



## COURSE UNIT DESCRIPTION

Course unit title		Code	
<b>Media and Information Literacy</b>			
<b>Annotation</b>			
Media and information literacy (MIL) is a background for substantial existence of the society worldwide. Propaganda, disinformation, misinformation, malinformation, fake news etc. are global flow of information, and it is necessary to get knowledge and skills to manage with that adequately. Attention for understanding the main principles, components and methods of media and information literacy and their implementation possibilities is given. Concept of media and information literacy, related literacies, global and national MIL directives and policies as well as international infrastructure and organization are analyzed. Certain attention is given to acquire knowledge and skills due to managing and evaluation of information flows in the daily life in recognizing reliable and unreliable sources, credible content and disinformation, misinformation, fake news and propaganda in the post-truth era.			
<b>Lecturer</b>		<b>Department, Faculty</b>	
Dr. Jurgita Rudžionienė		Vilnius University, Faculty of Communication Saulėtekio av. 9, 1st building, LT-10222 Vilnius, Lithuania	
<b>Study cycle</b>	<b>Study cycle</b>	<b>Type of the course unit</b>	
Erasmus students' mobility			
<b>Mode of delivery</b>	<b>Semester or period when it is delivered</b>	<b>Vykdyimo kalba (-os)</b>	
Lectures, seminars, essay (written task and presentation in class), discussions	Spring semester	English	
<b>Requisite</b>			
Prerequisites:		Co-requisites (if relevant):	
<b>Number of ECTS credits allocated</b>	<b>Student's workload (total)</b>	<b>Contact hours</b>	<b>Individual work</b>
5	125	48 contact hrs (32 hrs – lectures, 16 hrs – seminars)	77 hrs
<b>Purpose of the course unit: programme competences to be developed</b>			
To introduce students to the theory and practice of media and information literacy (MIL); to provide basic knowledge and understanding of the main activities, infrastructure, organization and functioning of the system MIL and methods worldwide; to provide basic understanding of the main principles and methods of developing media and information literacy as the main prerequisite for today's knowledge society; to enable students to evaluate and manage the information flows in the daily life, to discern between reliable and unreliable sources, credible content and disinformation, misinformation, fake news, propaganda.			
<b>Learning outcomes of the course unit</b>	<b>Teaching and learning methods</b>	<b>Assessment methods</b>	
- to demonstrate knowledge about media and information literacy	Problem based learning, demonstration	Exam: Essay preparation and presentation in class Seminars	
- to understand the main principles, components and methods of media and information literacy and their implementation possibilities	Problem based learning, demonstration	Exam: Essay preparation and presentation in class Seminars	
- to be able to make decisions based on gained knowledge	Practical assignments, discussion in groups	Exam: Essay preparation and presentation in class Seminars	

- will be prepare to gain knowledge in the field of media and information literacy independently	Practical assignments, discussion in groups, research methods						Exam: Essay preparation and presentation in class Seminars		
Course content: breakdown of the topics	Contact hours						Individual work: time and assignments		
	Lectures	Consultations	Seminars	Practical work	Laboratory work	Placements	Total contact work	Individual work	Assignments
1. Concept of media and information literacy (MIL), convergence of information provision and the role of information in creation of sustainable knowledge society	4		2				6	6	Literature readings on the subject. Preparing for the seminar discussion in class on the subject
2. Related literacies (functional literacy, computer literacy, digital literacy e. literacy, critical literacy, visual literacy, web literacy) and frameworks (transliteracy, metaliteracy, global competence, transversal competencies)	4		2				6	6	Literature readings on the subject. Preparing for the seminar discussion in class on the subject
3. Global and national MIL directives and policies. International infrastructure and organization	2		2				4	5	Literature readings on the subject. Preparing for the seminar discussion in class on the subject
4. Information literacy standards and their application policies (IL competency standards for journalism students and professionals, visual literacy competency standards, standards for nursing etc.)	2		1				3	4	Literature readings on the subject
5. Models of information literacy and practice (Big6s, SCONUL Seven pillars etc.)	2						2	4	Literature readings on the subject. Preparing for the seminar discussion in class on the subject
6. Media and information literacy in educational and technological change. MIL and long life learning (LLL)	2						2	2	Literature readings on the subject
7. Managing and evaluation of information flows in the daily life. Reliable and unreliable sources, credible content and disinformation, misinformation, fake news and propaganda	6		6				12	10	Literature readings on the subject. Preparing for the seminar discussion in class on the subject
8. Ecological dimensions of information literacy. Infodemic. Relationships between information literacy and information ecology	2						2	4	Literature readings on the subject

with regard to conceptual innovation in information science									
9. Developing information literacy skills: Social media and information literacy, copyright literacy, data management literacy	4		2				6	20	Literature readings on the subject. Preparing for the seminar discussion in class on the subject. Essay, preparing (see <i>Assessment strategy</i> ; <i>Assessment criteria</i> below) Essay, presentation in the class Comments on the colleagues' essay
10. Media and information literacy in different contexts. Information literacy in the workplace	4		1				5	16	Literature readings on the subject. Preparing for the seminar discussion in class on the subject. Essay, preparing (see <i>Assessment strategy</i> ; <i>Assessment criteria</i> below) Essay, presentation in the class Comments on the colleagues' essay
<b>Total</b>	<b>32</b>		<b>16</b>				<b>48</b>	<b>77</b>	

Assessment strategy	Weight %	Deadline	Assessment criteria
<p>Essay (written form, max 15 pages) and presentation in class</p> <p>Topic: Media and information literacy (essay topic can be chosen according to different aspects/topics proposed by professor as well as based on theory and practice in different/individual countries; students' insights are welcomed )</p>	80%	The end of the semester	<p>Evaluation is performed according to the following aspects:</p> <ul style="list-style-type: none"> <li>- Structure and scope: essay structure is required to be logical; all structural parts are needed (introduction; main part of essay; conclusions; the scope should be adequate) 2 points</li> <li>- Analysis and conclusions: analysis is required to be exhaustive; conclusions should be valid, based on empirical material - 5 points (in case analysis and conclusions are not exhaustive enough – 2-4 points; if analysis is superficial – 0 point)</li> <li>- Research style and culture: resource and literature used and citation style should be appropriate; language style should fit requirements for research –1 point</li> </ul>
Seminars	20 %	During the semester	<p>Seminars attendance, preparing and discussions on the indicated topic are compulsory.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>- Seminar task fulfilled</li> <li>- Participation in class during discussion, oral presentation of the seminar materials (to be able to relate the subject with entire course material and to be able to summarise and conclude adequately) – 2 points</li> </ul> <p>Seminars missed should be done in written form (1 page, standard) and submitted to professor during 1 week after missed seminar – 1 point</p>

Author	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
<b>Required reading</b>				
1.UNESCO	2013	Media and information literacy: policy and strategy guidelines		<a href="https://unesdoc.unesco.org/ark:/48223/pf0000225606">https://unesdoc.unesco.org/ark:/48223/pf0000225606</a>
2.UNESCO	2013	Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies		<a href="https://unesdoc.unesco.org/ark:/48223/pf0000224655">https://unesdoc.unesco.org/ark:/48223/pf0000224655</a>
3. Terzis, D., Kloza, D., Kuźelewska, E., Trottier, D. (Eds.)	2020	Disinformation and digital media as a challenge for democracy		Intersentia  doi: 10.1017/9781839700422  <a href="https://www.cambridge.org/core/books/disinformation-and-digital-media-as-a-challenge-for-democracy/4AA403BC2691C317616CBD580894A02D">https://www.cambridge.org/core/books/disinformation-and-digital-media-as-a-challenge-for-democracy/4AA403BC2691C317616CBD580894A02D</a>
4.	2020	The COVID-19 infodemic	The Lancet Infectious Diseases. Vol . 20, issue 8	<a href="https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(20)30565-X/fulltext">https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(20)30565-X/fulltext</a>
5. SCONUL Working Group on Information Literacy		The SCONUL Seven Pillars Model of Information Literacy: Core model for higher education		<a href="https://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf">https://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf</a>
6.Bruce C. S.	2007	Information Literacy as a Catalyst for Educational Change: A Background Paper		<a href="http://www.webcitation.org/5RjPtrRgo">http://www.webcitation.org/5RjPtrRgo</a>
7.ACRL Board of Directors	2013	Information literacy competency standards for journalism students and professionals		<a href="http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/il_journalism.pdf">http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/il_journalism.pdf</a>
<b>Recommended reading</b>				

8. ECIL conference	2013-2023	European Conference on Information Literacy (ECIL): Abstracts		<a href="http://ecil2023.ilconf.org/">http://ecil2023.ilconf.org/</a>
9. International conference papers	2013	Media and information literacy for knowledge societies		<a href="http://www.ifapcom.ru/files/News/Images/2013/mil_eng_web.pdf">http://www.ifapcom.ru/files/News/Images/2013/mil_eng_web.pdf</a>
10. ALA	2012	Characteristics of programmes of information literacy that illustrate the best practice: a guideline		<a href="http://www.ala.org/acrl/standards/characteristics">http://www.ala.org/acrl/standards/characteristics</a>
11. Tornero J., M., P., Varis T.	2010	Media literacy and new humanism		<a href="https://www.researchgate.net/publication/228509049_Media_Literacy_and_New_Humanism">https://www.researchgate.net/publication/228509049_Media_Literacy_and_New_Humanism</a>
12. Steinerová J.	2010	Ecological dimensions of information literacy	Proceedings of the Seventh International Conference on Conceptions of Library and Information Science— "Unity in diversity".Part 2, vol. 15, No1	
13. IFLA	2006	Guidelines on information literacy for long life learning: Final draft/ by Jesús Lau		<a href="https://www.ifla.org/publications/guidelines-on-information-literacy-for-lifelong-learning?og=81">https://www.ifla.org/publications/guidelines-on-information-literacy-for-lifelong-learning?og=81</a>