average on a scale 1-5 | St. deviation |
|---|------------------------|---------------|
| a) The exercises were well prepared. | 4.35 | 1.17 |
| b) The discussed content was presented in a clear and comprehensible manner. | 4.35 | 1.17 |
| c) The topics covered were appropriate. | 4.26 | 1.15 |
| d) The lecturer presented us with the usefulness of the study content when working in the organization or in concrete life situations. | 4.3 | 1.16 |
| e) The performer encouraged discussion and student participation. | 4.3 | 1,2 |
| f) The lecturer informed us about the criteria for evaluating knowledge. | 4.39 | 1.17 |
| g) The methods of assessment and verification of knowledge were adequate. | 4.17 | 1.17 |
| h) The lecturer is always available for questions and solving our dilemmas. | 4.22 | 1.14 |
| i) The lecturer kept to the schedule of planned hours. | 4.41 | 1.15 |
| j) The lecturer instils confidence in me. | 4.36 | 1.15 |
| k) There were no problems with obtaining the required literature. | 4.41 | 1.15 |
| l) Literature and materials provided by the lecturer are transparent and understandable. | 4.32 | 1.14 |
| m) We learned a lot of new things in the course. | 4.36 | 1.15 |
| n) The course is appropriately placed in the curriculum of the study program. | 4.41 | 1.15 |
| o) We have acquired the expected competences in the course. | 4.36 | 1.15 |
| p) The lecturer has an understanding of my individual needs. | 4.36 | 1.15 |
| r) The performer encourages me to think. | 4.41 | 1.15 |
| s) The lecturer behaves respectfully towards the students. | 4.41 | 1.15 |
| I would like you to estimate how much time in hours you spent fulfilling your obligations in the course (including lectures, exercises, seminars, practice, making written products, preparing for presentations, preparing for exams, colloquiums, project work, collecting and studying literature and other sources and all other tasks and activities, in any way related to this subject). | -0.04 | 0.44 |
| <p><i>1 KT is approximately 30 hours of organized or your individual work, and it should be taken into account that the ratio of organized work in full-time and part-time studies is different. Example: 6 KT means 180 hours of work, and 5 KT means 150 hours of work.</i></p> | | |

Academic year: 2021/22

Courses responsible: prof. dr. Mateja Rek

Lecture performance survey:

| A question | Average on a scale 1-5 | St. deviation |
|---|------------------------|---------------|
| a) The lectures were well conducted. | 4.66 | 0.73 |
| b) The discussed content was presented in a clear and comprehensible manner. | 4.64 | 0.77 |
| c) The topics covered were appropriate. | 4.69 | 0.71 |
| d) The lecturer presented us with the usefulness of the study content when working in the organization or in concrete life situations. | 4.71 | 0.69 |
| e) The lecturer encouraged discussion and student participation. | 4.62 | 0.82 |
| f) The lecturer informed us about the criteria for evaluating knowledge. | 4.7 | 0.69 |
| g) The methods of assessment and verification of knowledge were adequate. | 4.65 | 0.74 |
| h) The lecturer is always available for questions and solving our dilemmas. | 4.7 | 0.67 |
| i) The lecturer kept to the schedule of planned hours. | 4.77 | 0.62 |
| j) The lecturer instils confidence in me. | 4.67 | 0.73 |
| k) There were no problems with obtaining the required literature. | 4.73 | 0.6 |
| l) Literature and materials provided by the lecturer are transparent and understandable. | 4.73 | 0.66 |
| m) We learned a lot of new things in the course. | 4.61 | 0.79 |
| n) The course is appropriately placed in the curriculum of the study program. | 4.7 | 0.71 |
| o) We have acquired the expected competences in the course. | 4.65 | 0.73 |
| p) The lecturer has an understanding of my individual needs. | 4.67 | 0.73 |
| r) The lecturer encourages me to think. | 4.69 | 0.71 |
| s) The lecturer behaves respectfully towards the students. | 4.75 | 0.63 |
| I would like you to estimate how much time in hours you spent fulfilling your obligations in the course (including lectures, exercises, seminars, practice, making written products, preparing for presentations, preparing for exams, colloquiums, project work, collecting and studying literature and other sources and all other tasks and activities, in any way related to this subject). <i>1 KT is approximately 30 hours of organized or your individual work, and it should be taken into account that the ratio of organized work in full-time and part-time studies is different. Example: 6 KT means 180 hours of work, and 5 KT means 150 hours of work.</i> | 0.09 | 0.45 |

Exercise implementation survey:

| A question | Average on a scale 1-5 | St. deviation |
|---|------------------------|---------------|
| | | |
| a) The exercises were well prepared. | 4.67 | 0.47 |
| b) The discussed content was presented in a clear and comprehensible manner. | 4.67 | 0.47 |
| c) The topics covered were appropriate. | 4.67 | 0.47 |
| d) The lecturer presented us with the usefulness of the study content when working in the organization or in concrete life situations. | 4.67 | 0.47 |
| e) The lecturer encouraged discussion and student participation. | 4.67 | 0.47 |
| f) The lecturer informed us about the criteria for evaluating knowledge. | 4.67 | 0.47 |
| g) The methods of assessment and verification of knowledge were adequate. | 4.67 | 0.47 |
| h) The lecturer is always available for questions and solving our dilemmas. | 4.67 | 0.47 |
| i) The lecturer kept to the schedule of planned hours. | 4.67 | 0.47 |
| j) The lecturer instils confidence in me. | 4.67 | 0.47 |
| k) There were no problems with obtaining the required literature. | 4.67 | 0.47 |
| l) Literature and materials provided by the lecturer are transparent and understandable. | 4.67 | 0.47 |
| m) We learned a lot of new things in the course. | 4.67 | 0.47 |
| n) The course is appropriately placed in the curriculum of the study program. | 4.67 | 0.47 |
| o) We have acquired the expected competences in the course. | 4.33 | 0.94 |
| p) The lecturer has an understanding of my individual needs. | 4.67 | 0.47 |
| r) The lecturer encourages me to think. | 4.67 | 0.47 |
| s) The lecturer behaves respectfully towards the students. | 5 | 0 |
| I would like you to estimate how much time in hours you spent fulfilling your obligations in the course (including lectures, exercises, seminars, practice, making written products, preparing for presentations, preparing for exams, colloquiums, project work, collecting and studying literature and other sources and all other tasks and activities, in any way related to this subject). <i>1 KT is approximately 30 hours of organized or your individual work, and it should be taken into account that the ratio of organized work in full-time and part-time studies is different. Example: 6 KT means 180 hours of work, and 5 KT means 150 hours of work.</i> | -0.33 | 0.47 |

Academic year: 2022/23

Courses responsible: prof. dr. Mateja Rek

Lecture performance survey:

| A question | Average on a scale 1-5 | St. deviation |
|---|------------------------|---------------|
| a) The lectures were well conducted. | 4.7 | 0.46 |
| b) The discussed content was presented in a clear and comprehensible manner. | 4.65 | 0.48 |
| c) The topics covered were appropriate. | 4.72 | 0.5 |
| d) The lecturer presented us with the usefulness of the study content when working in the organization or in concrete life situations. | 4.54 | 0.63 |
| e) The lecturer encouraged discussion and student participation. | 4.69 | 0.56 |
| f) The lecturer informed us about the criteria for evaluating knowledge. | 4.8 | 0.4 |
| g) The methods of assessment and verification of knowledge were adequate. | 4.74 | 0.5 |
| h) The lecturer is always available for questions and solving our dilemmas. | 4.63 | 0.53 |
| i) The lecturer kept to the schedule of planned hours. | 4.67 | 0.57 |
| j) The lecturer instils confidence in me. | 4.58 | 0.54 |
| k) There were no problems with obtaining the required literature. | 4.5 | 0.69 |
| l) Literature and materials provided by the lecturer are transparent and understandable. | 4.64 | 0.48 |
| m) We learned a lot of new things in the course. | 4.51 | 0.78 |
| n) The course is appropriately placed in the curriculum of the study program. | 4.54 | 0.81 |
| o) We have acquired the expected competences in the course. | 4.54 | 0.63 |
| p) The lecturer has an understanding of my individual needs. | 4.5 | 0.69 |
| r) The lecturer encourages me to think. | 4.62 | 0.58 |
| s) The lecturer behaves respectfully towards the students. | 4.79 | 0.46 |
| I would like you to estimate how much time in hours you spent fulfilling your obligations in the course (including lectures, exercises, seminars, practice, making written products, preparing for presentations, preparing for exams, colloquiums, project work, collecting and studying literature and other sources and all other tasks and activities, in any way related to this subject). | -0.05 | 0.21 |
| <i>1 KT is approximately 30 hours of organized or your individual work, and it should be taken into account that the ratio of organized work in full-time and part-time studies is different. Example: 6 KT means 180 hours of work, and 5 KT means 150 hours of work.</i> | | |

Exercise implementation survey:

| A question | Average on a scale 1-5 | St. deviation |
|---|------------------------|---------------|
| | | |
| a) The exercises were well prepared. | 4.5 | 0.94 |
| b) The discussed content was presented in a clear and comprehensible manner. | 4.56 | 0.86 |
| c) The topics covered were appropriate. | 4.56 | 0.86 |
| d) The lecturer presented us with the usefulness of the study content when working in the organization or in concrete life situations. | 4.5 | 0.94 |
| e) The lecturer encouraged discussion and student participation. | 4.56 | 0.86 |
| f) The lecturer informed us about the criteria for evaluating knowledge. | 4.56 | 0.86 |
| g) The methods of assessment and verification of knowledge were adequate. | 4.56 | 0.86 |
| h) The lecturer is always available for questions and solving our dilemmas. | 4.6 | 0.86 |
| i) The lecturer kept to the schedule of planned hours. | 4.62 | 0.86 |
| j) The lecturer instils confidence in me. | 4.38 | 1.05 |
| k) There were no problems with obtaining the required literature. | 4.56 | 0.68 |
| l) Literature and materials provided by the lecturer are transparent and understandable. | 4.56 | 0.86 |
| m) We learned a lot of new things in the course. | 4.31 | 0.98 |
| n) The course is appropriately placed in the curriculum of the study program. | 4.62 | 0.86 |
| o) We have acquired the expected competences in the course. | 4.53 | 0.88 |
| p) The lecturer has an understanding of my individual needs. | 4.57 | 0.9 |
| r) The lecturer encourages me to think. | 4.44 | 0.93 |
| s) The lecturer behaves respectfully towards the students. | 4.62 | 0.86 |
| I would like you to estimate how much time in hours you spent fulfilling your obligations in the course (including lectures, exercises, seminars, practice, making written products, preparing for presentations, preparing for exams, colloquiums, project work, collecting and studying literature and other sources and all other tasks and activities, in any way related to this subject). | 0.05 | 0.38 |
| <i>1 KT is approximately 30 hours of organized or your individual work, and it should be taken into account that the ratio of organized work in full-time and part-time studies is different. Example: 6 KT means 180 hours of work, and 5 KT means 150 hours of work.</i> | | |

Results based on the additional module-specific students' questionnaires

We would like to know what you would like to change in the implementation of this course? If it is not necessary to change anything, write »Nothing«

A vast majority of students responded with nothing. There were no responses that could be understood as negative or critique.

Positive responses included:

- Special praise to Mateja Rek for the variety of lectures and exercises (inclusion of different professors and thus also the variety of lectures and exercises), perhaps the only wish for a change is to attend the last lecture or the last exercises as the subject holder to interact with students regarding the preparation of exam papers, but otherwise a really good organization of exercises and lectures, as well as the inclusion of round tables
- Nothing. Congratulations, one of the more interesting subjects in the second year.
- Her subjects are very interesting!
- I liked the assessment method that we gained percentages with different tasks/products.
- Great lectures, I would like more examples from practice
- The lecturer is very interesting, but it is true that the topic of the lectures is very close to me.
- A more illustrative way of lectures.
- A very well-chosen literature that we have processed. A lot of new knowledge gained. A well put subject
- Educational 😊
- Nothing, excellent professor and the exam itself.

Conclusions from the evaluation debates in the Advisory Team and faculties Commission for Quality and Evaluation

The evaluation results, discussion in advisory team that took place in the 3 years of the projects duration and many informal conversations with students, participating lecturers and other stakeholders that took part in project events, confirm that the new pedagogical approaches and content of evaluated courses was well accepted.

Key benefits that students gained from novelties introduced by Jean Monnet MELI Module gaining critical thinking and other media literacy related skills as a consequence of introducing more interactive pedagogical approaches. Focus on EU topics gave them a more in-depth knowledge on EU's policies and activities on tackling online disinformation and strengthening media literacy. They gained knowledge of EU subjects relevant for their academic and professional lives and enhance their civic skills. We believe that also their interest in understanding and participating in the European Union, leading to a more active citizenship has increased.

It was assessed that also institution hosting the MELI MODULE and its academic and teaching staff benefitted greatly from promotion of excellence in teaching and research in EU studies. New tailor-made courses on specific EU issues relevant for graduates in their professional life were created. New more interactive teaching methods (student-centred learning, open teaching, learning-by-doing, utilising on-line resources) were well received. Use of new digital technologies and open educational resources and open educational activities contributed to organisational learning through evaluation and identification of good practices in teaching/learning, which was especially important during and after COVID19 pandemic, that severely changed the use of digital tools in higher education institutions in Slovenia.

3. EVALUATION OF THE ROUNDTABLES

Results based on participants' questionnaires

ROUNDTABLE 1 ORGANIZED IN 2021: MEDIA LITERACY AND ACTIVE CITIZENSHIP, 4. 3. 2021, Zoom

Agenda

- Introductory presentation of the MELI Module and its activities (prof. dr. Mateja Rek)
- Going digital – presenting MELI Online resources (prof. dr. Mateja Rek)
- Introducing the topic of Media literacy and active citizenship (doc. dr. Zala Pavšič, mag. Mateja Vodeb, mag. Peter Mlakar, Sabina Mešič, mag., mag. Irena Bizjak)
- Discussion on:
 - importance of media literacy for active citizenship and good governance in the EU
 - the nature of an ever expanding and increasingly dominating digital media and its effects on society and individuals
 - media and information literacy indicators
 - policies intended to strengthen media literacy on national and transnational level
 - tools develop in EU funded project and programs to support media literacy skill development.

The Report on the roundtable on media literacy and active citizenship is available at: <https://www.meli-module.com/announcements-and-reports-events-an>

Results of the evaluation questionnaire conducted after the roundtable 1 - average:

| Q1a | Q1b | Q1c | Q1d | Q1e |
|--|---|--|---|-------------------------------|
| The topics discussed are important and current | The topics were presented in a clear and comprehensible way | The speakers are well-versed in the topics they have presented | It was possible to confront different views | We need more events like this |
| 4.45 | 4.04 | 4.4 | 4.22 | 4.18 |

| Q2 | Q3 | Q4 |
|---|--|--|
| What did you like most about the event? (If you didn't like anything, write "none") | What bothered you the most about the event? (If nothing bothered you, write "nothing") | How could such events be improved in the future? |
| the topics | nothing | I have no idea |
| everything was ok | nothing | some additional relaxation topic |
| Method of conducting presentations | Maybe it was a little too professional. | To be live and give us some cookies and coffee. |
| nothing | nothing | |
| Sabina Mešič, M.Sc. - fleeting free time | nothing | Nothing, everything is great |
| everything | | |

| | | |
|--|--------------------------------------|--|
| Everything | Nothing | - |
| presentation of different views on the issue of media literacy | more visual presentations | after a certain presentation, guests could be asked several questions about how they see the presented topic |
| topic and speakers | nothing | |
| Speakers' expertise | nothing | |
| Nothing | nothing | To engage the audience more |
| opinions from different perspectives, the whole topic of the round table. | nothing | more people, more speakers |
| We have received additional information. | nothing | Maybe some pre-prepared short slides. |
| Different views on the field | nothing | More guests |
| That interesting, current topics were presented and the speakers presented the information in a very clear manner. | nothing | I have no comments |
| Presentation by Petr Mlakar | Strong professional expression | Easier explanations |
| good presentations. | nothing | |
| that I learned something new | that I didn't understand many things | to be closer to young people |
| Different aspects of people with different levels of education, as you can see how education affects the way of thinking and expression. | Nothing | More time could be spent debating the conflicting opinions. |
| It was all worth it | | More topics |

ROUNDTABLE 2 ORGANIZED IN 2022: CHALLENGES OF TACKLING DISINFORMATION AND FAKE NEWS, 17. 3. 2022, 16.00

Location: **Hybrid event** – participation was possible via Zoom as well as physically at Faculty of Media (FAM), Leskoškova 9e, 1000 Ljubljana

Agenda:

- Introductory presentation of the MELI Module and its activities (prof. dr. Mateja Rek)
- Going digital – presenting MELI Online resources (prof. dr. Mateja Rek)
- Photo moment
- Presentations of prominent projects in Slovenia, addressing the topic: Challenges in dealing with misinformation and fake news & media literacy:
 - Dr. Sonja Merljak Zdovc - presentation of the Časoris project - <https://casoris.si/>
 - Dr. Blaž Rodič - Modeling the impact of the characteristics of individuals and the network on the dissemination of fake news in the social network -

<https://www.fis.unm.si/modeliranje-vpliva-lastnosti-posameznikov-in-omrezja-na-diseminacijo-laznih-novic-v-social-network/>

- Anja Bašin - Infrastructure program of the Faculty of Media - collection, management and archiving of data on media literacy - <http://pismenost.si/>
- Dr. Alenka Pandiloska Jurak - presentation of the MELIA Observatory project - <https://www.interreg-danube.eu/approved-projects/melia-observatory>
- Discussion on:
 - conceptualization of misinformation, fake news, propaganda;
 - the impact of misinformation, false news and propaganda on the functioning of modern societies;
 - activities and tools to counter misinformation and false news;
 - measures at national and EU level to identify the credibility of information.

The Report on the roundtable on Tackling disinformation and fake news is available at: <https://www.meli-module.com/announcements-and-reports-events-an>

Results of the evaluation questionnaire conducted after the roundtable 2 - average:

| Q1a | Q1b | Q1c | Q1d | Q1e |
|--|---|--|---|-------------------------------|
| The topics discussed are important and current | The topics were presented in a clear and comprehensible way | The speakers are well-versed in the topics they have presented | It was possible to confront different views | We need more events like this |
| 4.7 | 4.5 | 4.8 | 4.7 | 4.6 |

| Q2 | Q3 | Q4 |
|---|--|---|
| What did you like most about the event? (If you didn't like anything, write "none") | What bothered you the most about the event? (If nothing bothered you, write "nothing") | How could such events be improved in the future? |
| theme | nothing | / |
| presentation of a program that analyzes disinformation | transfer from the lecture hall to zoom - it would be better if the speakers were across the entire screen, not just the lecture hall | greater interactivity |
| the quality of the speakers | / | invite more speakers. |
| a lot of interesting information | length | more guests |
| / | that none of the students joined in the exchange of opinions | that speakers stick to the time frame of their presentation |
| everything | nothing | the presence of lecturers also from abroad |
| presentations of the projects at the beginning, I liked the presentation of Dr. Sonja Merljak about the timeline, which I was not familiar with before. | nothing | organizing an event for the general public |

| | | |
|--|---------|---|
| lecturers | nothing | by limiting the length of the discussion of individual speakers |
| discussion after the presentations | nothing | I wouldn't change a thing |
| different views and opinions on the subject of fakenews | nothing | nothing |
| an exchange of opinions that encouraged broader thinking | nothing | I liked it |
| communication | nothing | we would need more of them |
| several different opinions and topics | nothing | more such events |
| explanation of the topic | nothing | nothing |
| debate | nothing | if they were more common |
| discussion | nothing | speaker volume from zoom |
| exchange of views | nothing | nothing |

ROUNDTABLE 3 ORGANIZED IN 2023 : EDUCATING DIGITAL NATIVES TO BE SMART ABOUT USING MEDIA, 7. 3. 2023, 16.00

Location: **Hybrid event** – participation was possible via Zoom as well as physically at School of Advanced Social Studies (FUDŠ/SASS), Leskoškova 9e, 1000 Ljubljana

Agenda:

- Introductory presentation of the MELI Module and its activities (prof. dr. Mateja Rek)
- Going digital – presenting MELI Online resources (prof. dr. Mateja Rek)
- Photo moment
- Buffett with the debate: “Meeting the stakeholders” - discussion on the topics, responses on the students/research, their role in that regard, and suggestions for further cooperation. Participants of the roundtable addressed, discuss and shared their views on:
 - who is educating our children about media and how?
 - media education in formal and informal educational system in the EU
 - media education and social inequality in the EU
 - examples of good practices of media education in the EU

Experts on media education & literacy participating in the roundtable debate:

- Maja Vreča, Arnes
- Marko Puschner, Safe.si
- Sonja Merljak Zdovc, Časoris

- Živa Ahac, Logout
- Mateja Rek, Media Literacy Infrastructure Program & MELI Module

addressed, discussed and shared their views on:

- the role of family, school and peers as stakeholders in media education
- the role of the state as a stakeholder in media education
- the state of media education in formal and informal education in Slovenia
- opportunities for improvements in media education
- examples of good practices of media education in the EU

Students enrolled in undergraduate and master study program Media and journalism, who as "digital natives" are often not part of discussions about what their media education, also had a lot to say about the topic. We were very much interested in their views on the challenges of media education in the digital world.

The Report on the roundtable on Educating digital natives to be smart about using digital media is available at: <https://www.meli-module.com/announcements-and-reports-events-an>

Results of the evaluation questionnaire conducted after the roundtable 3 - average:

| Q1a | Q1b | Q1c | Q1d | Q1e |
|--|---|--|---|-------------------------------|
| The topics discussed are important and current | The topics were presented in a clear and comprehensible way | The speakers are well-versed in the topics they have presented | It was possible to confront different views | We need more events like this |
| 4.54 | 4.39 | 4.53 | 4.46 | 4.28 |

| Q2 | Q3 | Q4 | Q5 |
|--|--|--|--|
| What did you like most about the event? (If you didn't like anything, write "none".) | What bothered you the most about the event? (If nothing bothered you, write "nothing".) | How could such events be improved in the future? | What topics do you suggest we cover at a future event? |
| shared experiences of older attendees who have already experienced the role of parents | nothing | | nothing |
| Ease of conversation | Nothing | To organize them repeatedly | Use of social networks |
| | The fact that the view was only from one side, from the side the phones are bad, the children are to blame | | |

| | | | |
|--|--|--|--|
| arguments by students. | somewhat one-sided views - it seemed to me that the lecturers think that we are the generation that grew up with mobile phones and tablets and are therefore obsessed with them, but this is not true (most of us got our first smart phone at the end of primary school) , when we mentioned that this is not true, we just ended the topic and said something else. The lecturers could better argue their points of view and also listen to us better and try to understand us. | More different lecturers with different points of view, or at least with less judgment about why and how we use cell phones and how much we were obsessed with them as children. A more concrete topic, more debate and better arguments from the lecturers. | more specifically about certain technologies/programs, etc., not so much a generalized topic about media and problems with it. |
| the ability to speak your mind, express yourself, debate, ask... | nothing | everything is great | the impact of covid in connection with the internet on parents and children |
| Discussion at the end | nothing | More time | I do not know |
| presented opinions and a debate at the end | nothing | monitor the raised hands of the online audience a little more | more about how you can become addicted to the screen, what it does to the body. today, for example, I read about the phenomenon of \"tech neck\" |
| the whole event | nothing | to talk more about it | -1 |
| Conversation between students and lecturers | Nothing | Nothing | Using tiktok |
| Interesting interlocutors. | That the event was too short. | Let there be more of them and let parents, teachers, young people and children also participate. | Misinformation and deception in the field of advertising. |
| / | / | / | / |
| Open debate... | nothing at all | I think it was great. | From the general to the specific... (the topic is really extensive)) |

| | | | |
|--|--|--|---|
| That they highlighted various problems in society | Perhaps the fact that not so much attention has been paid to what the solutions are, how we can try to be better in society and try to change society. because the future lies with us young people. | that there would be a few other similar topics, because it seems to me that things were repeated, just in different cases. | I don't have any ideas right now. |
| exchange of different opinions | nothing | it was ok | |
| the opinion of the participants | nothing | | |
| Different perspectives | Nothing | More different opinions | Bullying among peers in schools |
| Discussion of people who know about it | Nothing | no comment | I do not know |
| theme | one side talk | more time for discussion | difference in society |
| Expert opinion | The inattention of some | | |
| Interactivity | -1 | | |
| A relaxed debate | Nothing | | |
| Clarity. | There was not enough time for questions and comments at the end. | They last longer. | Safety on social networks. |
| Nothing | Nothing | More people | Social networks |
| Round table | Nothing | Nothing | Addiction |
| open discussions so that we all could participate | nothing | everything was worth it | further path in life, after the middle salt |
| The possibility of cooperation | Nothing | There must be more of them | Politics among the Maldim |
| Nothing | Nothing | | |
| Speakers | Persons who have been baptized in the word | I do not know | Increased selfishness/ego due to the internet |
| Open conversation | Nothing | We could have a video like this | The same |
| The possibility of sharing different opinions and debating | Too many people because not everyone had to say their point of view | Fewer people and only live | Social networks, addiction... |
| Speakers | Mouse | To cancel the zoom option, because there is still too much work to do with it | Current affairs |
| discussion at the end | without pause | that there would be more of them | how to spot fake news |
| Relaxed, intellectual environment | nothing | Just more such events | addiction |
| That we could all participate in the conversation | There were not enough microphones because | To be at a distance as much as possible | Internet security |

| | | | |
|--|--|--------------------------|--------------------------|
| | everyone couldn't say what they had to say | | |
| the directness of the speakers | nothing | | |
| Everything | Nothing | / | / |
| Everything | Everything | A more interesting topic | Any other |
| The speakers spoke enthusiastically and distinctly about the topic | Nothing | I do not know | Internet security |
| Drama | Nothing | I do not know | Movies |
| communication between participants | nothing | | |
| Everything | Nothing | Nothing | Violence on the Internet |
| A quick introduction to a complex topic | nothing | I don't have any | Brain drain |

Conclusions from the evaluation debates in the Advisory Team and the Commission for Quality and Evaluation

3 roundtables organized yearly as a part of pedagogical process of the project were a wellcome novelty praised by the student but also by the faculty as they broadened the contacts with outside stakeholders in the filed of media literacy. Through organisation and implementation of roundtables academia was connected to professionals, policy makers and civil society in the field of media literacy and active citizenship. We all improved our capacity to working with different stakeholders, providing practical recommendations and gaining new ideas for applied research and deepen their understanding of the relation of their EU related study courses with the crucial practical issues. Through their participation in the roundtables, especially students were engaged in the learning-by-doing process, gaining their research experience, becoming more familiar with EU related content conserning EUs policies on media literacy and disinformation. Roundtables gave us opportunitiy for networking, relationship building among relevant stakeholders in the field of media literacy and active citizenship, knowledge transfers and good practices exchange. Innovative teaching practices were exchanged between participants from our faculty and other Slovenian HEIs, to identify cases of good practice. Local, regional and national representatives of the civil society were engaged in co-creative dialogue, which generated new approaches in addressing sustainability issues. They became more familiar with the recent advances in the academic sphere related to the digital single market in the EU and new practical solutions for mitigating negative consequences of disinformation and fake news for democracy, active citizenship and good governance in the EU.

4. EVALUATION OF THE DELIVERABLES

Conclusions from the review of the materials and evaluation debates by the Module leader and the Advisory Team

The MELI Online resources are available on <https://www.meli-module.com/>

The MELI Online resources are a virtual space connecting all activities of the MELI Module throughout the duration of the project and will be available also three years after the project's lifetime. They are open access; all materials are openly available to all. EU's support is clearly acknowledged following guidance in Erasmus+ Programme Guide. MELI Online resources bring together all targeted groups (HEIs – academic staff and students, relevant stakeholders performing in the field of media literacy, and wider interested public) in the local, national and transnational environment, including Partner countries neighbouring the EU.

Table of content consists of following items:

- the presentation of the Jean Monnet Module, its central objectives and context, aims, activities, events and achievements
- Teaching and learning materials consisting of the handouts for the lectures Media and communication and Contemporary media and communication theory, instructions on how to access literature for reading list, links to relevant literature and other expert and scientific resources accessible on-line, suggested reading lists of the sources not accessible on-line (due to copyright limitations), selected publications from daily media based – all intended to inform on the topic and encourage critical reflections
- Collage of students' seminar work
- Selected examples of best practices in students' reports and other assignments
- Materials contributed by relevant stakeholders, links to relevant events, promotions of their engagements in addressing sustainability issues
- Announcements and reports on Module's events and publications
- Reports from the evaluation activities, monitoring the impact of MELI Modules' activities among students and other relevant stakeholders
- Identification of further EU related studies, projects and research opportunities relevant for students, concerning the topic of media literacy and active citizenship
- Link to Jean Monnet on-line Community and relevant Jean Monnet Program online resources

The final deliverables published on the web site MELI Online resources and other documents/resources were confirmed after the discussion and critical review of the Advisory Team. The criteria of assessment in ad-hoc (normally after each activity) evaluation debates in Advisory Team focus on: a.) strengthening of the quality and the profile of existing selected courses not yet entailing EU dimension (long-term); b.) deploying innovative learning tools (student-centred learning, open teaching, learning-by-doing, working closely with the community, utilising open access on-line resources); c.) enhancing employability and career prospects for young graduates; d.) promoting a more active EU citizenship. Such peer review processes contribute to quality assurance of materials and obtaining the intended impact of MELI Online resources including:

- support Modules' teaching activities
- create spaces for knowledge transfers, sharing of experiences and good practices
- present and promote MELI Module
- virtually connect, linked to PR activities using social media (described in dissemination section) provide virtual networking spaces connecting relevant stakeholders interested in the media literacy & active citizenship work

- support evaluation processes and transparency of reporting processes
- visibility in a wider international academic and professional environment was improved
- synergies with other organisations were improved
- further research and project cooperation with HEIs and other relevant stakeholders was improved
- more modern, digital, dynamic, committed and professional environment inside the organisation were supported
- access to open sources, digital materials
- increased interest in understanding and participating in the European Union, leading to a more active citizenship
- increased access to information on events, projects and literature related to media literacy and active EU citizenship
- through stakeholders' involvement in the project, students establish contact for further employment opportunities
- students gained knowledge on revised Audio-visual Media Services Directive (AVMSD), deliverables of the European Commission's Media Literacy Expert Group and High-level group of experts ("the HLEG"), EU's Action Plan to step up efforts to counter disinformation in Europe, Code of Practice on disinformation, Charter of Fundamental Rights of the European Union.
- through MELI Modules' online resources, local, and regional, national and transnational scholars, educators, representatives of civil society and policy makers both learned and shared their own knowledge and ideas related to the EU issues on media literacy and active citizenship.

Evaluation of MELI Online resources including suggested modifications in the teaching materials and the analysis of inclusion of the EU content in both Module's courses

Before this Jean Monnet project started the research activities at Faculty of media on media literacy and media habits were focused on exploring Slovene population – focusing on national level and examples of practices on local level. Also, when delivering media and communication studies courses at the faculty, the EU dimension was not present. Implementation of MELI Module activities introduced the EU angle into mainly non-EU related studies. It will follow the European Commission's Action Plan to step up efforts to counter disinformation in Europe by organising trainings, public conferences and debates as well as other forms of common learning to build media literacy and activate young people in their civic activities. The module activities focused on teaching relevant knowledge, with a special focus on raising awareness on EU's efforts to counter disinformation, building competences of critical thinking and foster active EU citizenship.

In recent years the European Commission has been working to implement a clear, comprehensive and broad set of actions to tackle the spread and impact of online disinformation in Europe and ensure the protection of European values and democratic systems. MELI Module utilises two courses primarily oriented toward deepening the theoretical knowledge of media studies at BA and MA levels. MELI Module integrated the EU angle directly into both courses by upgrading the curricula with topics referring to: challenges of communicating in digital environment; media effects theories; media literacy and active EU citizenship; challenges of tackling disinformation and fake news in the EU. While delivering the contents, we will specifically emphasize:

- the role EU is playing in tackling the issue of negative effects of contemporary digital media and building resilience to disinformation, fake news and misinformation (including EU strategy and policies related to Digital Single Market; EU Policies on media literacy; EU Policies on Tackling online disinformation)

- common issues concerning media landscape, literacy, active citizenship and future of democracy Europeans are facing and the importance of cooperation on transnational level through research, training, civic engagement. Cases, examples and databases on the topic from variety of EU contexts will be presented as a part of learning experience in the module.

In line with the principles of open teaching, both courses were open to all interested in such activities, who would apply to participate. Thus, it enabled students and other persons interested in the topic to engage into academic work for the purpose of either professional or scientific development.

These tailor-made courses, integrating media and communication studies, stressing media literacy and civic action and adding EU angle improved career prospects for young graduates by directly encouraging students to recognise current challenges in local, national or European environment and gain skills to face them in an efficient way. It gave them: life skills to be able to better navigate media landscape; raise their active citizenship skills and awareness and encourage them to establish contacts for further employment opportunities, as module activities will directly link them to relevant stakeholders in the field (NGOs, public organisations...). Equipped with media literacy skills and awareness of their importance for good governance on national and wider EU context students are able to build resilience towards negative phenomena of contemporary digital media landscape.

5. GENERAL PROPOSALS FOR FOLLOW-UP ACTIVITIES AFTER THE PROJECT'S LIFETIME: GENERAL SUGGESTIONS

Currently there is a high demand for tools and networks in the field of media literacy. Digitalisation, mass media, ICT are expanding, with many future opportunities to apply developed tools and other deliverables in MELI Module project. Also, the importance of civic engagement is being stressed in the EUs' strategies.

An important legacy of Jean Monnet MELI Module are open access data facilitating knowledge transfers and networking among various stakeholders in the field of media literacy and active citizenship in Slovenia as well as internationally. The Online MELI Resources provide a variety of documents, knowledge, experience, reflexions and advice. The concept of Online MELI Resources was validated with many projects stakeholders, which guarantees the user-friendly structure. MELI Modules' online resources will be a virtual space connecting all activities of the project after the project's lifetime. It will be open access; all materials will be openly available to all. Developed tools and materials will be used in effective way in a specific cultural, social and systemic circumstances in Slovenia. A Web platform developed will be openly available to support networking, information sharing and learning process in the field of media literacy. It will be the hub connecting the established network of individuals and organisations from academia, civil society, policy makers, media literacy practitioners and broader interested public. It will also be a rich resource of tools for individuals wanting to build resilience against negative phenomenon constructed by contemporary media and strengthen their ability for critical thinking. Throughout its implementation, MELI Module has impacted the quality of students' knowledge and experiences, as well as the team of lecturers, shaping their perception of media education and competences in media literacy. Also, further generations of students enrolled in courses Media and communication and Contemporary theory on media and communication will follow this curricula and materials compiled during the implementation of MELI Module project.

Given the nature of the MELI Module project and its specific objectives, it is crucial to ensure the sustainability of the project's activities after the end of the EU funding, and make sure that after its finalization, it will still have a significant outreach to the wider public and the policymakers at national and EU levels. To this end, we will capitalize on the work carried out and the produced outputs to sustain our future activities.

Results and lessons learned in this project will be capitalized in other projects conducted by the modules leader, for instance: Infrastructure program media literacy (funded by Slovene Research Agency), Jean Monnet Network ENDE - E-governance and Digital transformation in the European Union (funded by European Commission), 21st Century Change Makers: Countering Disinformation among Older Adults (International Visitor Leadership Program, US Department of State).

Cooperation during the preparation and implementation of the project as well as peer-to-peer learning has created long-term organizational memory that has guaranteed the sustainability and continuity of the stakeholders implementing MELI Module. By empowering participating organisation and their networks of partners in their national environment as well as on transnational level, to build and identify with the MELI Module network, a sense of long-term interest and personal investment has been secured. Collaborative decision-making was part of the projects management. The development of ground-rules, as well as collegial, open, and accessible atmosphere supports identification of collaborating individuals with projects goals and activities and willingness to participate in networks

activities also in future. This network is precious, and it is envisaged, that these connections will be maintained and developed further to ensure sustainability and strengthen our network.

Implementation of projects activities was also made possible via the cooperation, support and trust of many external stakeholders of the faculty. They supported our project-based and operational work. We aim to further consolidate existing partnerships and bring our work in front of new potential partners. The spirit of partnership in which we work is further conducive for new funding opportunities. MELI Module plans to work with broad array of stakeholders in the field of media literacy on how they can contribute to the multiplication of their experiences gained during the project, so that they could become actors in the exploitation process.

6. IMPROVED SYLLABUS WITH THE INCLUSION OF THE EU CONTENT ON THE SUSTAINABLE DEVELOPMENT AND CIVIC ENGAGEMENT FOR THE 2 MODULE'S COURSES

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|----------------------|-------------------------|
| Predmet: | Mediji in komuniciranje |
| Course title: | Media and Communication |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|--|-------------------------------|-------------------------|----------------------|
| Mediji in novinarstvo / Media and Journalism Visokošolski strokovni/B.A | / | prvi | drugi |

| | |
|-------------------------------------|--------------------|
| Vrsta predmeta / Course type | Obvezni/Obligatory |
|-------------------------------------|--------------------|

| | |
|--|--|
| Univerzitetna koda predmeta / University course code: | |
|--|--|

| Pre davanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje work | Druge oblike študija / Other forms of Study | Samost. delo Individ. work | ECTS |
|-------------------------|--------------------|------------------|-----------------------|--|-------------------------------|------|
| 20 | 0 | 30 | 0 | 0 | 130 | 6 |

| | |
|-------------------------------------|---|
| Nosilec predmeta / Lecturer: | Prof. dr. Mateja Rek / Professor Mateja Rek, Ph.D |
|-------------------------------------|---|

| | | |
|----------------------------|-------------------------------|---|
| Jeziki / Languages: | Predavanja / Lectures: | Slovensko / Slovenian, Angleško / English |
| | Vaje / Tutorial: | Slovensko / Slovenian, Angleško / English |

| | |
|--|--------------------------------------|
| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Prerequisites: |
| Pogoj za opravljanje obveznosti je vpis v prvi letnik. | Enrolment in the first year of study |

| | |
|--|--|
| Vsebina: | Content (Syllabus outline): |
| <ul style="list-style-type: none"> Uvod v tematiko: razumevanje stanja, trendov in značilnosti sodobne medijske krajine ter uvod v koncept medijske pismenosti Izzivi komuniciranja v digitalne okolju Uvod v komunikologijo Mediji, kultura in družba – predstavitev in razprave o zgodovinskem razvoju, osnovnih karakteristikah, sočasnem pomenu in družbenem vplivu medijev kot so radio, popularna glasba, televizija, film, knjige, časopisi, revije in internet; Medijska pismenost in aktivno državljanstvo v EU Izzivi soočanja z dezinformacijami in lažnimi novicami v EU | <ul style="list-style-type: none"> Introduction to the topics: understanding the state, trends and characteristic of contemporary media landscape and introduction to the concept of media literacy Challenges of communicating in digital environment Introduction to communication studies Media, culture and society – presentation and discussions about the historical development, basic characteristics, the importance and influence of the media such as radio, popular music, television, movies, books, newspapers, magazines and internet; Media literacy and active EU citizenship |

- Challenges of tackling disinformation and fake news in the EU

Temeljni literatura in viri / Readings:

- Rek, Mateja (2019): Umetnost komuniciranja v kontekstu pozne moderne - The art of communication in the context of late modernity. Ljubljana: Vega Press.
- Online resources on EUs' policies and activities on media literacy. Available at (6.2.20): <https://ec.europa.eu/digital-single-market/en/media-literacy>
- Online resources on EUs' policies and activities on Tackling disinformation in the EU. Available at (6.2.20): <https://ec.europa.eu/digital-single-market/en/tackling-online-disinformation>
- Hodgkinson, Paul (2016): Media, Culture and Society: An Introduction. SAGE Publications Ltd; Second edition
- Alan B. Albarran (2013): The Social Media Industries. Routledge
- Branston, Gill & Stafford, Roy (2010): The Media Students Book, Routledge.
- Potter, W. James (2015): Media Literacy, SAGE Publication
- Wiesinger, S., & Beliveau, R. (2016). Digital literacy: a primer on media, identity, and the evolution of technology. Peter Lang.

Cilji in kompetence:

- sposobnost za reševanje konkretnih družbenih in delovnih problemov z uporabo družboslovnih znanstvenih metod in postopkov
- sposobnost povezovanja koherentno obvladanega temeljnega znanja, pridobljenega pri obveznih predmetih, ter njegova uporaba v praksi
- sposobnost pridobivanja, selekcije, ocenjevanja in umeščanja novih informacij in zmožnost interpretacije v kontekstu družboslovja
- sposobnost fleksibilne uporabe znanja v praksi
- poznavanje pomena kakovosti in prizadevanje za kakovost strokovnega dela skozi avtonomnost, (samo)kritičnost, (samo)refleksivnost in (samo)evalviranje v strokovnem delu
- občutljivost za ljudi in socialno okolje ter razvoj komunikacijskih sposobnosti in spretnosti, posebej komunikacije v mednarodnem okolju
- etična refleksija in zavezanost profesionalni etiki v družbenem okolju s spoštovanjem načela neskrupuliranosti in multikulturalnosti

Objectives and competences:

- ability to solve social and work problems using appropriate scientific methods and procedures
- ability to link coherent fundamental knowledge acquired at compulsory subjects and its application in practice
- ability to find, select, evaluate and position the new information as well as appropriate, social context-aware interpretation
- ability to flexibly use the acquired knowledge in practice
- familiarity with the importance of quality, striving to maintain the quality of professional work through practicing autonomy, showing initiative, as well as through (self-)criticism, (self-)reflection and (self-) evaluation
- sensitivity for people and social environment; The development of communication capabilities and skills especially in the international environment
- ethical self-reflection and commitment to professional ethics in a social environment respecting the principle of indiscriminability and multiculturalism

Predvideni študijski rezultati:

Študent/študentka:

- osvoji osnovna komunikološka znanja in kompetence, potrebna za razumevanje množičnega komuniciranja
- pozna osnovne koncepte teorij komuniciranja in medijskih študij
- razume osnovne karakteristike in vplivanje komuniciranja preko različnih medijev na delovanje družbe in posameznikov
- v kontekstu studija in v povezavi z drugimi predmeti demonstrira zmožnost kritične analize posameznih pojavov medijske komunikacije
- reflektira in kritično ovrednoti ustreznost določenih teorij in modelov za analizo konkretnega problema
- kritično razmišljanje in druge veščine, povezane z medijsko pismenostjo
- poglobljeno znanje o politikah in dejavnostih EU na področju boja proti spletnim dezinformacijam in krepitvi medijske pismenosti
- znanje na področju EU, pomembno za akademsko in poklicno življenje študentov, in izboljšanje njihovih državljskih spretnosti
- povečana zaposljivost in boljše možnosti za poklicno pot z vključitvijo evropske razsežnosti v študij
- večje zanimanje za razumevanje in sodelovanje v Evropski uniji, kar vodi k aktivnejšemu državljanstvu
- večji dostop do mednarodnih akademskih dogodkov in okroglih miz
- z vključevanjem zunanjih deležnikov študijski proces bodo študenti vzpostavili stik za nadaljnje zaposlitvene možnosti.

Intended learning outcomes:

Students:

- acquire basic communication knowledge and competences needed to understand mass media communication
- know about media effects theories
- learn about the key theories of communication and media studies
- understand the basic characteristics and influence of communication on the society and individuals through different media
- in the context of the study of communication and in relation with other subjects demonstrate the ability to critically analyse cases of media communication
- reflect and critically evaluate the suitability of theories and models for analysing specific problems
- critical thinking and other media literacy related skills
- in-depth knowledge on EU's policies and activities on tackling online disinformation and strengthening media literacy
- knowledge of EU subjects relevant for students' academic and professional lives and enhancement of their civic skills
- increased employability and improved career prospects by including European dimension in their studies
- increased interest in understanding and participating in the European Union, leading to a more active citizenship
- increased access to international academic events and roundtables
- through stakeholders' involvement in the project, they will establish contact for further employment opportunities.

Metode poučevanja in učenja:

- Predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov)
- Seminarske vaje (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije, socialne igre)
- Eksperimentalne vaje, ki temeljijo na izkušnji, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga,

Learning and teaching methods:

- Lectures with students' active participation (lecture, discussion, questions, examples, problem solving exercises)
- Tutorials with assignment (self-reflection, project work, team work, methods of critical thinking, discussion, feedback, practice)
- Experimental exercises based on experiential, cooperative and problem-oriented learning (independent studying, discussion, explanation, observation, role plays, case studies, critical

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| <p>opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, igra vlog, sodelovalno učenje, portfolijo, evalvacija, samoocenjevanje)</p> <ul style="list-style-type: none"> • Uporaba spletne učilnice oziroma drugih sodobnih IKT orodij • Konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj) • Stik z zunanjimi relevantnimi deležniki na področji vsebine predmeta. | <p>reading and writing methods, portfolio, evaluation and self-evaluation)</p> <ul style="list-style-type: none"> • Use of online classroom or other contemporary ICT tools • Consultations (discussion, additional explanation, dealing with specific questions) • Engaging in communication and knowledge transfers with stakeholders from civil society, media, educational system and policy makers at roundtables. |
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Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

| | | |
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| <p>Načini:</p> <ul style="list-style-type: none"> • Pisni/ustni izpiti • Obveznosti vaj <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p> | <p>80%</p> <p>20%</p> | <p>Types:</p> <ul style="list-style-type: none"> • Written/oral exam • Assignments <p>Grading is in accordance with the Faculty's evaluation.</p> |
|--|-----------------------|---|

Reference nosilca / Lecturer's references:

Rek, Mateja (2019): Umetnost komuniciranja v kontekstu pozne moderne. Ljubljana: Vega Press.

REK, Mateja, GORJUP, Nina. Planning and implementing promotion in small and micro enterprises: bridging the gap between intentions and actual behaviour. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2019, vol. 12, no. 1, str. 6-25

GORJUP, Nina, REK, Mateja. *Mala in mikro podjetja v vrtincu promocijskih naporov*. 1. izd. Ljubljana: Vega, 2016.

GORJUP, Nina, REK, Mateja. *Odnos do promocije v poslovno uspešnih malih in mikro podjetjih*. 1. izd. Ljubljana: Vega, 2016.

REK, Mateja, MAKAROVIČ, Matej, ŠKABAR, Matjaž. Identifying complex cultural conditions of globalization in late modernity: a fuzzy set analysis of 30 countries. *European Journal of Science and Theology*, ISSN 1841-0464, feb. 2017, vol. 13, no. 1, str. 173-188.

REK, Mateja, OZVATIČ, Tanja. Using the specific affect coding system to observe affective behaviour in public speaking. *Research in social change*, ISSN 2463-8226, Jan. 2017, vol. 9, iss. 1, str. 28-48.

MAKAROVIČ, Matej, PRIJON, Lea, REK, Mateja, TOMŠIČ, Matevž. The Strength of Pro-European consensus among Slovenian political elites. *Historical social research*, ISSN 0172-6404, 2016, vol. 41, no. 4, str. 195-213.

REK, Mateja. Unwanted behaviour among youth: influence of digital media consumption. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2016, vol. 9, no. 3, str. 122-135, ilustr. <http://www.iass.com/pdf/IIASS-2016-no3-art7.pdf>, doi: [10.12959/issn.1855-0541.IIASS-2016-no3-art7](https://doi.org/10.12959/issn.1855-0541.IIASS-2016-no3-art7).

KOVAČIČ, Andrej, REK, Mateja. Factors increasing media exposure of preschool children. *The new educational review*, ISSN 1732-6729, 2016, vol. 45, str. 249-257.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

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|----------------------|---|
| Predmet: | Sodobne teorije medijev in komuniciranja |
| Course title: | Contemporary Media and Communication Theory |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|---|-------------------------------|-------------------------|----------------------|
| Mediji in novinarstvo, drugi | Program nima smeri | 1. | 2. |
| Media and Journalism, second | The programme has no fields | 1. | 2. |

Vrsta predmeta / Course type Obvezen/Obligatory

Univerzitetna koda predmeta / University course code:

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje work | Druge oblike študija | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30 | | 15 | | | 135 | 6 |

Nosilec predmeta / Lecturer: Prof. dr. Mateja Rek

| | | |
|--------------------------------|-------------------------------|--|
| Jeziki / Languages: | Predavanja / Lectures: | Slovenščina, Angleščina / Slovene, English |
| | Vaje / Tutorial: | Slovenščina, Angleščina / Slovene, English |

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Pogoj za opravljanje obveznosti je vpis v prvi letnik.

Prerequisites:

Enrolment in the first year of study.

Vsebina:

- Zgodovina in razvoj teorij množičnih medijev
- Značilnosti sodobnih teorij medijskega komuniciranja – izbrani primeri
- Teorije medijskega učinka
- Mediji kot sestavni del javne sfere, družbena vloga medijev v luči posameznih teorij
- Sodobna družba kot medijska družba, medijska konstrukcija realnosti
- Teoretska refleksija medijev v slovenski družbi
- Medijska pismenost in aktivno državljanstvo v EU
- Izzivi soočanja z dezinformacijami in lažnimi novicami

Content (Syllabus outline):

- The history and development of mass media theories
- Characteristics of modern theories of media communication - selected examples
- Media effects theories
- Media as an integral part of the public sphere, the social role of the media in the light of various theories
- Modern society as a media company, media construction of reality
- Theoretical reflection of media in Slovenian society
- Media literacy and active EU citizenship
- Challenges of tackling disinformation and fake news in the EU

Temeljni literatura in viri / Readings:

- Schroeder, R. (2018). Towards a theory of digital media. *Information, Communication & Society*, 21(3), 323-339.
- Laughey, Dan (2007) Key Themes in Media Theory. Open University Press
- Di Gangi, P. M., & Wasko, M. M. (2016). Social media engagement theory: Exploring the influence of user engagement on social media usage. *Journal of Organizational and End User Computing (JOEUC)*, 28(2), 53-73.
- Rek, Mateja (2019): Umetnost komuniciranja v kontekstu pozne moderne (*The art of communication in the context of late modernity*). Ljubljana: Vega.
- Psychogiopoulou, E. (Ed.). (2012). *Understanding media policies: A European perspective*. Palgrave Macmillan.
- Frau-Meigs, D., O'Neill, B., Soriani, A., & Tomé, V. (2017). *Digital citizenship education: Volume 1: Overview and new perspectives*. Council of Europe.
- Engelbrekt, A. B., Bremberg, N., Michalski, A., & Oxelheim, L. (Eds.). (2019). *The European Union in a Changing World Order: Interdisciplinary European Studies*. Springer.
- Online resources on EUs' policies and activities on media literacy. Available at (29. 12. 19): <https://ec.europa.eu/digital-single-market/en/media-literacy>
- Online resources on EUs' policies and activities on Tackling disinformation in the EU. Available at (29. 12. 19): <https://ec.europa.eu/digital-single-market/en/tackling-online-disinformation>

Cilji in kompetence:

- Sposobnost kompleksne analize kulturnih in družbenih procesov
- sposobnost oblikovanja kompleksnih in izvirnih idej, konceptov in rešitev določenih problemov
- sposobnost uporabe kompleksnejših oblik znanja v praksi
- sposobnost doseganja strokovne odličnosti na podlagi visoke ravni avtonomnosti, (samo)kritičnosti, (samo)refleksivnosti in (samo)evalviranja
- strateška usmerjenost, tj. sposobnost anticipacije dogodkov, sposobnost ponujanja rešitev za izboljšanje stanja
- zavezanost najvišjim standardom profesionalne etike
- poznavanje ustroja medijskega področja in razumevanje medijskih fenomenov in njihove povezanosti s strukturo in razvojem družb
- uporaba in kombiniranje znanj in veščin z različnih disciplinarnih področij z namenom doseganja integralnega pristopa v medijski produkciji
- sposobnost nadgradnje temeljnega znanja z namenom oblikovanja kvalitetnih medijskih vsebin
- sposobnost kompleksne analize medijskih vsebin in tehnik
- sposobnost razumevanja, obvladovanja in povezovanja kompleksnih medijskih informacij

Objectives and competences:

- The ability of complex analysis of cultural and social processes
- the ability to design complex and original ideas, concepts and solutions of certain problems
- the ability to use complex forms of knowledge in practice
- the ability to achieve professional excellence on the basis of a high level of autonomy, (self-) criticism, (self-) reflexivity and (self-) evaluating
- strategic orientation, i.e. the ability to anticipate events, the ability to provide solutions to remedy the situation
- commitment to the highest standards of professional ethics
- knowledge of the structure of media and understanding media phenomena and their relationship to the structure and development of the society
- using and combining skills from different disciplines in order to achieve an integrated approach to media production
- the ability to upgrade the basic knowledge in order to create high-quality media content
- the ability of performing a complex analysis of media content and techniques
- the ability to understand, control and integrate complex media information
- understanding the mission of the media in contemporary democratic society

- razumevanje poslanstva medijev v sodobni demokratični družbi
- obvladovanje evropskih standardov kulture javnega dialoga
- sposobnost medijskega kmuniciranja v različnih kulturnih okoljih;
- sposobnost samoizražanja in prezentacije svojih stališč in idej skozi različne medijske žanre.

- management of European standards of public dialogue culture
- the ability of media communication in different cultural environments
- the ability of self-expression and presentation of own views and ideas through different media genres.

Predvideni študijski rezultati:

Študent/študentka:

- demonstrira poznavanje najnoveših teorij s področja medijev kot ključnih elementov javne sfere
- zavzame kritično stališče do ključnih vprašanj, povezanih s stanjem medijev in javne sfere v sodobni družbi
- je sposobne analize razločnih medijskih fenomenov, značilnih za sodobno družbo;
- je sposoben evalvacije stanja na področju medijev
- je sposoben razumevanja narave medijskega diskurza
- je sposoben primerjalne obravnave različnih vidikov medijskega delovanja
- kritično razmišljanje in druge veščine, povezane z medijsko pismenostjo
- poglobljeno znanje o politikah in dejavnostih EU na področju boja proti spletnim dezinformacijam in krepitvi medijske pismenosti
- znanje na področju EU, pomembno za akademsko in poklicno življenje študentov, in izboljšanje njihovih državljanskih spretnosti
- povečana zaposljivost in boljše možnosti za poklicno pot z vključitvijo evropske razsežnosti v študij
- večje zanimanje za razumevanje in sodelovanje v Evropski uniji, kar vodi k aktivnejšemu državljanstvu
- večji dostop do mednarodnih akademskih dogodkov in okroglih miz
- z vključevanjem zunanjih deležnikov študijski proces bodo študenti vzpostavili stik za nadaljnje zaposlitvene možnosti

Intended learning outcomes:

Students:

- demonstrate the knowledge of the latest theories in the field of media as a key element of the public sphere
- take a critical stance on key issues related to the situation of the media and the public sphere in contemporary society
- are able to perform analysis of media phenomena which are characteristic of modern society
- are capable of evaluating the state of the media
- are capable of understanding the nature of media discourse
- are capable of comparative treatment of the various aspects of media operations
- gain critical thinking and other media literacy related skills
- in-depth knowledge on EUs policies and activities on tackling online disinformation and strengthening media literacy
- gaining knowledge of EU subjects relevant for their academic and professional lives and enhance their civic skills
- increased employability and improved career prospects by including European dimension in their studies
- increased interest in understanding and participating in the European Union, leading to a more active citizenship
- increased access to international academic events and roundtables
- through stakeholders' involvement in the project, they will establish contact for further employment opportunities.

Metode poučevanja in učenja:

- Predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov)
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- Uporaba spletne učilnice oziroma drugih sodobnih IKT orodij
- Konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj)
- Stik z zunanjimi relevantnimi deležniki na področji vsebine predmeta.

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Načini ocenjevanja:Delež (v %) /
Weight (in %)**Assessment:**

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| <p>Načini:</p> <ul style="list-style-type: none"> • Pisni/ustni izpiti 80% • Obveznosti vaj 20% <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p> | | <p>Types:</p> <ul style="list-style-type: none"> • Written/oral exam • Assignments <p>Grading is in accordance with the Faculty's evaluation.</p> |
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- REK, Mateja. *Umetnost komuniciranja v kontekstu pozne moderne*. 1. izd. Ljubljana: Vega, 2019.
- REK, Mateja. Media education in Slovene preschools : a review of four studies. *CEPS journal : Center for Educational Policy Studies Journal*, ISSN 1855-9719, 2019, vol. 9, no. 1, str. 45-60.
- REK, Mateja, KOVAČIČ, Andrej. Media and preschool children : the role of parents as role models and educators. *Medijske studije*, ISSN 1847-9758. [Tiskana izd.], 2018, vol. 9, no. 18, str. 27-43.
- REK, Mateja, OZVATIČ, Tanja. Using the specific affect coding system to observe affective behaviour in public speaking. *Research in social change*, ISSN 1855-4202, Jan. 2017, vol. 9, iss. 1, str. 28-48.
- REK, Mateja. Unwanted behaviour among youth : influence of digital media consumption. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2016, vol. 9, no. 3, str. 122-135.
- KOVAČIČ, Andrej, REK, Mateja. Factors increasing media exposure of preschool children. *The new educational review*, ISSN 1732-6729, 2016, vol. 45, str. 249-257.
- KOVAČIČ, Andrej, MAVRI, Barbara, REK, Mateja. Predšolski otroci in vpliv medijev. *Pedagoška obzorja : časopis za didaktiko in metodiko*, ISSN 0353-1392, 2016, letn. 31, [št.] 2, str. 20-35.

- REK, Mateja. Researching the role of civil society and media in curbing corruption: a need for a more indepth interdisciplinary approach. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, Jan. 2015, vol. 8, no. 1, str. 60-76.