



**Ministry of Education and Science of Ukraine
Sumy National Agrarian University
European Education and Culture Executive Agency (EACEA)
Erasmus+, EU Solidarity Corps
A.1 – European higher education**

**“MAJOR EU PRACTICES ON MEDIA LITERACY FOR BOOSTING STUDENTS’
CRITICAL THINKING IN THE FRAME OF THE TARGET LANGUAGE LEARNING”
SYLLABUS**

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Developed and prepared for implementation at the Sumy National Agrarian University.

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INTRODUCTION

Ukraine persistently follows the path of European integration, and the opportunities for the corresponding transformations are obvious and significant. In Europe of the 21st century, information and digital technologies penetrate and influence all aspects of public, private or professional life and education, and Ukraine is no exception even under the conditions of Russia's unprovoked military invasion of Ukraine.

The importance of media literacy was recognized by the European Parliament in 2008 (European Parliament Resolution “Media Literacy in the Digital World” of 16 December 2008) and defined as “an important key qualification in the information and communication society”. It is indicated that the lack of information is as dangerous as its excess, since an uninformed user can choke on undifferentiated and false information. In general, it is noted that a high level of media literacy helps people to show active citizenship and improves their awareness of both rights and responsibilities, it contributes to the political maturity of citizens and supports a democratic society, it gives people a deeper understanding of the principles and values of ethical behavior.

The course program was developed and implemented within the framework of the Erasmus+ project Jean Monnet Module “EU strategies extrapolation for boosting students' media literacy in Ukrainian HE”. The goal of the project is to create a European-oriented discourse in the field of media literacy, theoretical and practical foundations of the formation and development of media awareness among the general public (including Ukrainian and foreign students, graduate students, urban and rural youth, high school students, etc.).

The developed educational course “MAJOR EU PRACTICES ON MEDIA LITERACY FOR BOOSTING STUDENTS' CRITICAL THINKING IN THE FRAME OF THE TARGET LANGUAGE LEARNING” includes systematic educational activities and will contribute to the dissemination of knowledge about the EU media space, leading media literacy practices to support a democratic society and achieve personal success. Involvement of foreign citizens pursuing higher education in Ukraine (from the countries of Africa and Asia, etc.) together with Ukrainian students in educational activities will contribute to the dissemination of current knowledge and critical thinking, support solidarity and inclusion.

The program is based on the experience of the European Union and the understanding of media literacy “as a general concept that includes all technical, cognitive, social, civic, ethical and creative abilities enabling citizens' access to information and media and their effective usage, as well as safe, responsible and creative sharing media content through different platforms” (Council of Europe Conclusions on Media Literacy in a Changing World).

The concept of the training course states that media literacy should go beyond knowledge of tools and technologies, aim at providing people with critical thinking skills necessary to assess situations, analyze complex issues, and distinguish between opinion and fact. The mentioned skills give people the opportunity to join the activity in the economic, social and cultural spheres of society, as well as to contribute to the democratic process.

The course will promote dialogue between educational and scientific circles and society, including local and Ukrainian politicians, civil servants, civil society, mass media, etc.

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The methodological support of the training course includes didactic materials using innovative approaches and technologies, followed by free posting of educational and methodological materials on the SNAU website and in the Moodle system.



The developed course is introduced into the educational process as an optional discipline with the aim of forming knowledge about the EU policy on media literacy and critical thinking.

According to the requirements of the program, after mastering the course, students must:

know:

- essence of basic concepts (media education, media literacy, disinformation, manipulation, propaganda, fake, etc.);
- the history of the development of the media sphere, types of media in Ukraine and EU countries, their role in shaping the multicultural picture of the world;
- principles of EU policy in the context of media education, media literacy, protection of human rights in the digital society;
- methods of influence of the media on the consumer, methods of manipulation in the media environment and methods of appropriate countermeasures;
- methods of analysis of media production, principles of information hygiene;
- methods of cyber security and safe interaction in the media environment;
- rules of etiquette and culture of communication, conditions and means of effective private and public communication;
- methods of development of critical thinking and creativity;

be able:

- analyze media space;
- analyze and evaluate media content, authors and sources of information;
- critically evaluate text, audio and video products, the narratives and values they spread;
- identify disinformation, manipulation, propaganda, “hate speech”, forms of cyberbullying, etc. and counteract them;
- to create own media content based on the principles of cyber security and rules of communication culture in the media environment.

After completing the course, trainees (students) should gain the following **competencies**:

- system of knowledge regarding EU policy in the field of media literacy, media development, theory and practice of media literacy implementation in European countries and Ukraine;
- media security knowledge system; media ethics; communication culture in the media environment;
- willingness to apply acquired knowledge and skills to create a responsible and safe media space; interaction with its objects and participants on the basis of critical thinking;
- the ability to spread knowledge and skills in media literacy, a component of which is the issue of media literacy and media education in the EU countries;
- the ability to implement linguistic, communicative, socio-cultural and intercultural competences to ensure effective communication in the media space and beyond.



GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT		
1.	Title of EC	MAJOR EU PRACTICES ON MEDIA LITERACY FOR BOOSTING STUDENTS' CRITICAL THINKING IN THE FRAME OF THE TARGET LANGUAGE LEARNING
2.	Department	Faculty of biological technologies, Foreign Languages Department
3.	Status of EC	Вибірковий
4.	EC can be suggested for	Students of all specialties
5.	NCF level	The 6 th level
6.	Number of ECTS credits	4 credits
7.	Total amount of teaching hours	30
8.	Language of teaching	English, Ukrainian
9.	Instructors/Coordinators of EC	<p>Marina Bilotserkovets, Associate Professor, Associate Professor of Foreign Languages Department, Candidate of Pedagogy, Project Coordinator, Course Instructor.</p> <p>Yulia Luschyk, Associate Professor, Associate Professor of Foreign Languages Department, Candidate of Pedagogy, Project Participant, Course Instructor.</p> <p>Tetyana Fomenko, Associate Professor, Associate Professor of Foreign Languages Department, Candidate of Pedagogy, Project Participant, Course Instructor.</p>
10.	Contact Information	Foreign Languages Department < fld_snau@ukr.net > , Room 312 main building of SNAU.
11.	General Description of EC	The discipline is vectored to Ukrainian and international students of all faculties who are obtaining higher education. The course is aimed at the development of critical thinking in general and knowledge about the main directions of the EU policy in the field of media education and the involvement of higher educational institutions of Ukraine in the



		<p>European discourse on media literacy, in particular through: increasing awareness of young people about the European media space and countering its manipulation; spreading awareness about the negative impact of war on the example of the leading experience of the EU countries in the context of promoting intercultural communication, supporting European integration and further international cooperation.</p> <p>The course reflects debatable and thought-provoking concepts and issues that reflect the current state of society and the needs and interests of students. The educational material covers the field of language learning and the development of media literacy skills.</p>
12.	Aim of EC	<p>Providing young people with theoretical knowledge and practical skills for interacting with the modern media environment and developing critical thinking; formation and development of awareness in the field of media literacy in the conditions of the negative impact of war, assimilation of knowledge, abilities, skills to create a responsible and safe media space, involvement of students in the European discourse on media literacy; formation and development of linguistic, communicative, socio-cultural and intercultural competences.</p>
13.	Prerequisites for studying EC, connection with other educational components of EP	<p>All students can join the course while studying at the higher education institution.</p> <p>It is based on the use of learning outcomes acquired during the study of the discipline: English as a Foreign Language, proficiency level A2, B1.</p> <p>In addition, the course is related to the knowledge and skills that students acquire in the process of studying such disciplines as: “Civic Education”.</p>
14.	Policy of academic integrity	<p>Code of Academic Integrity of the Sumy National Agrarian University: http://docs.snau.edu.ua/documents/education/quality/kodeks_akadem_do_brochesnosti.pdf</p> <p>Observance of academic integrity principal for students of higher education involves: independent performance of educational tasks, tasks of current and final control of study results; references to sources of information in the case of using ideas, statements, information; compliance with copyright legislation; providing reliable information about the results of one’s own educational (scientific, creative) activities.</p> <p>Violations of academic integrity when studying the course are considered to be: academic plagiarism, academic fraud (writing off, cheating, passing off work done by someone as one’s own), use of</p>



	<p>electronic devices during the final control of knowledge.</p> <p>For violation of academic integrity, students may be held to the following academic responsibility:</p> <p>academic plagiarism - grade 0, repeated assignment;</p> <p>academic fraud – cancellation of received points;</p> <p>retaking the assessment, re-doing the work that was not done independently;</p> <p>use of electronic devices during the final control of knowledge – suspension from performance of work, grade 0, repeated passing of the final control.</p>
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2. MODULE LEARNING OUTCOMES OF THE EDUCATIONAL COMPONENT AND THEIR EVALUATION

Study results for EC: “After studying the educational component, the student is expected to be able to...”	MLO assessment
<p>MLO 1: Speaking to carry out oral communication in situations of educational and professional, socio-political and socio-cultural spheres of interaction, to formulate and express one’s own opinion on issues of media literacy, history and development of media, countering manipulation, disinformation, etc.; express feelings about personal, social and other problems related to the functioning of media, social networks, etc.; operate with a set of terms in the context of media literacy knowledge, the European discourse on safe media space;</p>	Oral survey, report, discussion, debate, quiz
<p>MLO 2: Listening to listen to and understand audio texts from the socio-cultural, business, socio-political, intercultural sphere, recognize relevant information in the process of discussion, debate, report, conversation, etc.;</p>	Oral survey; testing (multiple choice)
<p>MLO 3: Grammar to use basic grammatical structures necessary for expressing relevant functions and concepts, as well as for understanding and producing basic</p>	Testing (multiple choice);



types of texts in socio-cultural and intercultural spheres in the context of media discourse;	
<p>MLO 4: Reading to understand authentic texts (articles, blogs, messages, posts, etc.) in modern media for the purpose of searching, analyzing, receiving and using information from various sources, its critical evaluation, distinguishing disinformation, “hate speech”, etc., countering trolling, cyberbullying, negative influence in the process of communication in the media environment;</p>	Oral survey; testing (multiple choice)
<p>MLO 5: Ability to study to think critically, navigate the flow of various information in English in the media environment; find, perceive, analyze, evaluate, apply in practice the information received in verbal or other forms; to follow the rules of culture of communication in the information space;</p>	Oral survey; written test at the end of the thematic block
<p>MLO 6: Writing to record and transmit the necessary information in writing, observing the rules of the culture of communication and safety in the digital environment, methods of personal data protection, anti-manipulation, etc.</p>	Final written work



3. CONTENT OF THE EDUCATIONAL COMPONENT (CURRICULUM PROGRAM)

Topic List of issues to be considered within the topic	Distribution within the general time budget	Recommended Literature Sources ¹
Content Module 1 (14 teaching hours) Introduction to EU media literacy space: mass media are omnipresent		
<i>Theme 1.</i> Media education, media literacy, digital literacy: nature of concepts, place and crucial role to contribute in the democratic society; critical thinking as a crucial skill for media space.	2	2, 3, 7, 9
<i>Theme 2.</i> Information environment evolution. History of media: experience of Ukraine and Europe.	2	7, 8, 9
<i>Theme 3.</i> The role of the media in shaping the multicultural picture of the world: truthfulness of information, overcoming prejudices, stereotypes, discrimination; Council of Europe social campaign “No hate speech movement” (2013); The European Observatory of Online Hate (2021).	2	2, 3, 6
<i>Theme 4.</i> Mapping of media literacy practices and actions in EU-28. The declaration on European digital rights and principles as a promotion of a digital transition shaped by European values. European Council conclusions on media literacy in an ever-changing world.	2	3, 4, 5
<i>Theme 5.</i> Guide to human rights for Internet users by European Council. The European digital competence framework for citizens. Media and online activism for personal and social development.	2	2, 6
<i>Theme 6.</i> Diversity of the media, diversity of content in the media; linguistic diversity; media representation of social groups; diverse mass media in education etc.	2	7, 8, 9



Theme 7. Reporting diversity in the news media and their role in creating intercultural dialogue: media freedom and pluralism; the process of news selection; counteraction to fakes and manipulation in the media.	2	1, 7, 8, 9
Content Module 2 (16 teaching hours) Media and Diversity: Ukrainian and European discourse		
Theme 8. Navigating in media space: searching, analysing and using information from various sources; media and on-line resources for education and foreign-language learning (remote platforms, Google tools, online survey tools, tests and assessments, etc.).	2	7, 8, 9
Theme 9. Media literacy in the context of communication and collaboration: interacting, sharing, collaborating through digital technologies; netiquette; managing digital identity.	2	7, 8, 9
Theme 10. Information hygiene. Reducing the negative impact of information on mental, physical and social well-being. Management of emotions. Culture of information consumption. Fact and judgment. Fact-checking technologies.	2	1, 6, 7, 8, 9
Theme 11. Safety in media space and the basics of cyber security: protecting devices; protecting personal data and privacy; protecting health and well-being; different forms of cyber-bulling (trolling, slander, phishing, etc.) and counteracting to them.	2	1, 6, 7, 8, 9
Theme 12. Media text and its critical reading. Critical perception of audio-visual content. Sociocultural discourse and narratives in the film and television industry. Literature as a form of mass consciousness.	2	7, 8, 9
Theme 13. Propaganda Wars: From Social Media and Mass Media to TV Series The enemy as an important element of the propaganda system. Interventions in someone else's information space. Aesthetics of information invasion. Origins of aestheticization of information and virtual flows.	4	1, 7, 8, 9

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Narrative mechanisms of influence.		
Theme 14. The role of information in hybrid wars. Russian-Ukrainian propagandist conflict: stages and symbolization, analytical context. IPSO. Information war against Ukraine from the European viewpoint.	2	1, 7, 8, 9

4. TEACHING AND LEARNING METHODS

MLO	Teaching methods	Amount of teaching hours	Методи навчання	Amount of teaching hours
MLO 1 MLO 2	Conducting practical classes with multimedia presentations for each of the topics, joint learning and work in small groups; discussion, “brainstorming”, role-playing games, work in pairs, group work, presentation, moderating the discussion based on the results of the reports.	6	Problem-based learning; performing training lexical and speech exercises. Preparation of oral messages, reports.	6
MLO 3	Blended learning; practice of grammatical structures in various types of speech activity. Training exercises (multiple choice, error correction, filling in the blanks).	6	Performing training grammar exercises.	6
MLO 4	Conducting practical classes with multimedia presentations for each of the topics, problem-based learning; drawing up a test map, consultations.	6	Compilation of dictionaries according to socio-political, socio-cultural, intercultural topics in the context of media literacy.	6
MLO 5	Use of computers, mobile devices, videos, multimedia presentations, web pages, class blogs, podcasts, social	6	Finding and processing information from web pages, thematic blogs, communicating in social	6



	networks (including Telegram, Facebook, Instagram) to supplement classroom activities.		networks (in particular, Telegram, Facebook, Instagram) to supplement classroom activities. e-mails, posts, short messages.	
MLO 6	Project-based learning: critical understanding of information to make thoughtful decisions and informed judgments. Projects that develop critical thinking skills are designed around cognitive tasks that require deliberate thinking – making judgments between alternatives, figuring out the best way to create, weighing evidence, reviewing initial ideas, creating a plan to solve a problem, summarizing key points of an argument. Writing posts, messages, essays.	6	Writing e-mails, posts, short messages.	6
	Total	30		30

5. EVALUATION BY THE EDUCATIONAL COMPONENT

In accordance with the requirements of the educational process regulations, for the successful assimilation of the course material by the students, a systematic ongoing control of knowledge is carried out in practical classes and a final assessment at the end of the course. The final control involves making a score.

The organization of the current assessment involves a selective oral survey and the performance of practical tasks.

Modular control is carried out in the form of performance of test tasks, answers to test questions (multiple choice).

The final assessment is based on the verification of acquired knowledge, abilities, and skills in the form of oral surveys and performance of test tasks (multiple choice).



5.1. Summative assessment

5.1.1. To assess the expected learning outcomes, it is provided

№	Methods of summative assessment	Points / Weight in the overall assessment
1.	Practical task for topic 2: History of media: experience of Ukraine and Europe. Oral survey.	10 points
2.	Practical task for topic 5. Media and online activism for personal and social development. Reports with multimedia presentations.	15 points
3.	Practical task for the topic Topic 6. Diversity of mass media. Discussion.	10 points
4.	Testing after studying the topics of content module 1 (multiple choice test).	15 points
5.	Practical task for topic 8. Navigation in the media space. Quiz.	10 points
6.	Practical task for topic 11. Security in the media space and the basics of cyber security. Speeches with reports.	10 points
7.	Testing after studying the topics of content module 2 (multiple choice test).	15 points
8.	Final testing (multiple choice test).	15 points
	In total	100 points



5.1.2. Evaluation criteria by types of works

Type of work	Unsatisfactorily	Satisfactory	Good	Excellent
	<i>0 points</i>	<i>1-4 points</i>	<i>5-8 points</i>	<i>9-10 points</i>
Practical task for topic 2: History of media: experience of Ukraine and Europe. Oral survey.	The student demonstrates an insufficient amount of knowledge necessary for the communication process implementation. Weak language skills. Explanation of answers to questions with numerous errors.	The student demonstrates basic language communication skills in a foreign language. Full reproduction according to the sample. The language is simplified. The use of language clichés with numerous errors that make it difficult to understand the content.	The language is lexically and grammatically diverse. The statements are logical, reasoned and built on the basis of well-known algorithms. Errors are allowed for the studied program material (6-7 errors).	The content of the statement corresponds to the communication situation, differs in consistency, completeness, argumentation, expression of one's own point of view. The language is lexically and grammatically diverse, 1-3 mistakes are allowed.
Practical task for topic 5. Media and online activism for personal and social development. Reports with multimedia presentations.	0 points The student did not prepare a presentation.	<i>1-6 points</i> The presentation does not sufficiently illustrate the content of the message. The language is simplified. The use of language clichés with numerous errors that make it difficult to understand the content.	<i>7-12 points</i> The presentation visualizes the content of the message, made in compliance with the requirements. Statements are logical, reasoned. Errors are allowed for the studied program material (6-7 errors).	<i>13-15 points</i> The speech with the message is supplemented by a presentation made in accordance with the requirements, characterized by consistency, completeness, argumentation, expression of one's own point of view. The language is lexically and grammatically diverse, 1-3 mistakes are allowed.
Practical task for	<i>0 points</i>	<i>1-4 points</i>	<i>5-8 points</i>	<i>9-10 points</i>



the topic Topic 6. Diversity of mass media. Discussion.	The student did not participate in the discussion.	The student did not reveal the question, but participated in the discussion of the questions. The language is simplified. The use of language clichés with numerous errors that make it difficult to understand the content.	The student participated in the discussion in the form of separate remarks and remarks; partially revealed the essence of the question, but the answer included incorrect justifications of individual provisions. The language is lexically and grammatically diverse. The statements are logical, reasoned and built on the basis of well-known algorithms.	The student took an active part in the discussion, independently formulated and expressed opinions on the topic, fully disclosed the essence of the question, provided the correct theoretical interpretation of definitions and categories. Communication is characterized with consistency, completeness, argumentation, expression of one's own point of view. The language is lexically and grammatically diverse, 1-3 mistakes are allowed.
Testing after studying the topics of content module 1 (multiple choice test).	<i>0-3 points (Depends on the number of correct answers to the test).</i>	<i>3-7 points (Depends on the number of correct answers to the test).</i>	<i>8-13 points (Depends on the number of correct answers to the test).</i>	<i>13-15 points (Depends on the number of correct answers to the test).</i>
	<60% correct answers	60-74% correct answers	75-89% correct answers	90-100% correct answers
Practical task for topic 8. Navigation in the media space. Quiz.	<i>0 points</i>	<i>1-4 points</i>	<i>5-8 points</i>	<i>9-10 points</i>
	The student did not participate in the quiz.	The student did not show activity in teamwork. The language is simplified. The use of language clichés	The student participated in team work, gave individual correct answers. The language is	The student actively participated in team work, gave correct answers to several quiz questions. The



		with numerous errors that make it difficult to understand the content.	lexically and grammatically diverse. The statements are logical, reasoned and built on the basis of well-known algorithms.	language is lexically and grammatically diverse.
Practical task for topic 11. Security in the media space and the basics of cyber security. Speeches with reports	<i>0 points</i>	<i>1-4 points</i>	<i>5-8 points</i>	<i>9-10 points</i>
	The student did not prepare a report, did not participate in the discussion, debate.	The student did not disclose the topic of the report, did not argue his/her position, did not answer additional questions, did not show activity during the discussion, debate.	The student disclosed the topic partially, did not argue his position convincingly enough, did not answer some additional questions, took part in discussions and debates.	The student fully disclosed the topic of the report, convincingly argues his position, answered additional questions, took an active part in discussions and debates.
Testing after studying the topics of content module 2 (multiple choice test).	<i>0-3 points</i> <i>(Depends on the number of correct answers to the test).</i>	<i>3-7 points</i> <i>(Depends on the number of correct answers to the test).</i>	<i>8-13 points</i> <i>(Depends on the number of correct answers to the test).</i>	<i>13-15 points</i> <i>(Depends on the number of correct answers to the test).</i>
	<60% correct answers	60-74% correct answers	75-89% correct answers	90-100% correct answers
Final testing (multiple choice test).	<i>0-3 points</i> <i>(Depends on the number of correct answers to the test).</i>	<i>3-7 points</i> <i>(Depends on the number of correct answers to the test).</i>	<i>8-13 points</i> <i>(Depends on the number of correct answers to the test).</i>	<i>13-15 points</i> <i>(Depends on the number of correct answers to the test).</i>
	<60% correct answers	60-74% correct answers	75-89% correct answers	90-100% correct answers



5.2. Formative assessment:

No	Elements of formative assessment	Terms
1	Express survey after studying each topic	After completing the study of the topic
2	Passing the test after mastering the topics of content modules 1, 2 with feedback from the teacher	After studying materials on topics 1-7 and 8-14
3	Monitoring students' participation in educational activities (oral comments and instructions of the teacher). Verbal feedback from the teacher.	During classes
4	Self-assessment	After studying each topic
5	Peer-reviewing based on the results of the quiz	After participating in the quiz on topic 8

Criteria for evaluating knowledge, abilities and skills based on the outcomes of the course

Level competence	By national scale	According to the ECTS scale	Evaluation criteria
High (creative)	Enrolled	A	90-100 points. Program goals have been fully achieved. The theoretical content of the course is completely mastered, without gaps; in-depth knowledge in the field of media literacy was revealed; permanent skills of critical thinking and necessary practical skills of media and information literacy are formed; all educational tasks provided by the training program have been completed, the quality of their performance has been assessed with a number of points close to the maximum. A person is aware of the use of media, knows and observes the legal norms of their use. The user has a deep knowledge of the language, can analyze and transform the conditions affecting his/her communication, production and transmission of messages. In the public domain, the user is able to activate collaborative groups that allow him/her to solve problems. A person can coordinate actions for the development and spread of media literacy of the population.
		B	82-89 points. Program goals have been fully achieved. The theoretical content of the course is fully



Sufficient (constructive)			<p>mastered, without gaps; the ability to teach basic ideas about media literacy is formed. The necessary practical skills of analyzing activities in the media environment and critical thinking are basically formed, all the tasks provided by the training program are completed, the quality of most of them is evaluated with a number of points close to the maximum. The person has a sufficient level of media usage, knows enough about its functions and is able to perform complex operations. The user knows how to obtain and evaluate the necessary information, evaluates information search strategies. The user is an active producer of media content and participates in public life. A person has sufficient knowledge and skills to develop and spread media literacy among the population.</p>
		C	<p>75-81 points. Program results have been fully achieved. The theoretical content of the course is fully mastered, without gaps. The ability to present basic ideas about media literacy, as well as practical skills for the development of critical thinking are sufficiently developed; all the tasks provided by the training program were completed, the quality of execution of none of them was evaluated with the minimum number of points, some types of tasks were completed with errors. A person has a sufficient level of media usage and knows its functions, is able to perform appropriate operations at a sufficient level. The user knows strategies for searching for information, is able to obtain and evaluate it. The user is able to produce media content of appropriate quality on the basis of critical thinking. A person has sufficient knowledge and skills to develop and spread media literacy among the population.</p>
Average (reproductive)		D	<p>69-74 points. Program goals have been achieved. The theoretical content of the course is partially mastered, but the gaps are not significant, knowledge and understanding of the basic provisions of media literacy are revealed; the necessary skills of critical thinking and practical skills of working with the studied material are basically formed, most of the educational tasks provided by the training program have been completed, some of the completed tasks contain errors. The person has an average level of media use, knows its functions and is able to perform</p>



			operations of average complexity. The user knows and can obtain and evaluate the necessary information, possesses appropriate strategies at an intermediate level, applying critical thinking techniques. The person has an average level of knowledge and ability to spread media literacy among the population sporadically, irregularly.
		E	60-68 points. Program goals have been achieved. The theoretical content of the course has been partially mastered, critical thinking skills have been partially formed, some practical skills for working in the media environment have not been formed, some of the tasks provided by the training program have not been completed or the quality of performance has been assessed with a number of points close to the minimum. A person has a set of abilities that enable basic media use. The user knows their functions, deciphers their basic codes and uses them for certain purposes. The user's ability to critically analyze the received information is limited. His/her communicative abilities in media space are also limited. Skills and abilities to spread media literacy are insufficient.
		FX	35-59 points. Program goals are not achieved. The theoretical content of the course has been partially mastered, the necessary practical work skills have not been formed, most of the educational tasks provided by the training program have not been completed, or the quality of their performance has been assessed with a number of points close to the minimum; with additional independent work on the course material, it is possible to improve the quality of the performance of educational tasks (with the possibility of retaking).
Insufficient		F	0-34 points. Program goals are not achieved. The theoretical content of the course has not been mastered, the necessary practical work skills have not been formed, all completed educational tasks contain gross errors, additional independent work on the course material will not lead to any significant improvement in the quality of the performance of educational tasks (with a mandatory repeat course).



6. EDUCATIONAL RESOURCES (LITERATURE)

1. 2022 Strengthened Code of Practice on Disinformation (2022) <https://digital-strategy.ec.europa.eu/en/library/2022-strengthened-code-practice-disinformation>
2. Communication from the commission to the European Parliament, the Council, the European Economic And Social Committee and The Committee of the Regions 2030 Digital Compass: the European way for the Digital Decade (2021) <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX:52021DC0118>
3. Council conclusions on media literacy in an ever-changing world (2020) [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020XG0609\(04\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020XG0609(04)&from=EN)
4. Keen, E., Georgescu, Mara. (Eds.). (2020). Bookmarks – A manual for combating hate speech online through human rights education.
5. Mapping of media literacy practices and actions in EU-28, (2016). European Audiovisual Observatory, Strasbourg, 2016 <https://op.europa.eu/en/publication-detail/-/publication/0a387a0a-3e5f-11ea-ba6e-01aa75ed71a1>
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