

Course: Media Literacy and Parental Mediation	ECTS Points: 3
Course Code: 0800-ERA-7HEJ	
Language: English	
<p>Course description: educational content – elective, optional course Media literacy and parental mediation course is designed to help students develop an informed and critical understanding of the nature of an ever expanding and increasingly dominating mass media. Students will critically examine media messages and explore relevant media issues. The aim of the course is to provide students with knowledge and methodical skills related to education and media reception. Students will get better understanding of the impact and application of modern media in broadly understood education.</p>	
Lecturer: Marta Kuczyńska, M.A.	
Semester: winter or summer	Number of hours: 15 Lecture: Classes: 15
<u>Courses to be completed before enrollment to the course:</u> not necessary	
<u>Substantive content</u>	
Classes	Number of hours
1. Introduction to the course and group integration.	2
2. What is media literacy? How does media impact society? Connections, challenges and questions for media literacy.	2
3. Online risks. Online privacy and social media.	2
4. Your snapshots. The truth behind the photograph.	2
5. The role of parental mediation in the development of media literacy.	3
6. Cyberbullying among young adults.	2
7. Problematic online gaming: motives for playing online video games and consequences.	2
<p><u>Aims of the course:</u> Student is able to understand what is media literacy and its impact on society in terms of both their advantages and their limitations Students will be encouraged to think critically about how media are used to influence and shape behaviours and attitudes.</p>	

Student is familiar with relevant media issues.
Student understands the meaning of parental mediation.
Student is able to point out the consequences of media impact on shaping the image of educational reality.

Teaching methods: discussion, brainstorm, role play, multimedia presentation, work in groups, individual consultations.

Literature:

1. A Day Without Media Blog, Research conducted by ICMIPA and students at the Philip Merrill College of Journalism, University of Maryland, College Park, USA, online address: <https://withoutmedia.wordpress.com/>
2. B. Sporicic, R. Glavak-Tkalic, The relationship between online gaming motivation, self-concept clarity and tendency toward problematic gaming, „Cyberpsychology”, 2018, vol. 12 (1).
3. D. Gillmor, Principles for a new media literacy, 2008.
4. E. C. Rasmussen, S. R. White, A. J. King, S. Holiday, R. L. Densley, Predicting Parental Mediation Behaviors: The Direct and Indirect Influence of Parents' Critical Thinking About Media and Attitudes and on Parent-Child Interactions, “Journal of Media Literacy Education” 2016, vol. 8(2).
5. H. Cowie, The impact of cyberbullying on young people's emotional health and well-being, “Psychiatrist”, 2013, vol. 37(5).
6. K. Drotner, S. Livingstone (eds.), The International Handbook of Children, Media and Culture, California 2008.
7. Kelly Mendoza, Surveying Parental Mediation: Connections, Challenges and Questions for Media Literacy, “Journal of Media Literacy Education” 2009, vol. 1.
8. M. Messenger Davies, Children, Media and Culture, Maidenhead: Open University Press, 2010.
9. P. Nikken, M. Schols, How and Why Parents Guide the Media Use of Young Children, “Journal of Child and Family Studies” 2015, vol. 24(11).
10. S. E. Vaala, A. Bleakley, Monitoring, Mediating and Modeling: Parental Influence on Adolescent Computer and Internet Use in the United States, „Journal of Children and Media, 2015, vol. 9(11).
11. Scott Westerfeld, Uglier, 2018
12. T. Cabello-Hutt, P. Cabello, M. Claro, Online opportunities and risks for Children and adolescents: The role of digital skills, age, gender and parental mediation in Brazil, „New Media & Society, 2018, vol. 20(7).

Forms and conditions of credit:

Credit awarded on the grounds of a written assignment, class attendance, reading literature and active participation during the classes.
Assignments must be completed by the date to which they are assigned. Consequently, late work will not be accepted without prior consent of the instructor.

The student has one unexcused absence in this course with no penalty. This should cover all sickness, documented emergencies etc. 50% of unauthorized absences makes it impossible to get the course credit.