



**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SUMY NATIONAL AGRARIAN UNIVERSITY  
The European Education and Culture Executive Agency (EACEA)  
Erasmus+ European Solidarity Corps  
A.1 – European higher education**

**“METHODODOLOGICAL TRAININGS FOR FOREIGN LANGUAGE LECTURERS  
OF HIGHER EDUCATION INSTITUTIONS  
REGARDING STUDENTS’ MEDIA LITERACY”**

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**Матеріали опубліковані як частина проєкту ЄС, який фінансується за підтримки Європейської комісії. Ця публікація відображає погляди авторів і Європейська комісія не може нести відповідальності за використання будь-якої інформації, що тут міститься.**



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## INTRODUCTION

Ukraine continues down the road of Euro integration, and the possibilities for transformation are immediate and significant. In Europe of the 21st century, information and digital technology penetrate and influences every facet of public, private or professional life and education, and Ukraine is not an exception even under the conditions of Russia's unprovoked military invasion in Ukraine.

The importance of media literacy was recognized by the European Parliament in 2008 (Media literacy in a digital world European Parliament resolution of 16 December 2008) and identified as “an essential key qualification in the information and communication society”. It is indicated that the lack of information is as dangerous as its excess, as an uninformed user may choke on information that is undifferentiated in terms of its relevance. In general, it is noted that a high level of media literacy helps people to act as active citizens and enhance their awareness of both rights and duties, it promotes political maturity of citizens and underpins a democratic society, gives people a deeper insight into the principles and values of ethical demeanour.

There is a need to develop media literacy among students, that is, to master a set of knowledge, skills and abilities to perceive, analyze, and evaluate information; create messages of various genres and forms, as well as understand and analyze the complex processes of media functioning in the society, their impact on people and different social groups.

Media literacy is the result of media education, in the structure of which three components are distinguished: learning about media, which involves knowledge about media, their history and mechanism of action; learning through media due to their skillful use in everyday life; training for the media: learning the language of the media, their traditions, symbols; creation of own communication products; the ability to behave properly in mass media.

Despite the fact that the problem of media education is relevant in the society, in particular at higher education institutions, many students are not sufficiently aware of its goals and objectives. Lecturers need the ability to competently implement media education. Studying the impact of information from various media on young people, as well as ways to protect against manipulation and propaganda, is currently one of the most urgent pedagogical problems.

The creation of an effective mechanism for critical understanding and correction of information received through the mass media, the development of a personal system of value orientations and the formation of the ability to interpret information, understand its essence, target orientation, the purpose of informing, exposing the hidden meaning should eliminate the negative impact on the consciousness of citizens, especially students.

The program of methodological trainings was developed for lecturers of foreign languages and is implemented within the framework of the Erasmus+ project Jean Monnet Module “Extrapolation of EU strategies to increase media literacy of students in higher education of Ukraine”, dissemination of knowledge about the EU media space, leading practices of media literacy to support a democratic society and achieve personal success.

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The **purpose** of implementing the methodological trainings is the formation of foreign language lecturers' certain knowledge and skills on the basics of media education, media literacy in solving current pedagogical issues, understanding the role and significance of the media world in the professional and personal attitude of a person.

The main **tasks** of the methodological trainings are to develop skills for recognizing manipulative media information; the formation of practical skills in the use of general educational media products in the professional activities of foreign language lecturers of higher education institutions, the formation of a multicultural map of the world among students; definition of the essence of media competence; disclosure of didactic, pedagogical and methodical aspects of using media in education and training; study of the impact of various media on education and upbringing of young people, possible consequences of their negative impact.

After mastering the training course on media education (media literacy), lecturers should **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;
- the role of the media in forming a multicultural picture of the world;
- pedagogical aspects of media literacy;
- the role of the media in the educational process of higher education institutions;
- didactic and educational potential of media (interactivity, communicativeness, multimedia, individualization, etc.);
- 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.

In the professional activity, a lecturer who has mastered the material of the training course and acquired the relevant competencies should **be able to**:

- navigate in the modern media space, understand the basic principles of functioning of various types of mass information;
- analyze media space;
- distinguish information by the level of influence on the individual, analyze and evaluate media messages;

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- 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;
- collect, process, store and transmit information taking into account the priorities of the lecturer’s professional activity;
- create own media content in the field of the lecturer’s professional activity based on the rules of communication culture in the media environment.



### **Competences to be acquired / improved**

**General competences:** knowledge and understanding of modern trends in the development of education, critical and systemic thinking, the ability to logically justify a position, the ability to cooperate with other people.

**Professional competences:** information and communication, methodical, informal education and professional-personal development competences, speech, digital, emotional-ethical competence; andragogical competence – the ability to determine educational needs and requests, take into account the peculiarities of motivation, the learning process, apply the technologies of moderation, facilitation, supervision, determine the results of learning, encourage reflection; to possess the technologies of scientific methodical support of the educational process in the conditions of reforms and social transformations; the ability to assess the level of professional competence.

### **CONTENT OF THE TRAINING COURSE**

	<b>Topics</b>	<b>Number of hours</b>
1	Media education, media literacy, and digital literacy: nature of concepts. Mapping of media literacy practices and actions in EU-28. Integration of media literacy into the process of target language teaching.	2
2	Development of media: experience of Ukraine and Europe. Diversity of modern media in Ukraine. Use of media. The influence of media on youth.	2
3	Critical thinking as a teaching methodology. Rules and technologies of critical thinking. Methods and exercises for the development of students' critical thinking in the process of target language teaching.	2
4	Media regarding global values and national traditions. The role of the media in shaping the multicultural picture of the world: truthfulness of information, overcoming prejudices, stereotypes, and discrimination.	2
5	Media manipulation and propaganda. Fake news and post-truth. Fact-checking technologies. Critical perception and countering manipulation in the mass media. Methods of recognizing fakes and manipulation in the media.	2

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6	Use of media texts in EFL classroom. Text analysis to determine facts and judgments. Critical discourse analysis, text linguistics.	2
7	Digital media literacy. European system of digital competence for citizens. Search, analysis and use of information from various sources. Online resources in target language teaching: remote platforms, online survey tools, testing and evaluation.	2
8	Culture of virtual communication in the process of distance and online learning. Digital etiquette. Netiquette, network etiquette, chat etiquette.	2
9	Social media as a source of news and social interaction. Peculiarities of communication in social networks. The use of social networks in the process of target language teaching.	2
10	Fundamentals of cyber security. Internet security. Human Rights Guide for Internet Users of the Council of Europe. Protection in the digital environment.	2
		<b>20</b>

**Topic 1 Media education, media literacy, and digital literacy: nature of concepts. Mapping of media literacy practices and actions in EU-28. Integration of media literacy into the process of target language teaching.**

The content and main tasks of media education, its connection with humanitarian educational disciplines. Methodological and worldview attitudes regarding informatization of education.

Analysis of categories: "media education", "media pedagogy", "media literacy", "media culture", "digital literacy".

Functions of media education in the implementation of educational tasks in educational institutions. The place of media education in the process of professional training of lecturers.

Classification and functions of modern media according to socio-pedagogical criteria: place of use (individual, group, mass, work, etc.), content of information (ideological, political, moral and educational, cognitive and educational, aesthetic, economic, ecological), functions and for the purposes of use (obtaining information, education, communication, social management, etc.), development of influence on the individual (development of outlook, self-knowledge, self-learning, socialization, etc.).

Principles of EU policy in the context of media education, media literacy, protection of human rights in the digital society.

Mapping of media literacy practices and actions in EU-28.

Integration of media literacy into the process of foreign language teaching.



## **Topic 2 Development of media: experience of Ukraine and Europe. Diversity of modern media in Ukraine. Use of media. The influence of media on youth.**

Development and distribution of information and communication technologies is a necessary condition for the formation of a new direction in pedagogy – media education.

Canadian scientist M. McLuhan as the author of the first textbook on media education.

Implementation of media education in Great Britain, Canada, Germany, USA, France, Australia.

Media education projects of UNESCO and the Council of Europe.

National and international associations of media education, International and national network of media educational internet sites.

Diversity of modern media in Ukraine. Current state and prospects of the implementation of media education in Ukraine. Use of media. The influence of media on youth.

## **Topic 3 Critical thinking as a teaching methodology. Rules and technologies of critical thinking. Methods and exercises for the development of students' critical thinking in the process of target language teaching.**

Development of thinking as the main aspect at the current stage of development of the educational sector.

Knowledge as material or the result of mental activity.

implementation of critical thinking technology into Ukrainian pedagogy.

Critical thinking as the ability to analyze media information taking into account the standards of logic, psychological-ethical and aesthetic approaches

The main features of critical thinking according to J. Spiro:

- application of knowledge for decision-making;
- use of various meanings and approaches;
- identification and verification of prerequisites;
- reasonable and well-founded arguments;
- proving or not proving arguments;
- research.

Rules and technologies of critical thinking. Methods and exercises for the development of students' critical thinking in the process of target language teaching.

Conditions for the development of critical thinking: creating an environment communication, conducting discussions, debates, “brainstorming”, etc.

Analysis of the influence of media texts on students, development of "critical thinking" of the audience in relation to media formation.



**Topic 4 Media regarding global values and national traditions. The role of the media in shaping the multicultural picture of the world: truthfulness of information, overcoming prejudices, stereotypes, and discrimination.**

Media as means of mass information and communication.

Search, processing and presentation of information material.

Types and functions of mass media: printed and electronic. Classification of mass media according to the method of information transmission and perception channels (visual, auditory, audiovisual).

Socio-pedagogical criteria of media by place of use, content of information, purposes of use, consequences of influence on the audience or personality.

Media regarding global values and national traditions.

The role of the media in shaping the multicultural picture of the world: truthfulness of information, overcoming prejudices, stereotypes, and discrimination. Stereotypes and prejudice: tools for teaching young people awareness and empathy.

**Topic 5 Media manipulation and propaganda. Fake news and post-truth. Fact-checking technologies. Critical perception and countering manipulation in the mass media. Methods of recognizing fakes and manipulation in the media.**

Media manipulation and propaganda. Fake news and post-truth. How fake news spread.

Manipulation of consciousness. Hidden content of media messages. Cyberbullying.

Objective and subjective reasons for the identification of information space.

Manipulative means in television news. Manipulative potential of television political talk shows. The manipulative power of the Internet. Rhetorical tools of manipulation. Manipulative toolkit of election technologies. New professions for work with information space, which are involved in the field of manipulation.

Disinformation and means of dissemination it. Commercial media information and distortion of reality.

Fake news and post-truth. Signs of fakes. Fact-checking technologies.

**Topic 6 Use of media texts in EFL classroom. Text analysis to determine facts and judgments. Critical discourse analysis, text linguistics.**

Use of media texts in EFL classroom. Media texts analysis. The text as a critical object.

Text analysis to determine facts and judgments. Separation of facts from the personal opinion of the author.





The application of Critical discourse analysis. The examination of a text through three steps of Critical Discourse Analysis (CDA), namely: textual analysis (description), process analysis (interpretation), and social analysis (explanation).

**Topic 7 Digital media literacy. European system of digital competence for citizens. Search, analysis and use of information from various sources. Online resources in target language teaching: remote platforms, online survey tools, testing and evaluation.**

Digital media literacy.

European system of digital competence for citizens.

Search, analysis and use of information from various sources.

The use of digital technologies in higher education. Online foreign language learning in higher education institutions.

Digital technologies as a part of teaching and learning a foreign language. Online resources in target language teaching: remote platforms, online survey tools, testing and evaluation.

Foreign language learning by means of Moodle. Possibilities of Google Classroom and Zoom service in foreign language teaching. Special built-in functions of Zoom online program. “Breakout Rooms” function for organizing work in pairs or small groups. Advantages and disadvantages of implementing video conferencing in the educational process of higher education institutions.

**Topic 8 Culture of virtual communication in the process of distance and online learning. Netiquette, network etiquette, chat etiquette.**

Virtual communication in the process of distance and online learning via Skype, Zoom, Google Meet, Viber, WhatsApp, Telegram.

Netiquette, network etiquette, chat etiquette.

Culture of virtual communication in the process of distance and online learning. How to communicate online. Basic rules of etiquette for teaching foreign language online. Rules of behavior during a video conference.

**Topic 9 Social media as a source of news and social interaction. Peculiarities of communication in social networks. The use of social networks in the process of target language teaching.**

Social media as a source of news and social interaction. Types of media. Popular social networks in Ukraine (Facebook, Instagram, YouTube, Telegram, TikTok). Functions of different types of social media.

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Positive and negative impact of social media on youth.

Peculiarities of communication in social networks.

Social networks as a teaching and learning tool. Integration of social networks into the educational process.



Social media as a form of interactive approach to the organization of educational and cognitive activities of students. The use of social networks in the process of target language teaching. Social networks as an effective communication environment in foreign language training of students.

## **Topic 10 Fundamentals of cyber security. Internet security. Human Rights Guide for Internet Users of the Council of Europe. Protection in the digital environment.**

Internet capabilities. The concept of a safe Internet. Concepts of "information security", "cyber security", "threat".

Positive and negative factors of using the Internet. Verification on the Internet.

Fundamentals of cyber security. Internet security.

Human Rights Guide for Internet Users of the Council of Europe.

Protection in the digital environment. Rules of safe behavior in the virtual world.

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