МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЗАПОРІЗЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ

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ІНФОМЕДІЙНА ГРАМОТНІСТЬ ТА КРИТИЧНЕ МИСЛЕННЯ

Методичні рекомендації до семінарських занять
для здобувачів ступеня вищої освіти магістра спеціальності «Філологія»
освітньо-професійних програм «Мова і література (англійська)»,
«Переклад (англійський)»

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Залужна М. В., Запольських С. П. Інфомедійна грамотність та критичне мислення: методичні рекомендації до семінарських занять для здобувачів ступеня вищої освіти магістра спеціальності «Філологія» освітньо-професійних програм «Мова і література (англійська)», «Переклад (англійський)». Запоріжжя : ЗНУ, 2022. 66 с.

Методичні рекомендації містять поради магістрантам щодо змісту, структури, основних понять курсу, а також завдання до самостійної роботи з дисципліни «Інфомедійна грамотність та критичне мислення». Методичні рекомендації спрямовані на забезпечення дотримання здобувачами вищої освіти норм та програмних вимог при опрацюванні курсу, а також оптимізацію процесу формування програмних компетенцій.

Рекомендації призначені для здобувачів ступеня вищої освіти магістра спеціальності «Філологія» освітньо-професійних програм «Мова і література (англійська)», «Переклад (англійський)».

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ЗМІСТ

ПЕРЕДМОВА ……..……. 4
ЗМІСТ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ…… 6
ЛЕКЦІЙНІ ЗАНЯТТЯ……...……... 7
СЕМІНАРСЬКІ ЗАНЯТТЯ…….. 18
САМОСТІЙНА РОБОТА……. 51
ІНДИВІДУАЛЬНА РОБОТА……... 52
ПОТОЧНИЙ КОНТРОЛЬ……...…… 53
ПІДСУМКОВИЙ КОНТРОЛЬ…… 55
ПИТАННЯ ДО ЗАЛІКУ……... 56
ГЛОСАРІЙ ТЕРМІНІВ……. 57
РЕКОМЕНДОВАНА ЛІТЕРАТУРА……...…….. 62
СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ……..……. 65

ПЕРЕДМОВА

В сучасних умовах динамічного розвитку мас-медіа, зростання їхньої популярності, суспільної важливості та впливовості, виникає нагальна потреба формування медіакомпетентності як невід'ємної складової професійної підготовки майбутніх фахівців-педагогів та перекладачів. Тематика курсу «Інфомедійна грамотність та критичне мислення» фокусується на актуальних аспектах розвитку медійної сфери та ефективному застосуванні методик інфомедійної грамотності в освітній галузі.

Метою вивчення навчальної дисципліни «Інфомедійна грамотність та критичне мислення» є сформувати у магістрантів навички критичного сприйняття інформації, розуміння сучасних соціокомунікаційних процесів і значущості медіаосвіти та медіаграмотності в глобалізованому інформаційному світі; ознайомити з найбільш поширеними видами інформаційних маніпуляцій, надати базові інструменти перевірки інформації та критичного мислення; підготувати майбутнього викладача іноземної мови до безпечної та ефективної взаємодії із системою традиційних та новітніх засобів масової інформації, враховуючи сучасні тенденції розвитку інформаційно-комунікаційних технологій.

Основними **завданнями** вивчення дисципліни «Інфомедійна грамотність та критичне мислення» є:

- розвинути у студентів-магістрів вміння критично мислити та грамотно застосовувати критичний підхід у повсякденному житті та професійній діяльності;
- навчити студентів-магістрів свідомо орієнтуватися в інформаційному просторі, аналізувати сучасні мас-медіа та види контенту, функціонально-прагматичні та структурно-семантичні параметри медіатексту, уникати маніпулятивного впливу, застосовувати фактчекінг різних видів контенту;
- сформувати у студентів навички цифрової грамотності, навчити їх користуватися онлайн інструментами діалогового спілкування та навчання.

У разі успішного завершення курсу студент **зможе**:

- орієнтуватися в сучасному мультилінгвальному медіапросторі;
- шукати, аналізувати та застосовувати інформацію з різних джерел з урахуванням пріоритетів професійної педагогічної діяльності;
- критично оцінювати зміст, форму і стиль різних типів медіатекстів, використовувати їх у навчанні та професійній діяльності;
- дотримуватися правил культури спілкування в інформаційному просторі, протистояти негативному впливу в процесі комунікації у медіасередовищі;
- застосовувати онлайн ресурси та інструменти у професійній діяльності з урахуванням основних принципів кібербезпеки.

Навчально-методичне видання містить розділи: «Лекційні заняття», «Семінарські заняття», «Самостійна робота», «Індивідуальна робота»,

«Поточний контроль», «Підсумковий контроль», «Питання до заліку», «Глосарій термінів» і «Рекомендована література».

Такий розподіл матеріалу покликаний допомогти студенту ознайомитися зі специфікою лекційних та практичних занять з дисципліни, зорієнтуватися в організації підготовки до них, оптимізувати процес, узгодити його з програмними вимогами.

Особливу увагу у пропонованих методичних рекомендаціях приділено розвитку навичок критичного мислення, яке тлумачиться як базова навичка сьогодення та методологія навчання. Методичні рекомендації допомагають ознайомити магістрів із специфікою розвитку інформаційного простору, сучасних мас-медіа; функціонально-прагматичними та структурно-семантичними параметрами медіатексту, зокрема, полікодовістю медіатексту, його структурою, вербальними маркерами різних видів висловлювань. Важливим є також акцент на цифровій грамотності у медіапросторі, застосуванні онлайн інструментів діалогового спілкування та навчання, а також рекомендації щодо розпізнавання і протидії маніпулятивному впливу, застосування інструментів перевірки інформації на практиці.

У запропонованому виданні акцентовано на необхідності дотримання студентами термінів подання самостійної роботи на перевірку, оскільки вона входить до системи оцінювання семестрового доробку студентів. Наголошено на важливості залучення мультимедійних засобів і сучасних цифрових технологій до процесу підготовки до семінарських занять та виконання самостійної роботи.

Методичні рекомендації призначені для здобувачів ступеня вищої освіти магістра спеціальності «Філологія» освітньо-професійних програм «Мова і література (англійська)», «Переклад (англійський)». Вони також можуть бути використані здобувачами ступеня вищої освіти магістра спеціальності «Середня освіта» освітньо-професійної програми «Середня освіта (Мова і література (англійська))».

1. ЗМІСТ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Змістовий модуль 1. *Критичне мислення як базова навичка сьогодення та методологія навчання. Розвиток інформаційного простору, сучасні мас-медіа.*

Поняття “критичне мислення”, його характеристики та принципи. Принципи когніції за таксономією Блума. Факти, думки та судження. Логічний зв'язок між причинами та наслідками. SWOT аналіз, діаграма “Fishbone”: специфіка застосування. Історія розвитку інформаційного простору. Традиційні та новітні медіа. Сучасний стан ЗМІ. Англійськомовні та українські медіа. Персональне медіаполе. Медіа як бізнес. Види медіа та їх використання, типи медіа контенту.

Змістовий модуль 2. *Функціонально-прагматичні та структурно-семантичні параметри медіатексту.*

Полікодовість медіатексту, його структура. Заголовок. Проблема авторства. Авторські настанови. Емоційна складова. Оперування фактами, логічність побудови. Вербальні маркери різних видів висловлювань. «Мова ворожнечі»: дегуманізація, стереотипи, упередження. Техніка «мови ворожнечі». Візуальна складова медіатексту. Посилання на джерела інформації, експертів, очевидців подій.

Змістовий модуль 3. *Цифрова грамотність у медіапросторі. Онлайн інструменти діалогового спілкування та навчання.*

Ключові принципи цифрової медіаграмотності. Оптимізація ефективності онлайн пошуку інформації. Онлайн інструменти діалогового спілкування: месенджери, сервіси відеозв’язку (Zoom, Skype, Microsoft Teams, Cisco Webex). Онлайн ресурси у навчанні іноземних мов: дистанційні платформи (Moodle, Coursera, Prometheus), інструменти Google (Google Class, Google Docs, Google Meet), інструменти онлайн опитувань, тестувань і оцінювання (Kahoot, Mentimeter, Quizizz). Етика соціальних мереж. Основи кібербезпеки.

Змістовий модуль 4. *Маніпулятивний вплив: ознаки та загрози. Фейки, фактчекінг різних типів контенту.*

Що таке маніпуляція? Маніпуляції в медіа та пропаганда: причини й наслідки. Як розпізнати маніпуляцію: ознаки маніпулятивного впливу. Фейк як механізм інформаційної маніпуляції: ознаки та загрози. Створення та спростування фейків. Важливість та інструменти фактчекінгу. Застосування інструментів перевірки інформації на практиці.

2. ЛЕКЦІЙНІ ЗАНЯТТЯ

Змістовий модуль 1

LECTURE 1.
Critical thinking as a basic modern skill/
Критичне мислення як базова навичка сьогодення.

Outline:

1. Thinking styles: the Sponge and Panning for Gold approaches.
2. Critical thinking characteristics and principles.
3. Bloom's Taxonomy, principles of cognition.
4. How to improve critical thinking skills.
5. Methodology of critical thinking: SWOT analysis, Fishbone diagram.

Key terms: critical thinking, cognition, SWOT analysis, Fishbone diagram.

Points for discussion:

1. What are the main principles of critical thinking?
2. What are the practical applications of critical thinking?
3. Why is critical thinking currently relevant for us?
4. How can you improve critical thinking skills?
5. What are the barriers to critical thinking? What measures can be taken to overcome them?
6. What does Bloom's taxonomy illustrate?
7. What are Low Order and High Order thinking skills? How can they be developed?
8. What is the connection between critical thinking and Bloom's taxonomy?
9. What are the steps of SWOT analysis? What is used for?

Visual aids:

Image 1.

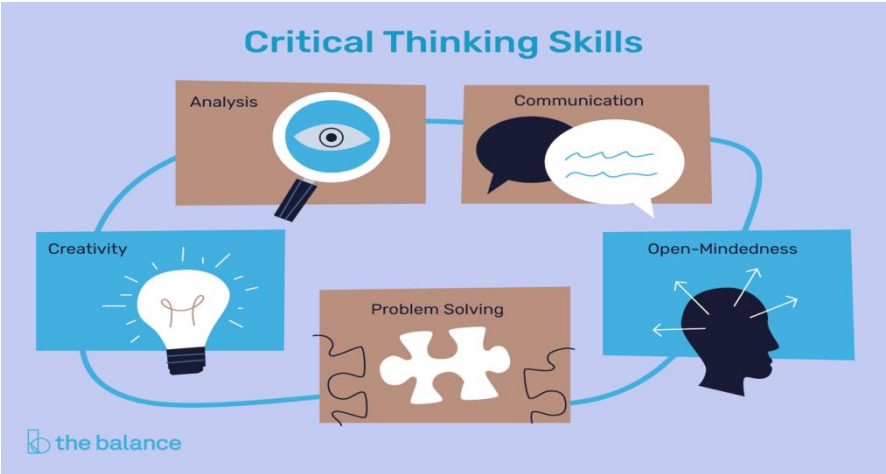
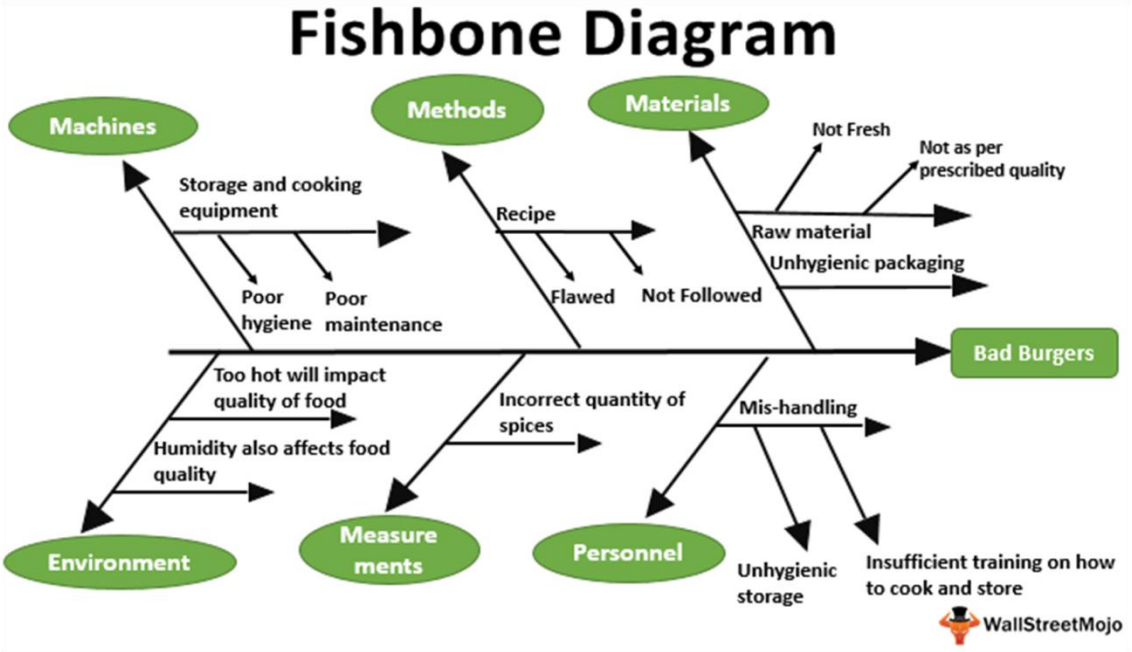


Image 2.



Image 3.



Recommended literature:

1. Browne M. N., Keeley S. M. Asking the right questions. A guide to critical thinking (8th Edition). New Jersey : Pearson Prentice Hall, 200 7. P. 1-13.
2. Carroll R. T. Becoming a critical thinker. A guide for the new millennium (2nd Ed). Boston: Pearson Custom Publishing, 2005. 248 p.
3. Darlington R. How to think critically. 2015. URL : http://www.rogerdarlington.co.uk/thinking.html

Змістовий модуль 2

LECTURE 2.
The evolution of Media / Історія розвитку інформаційного простору.

Outline:

1. The History of major media formats (Pre-Industrial, Industrial, Electronic, Information age)
2. Important changes in media types over time
3. Personal Media Field
4. The Influence of mass Media

Key terms: Pre-Industrial, Industrial, Electronic, Information age, types of media, new media, traditional media, opinion leaders.

Points for discussion:

1. What format/equipment did people use in different ages Pre-Industrial/ Industrial/Electronic Age? to communicate with each other?/ to store information? /to share or broadcast information?
2. What are the types of print media?
3. What are the types of broadcast media?
4. What are the types of support media?
5. What are the types of internet media?
6. Compare New and Traditional Media.
7. Where do you get news from?
8. Who influences your opinion?

Visual aids:

Image 1.



Image 2.

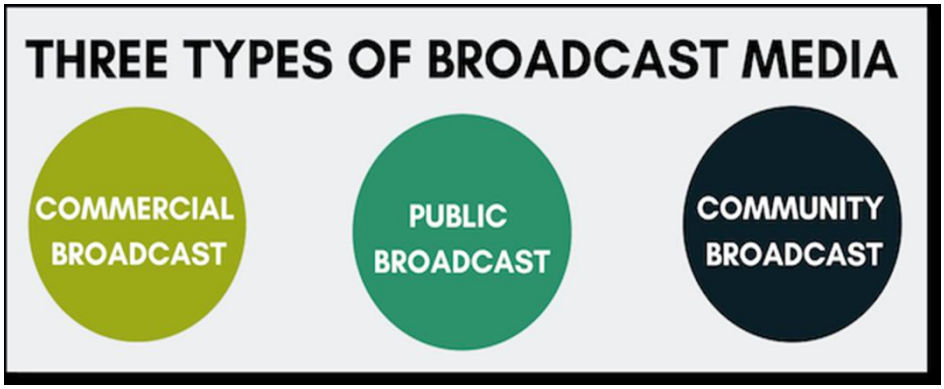
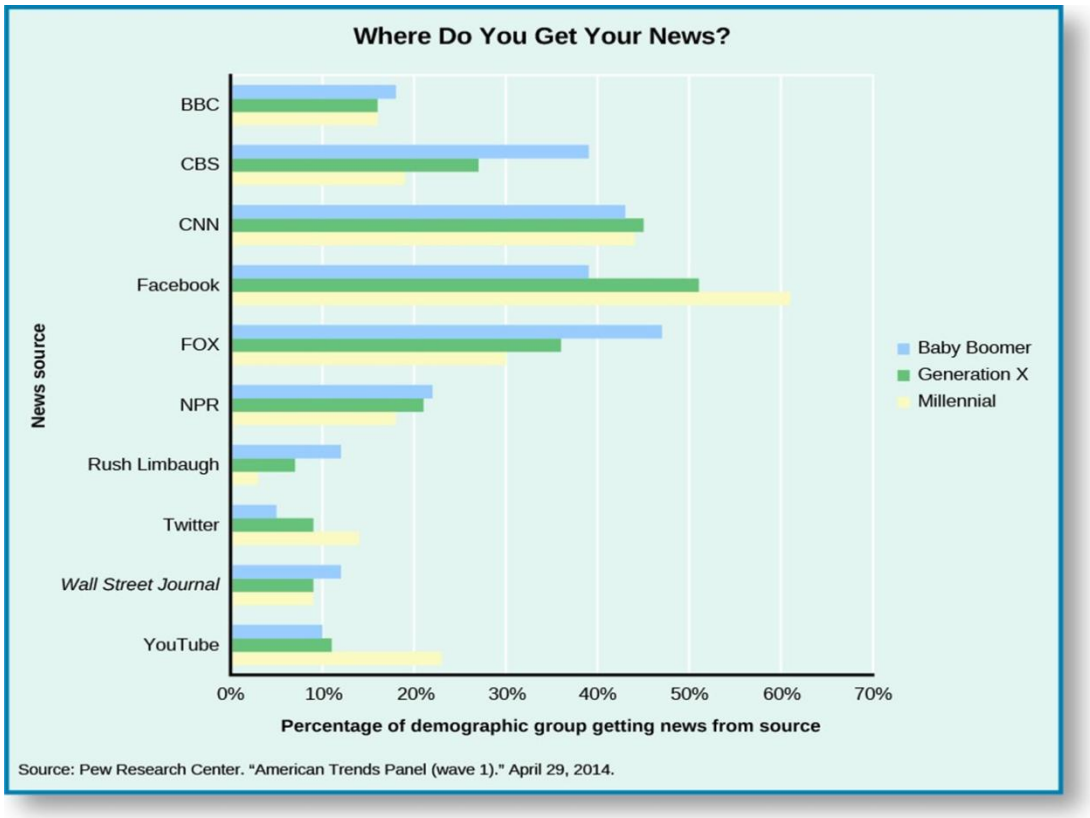


Image 3.



Recommended literature:

1. Paxson P. Mass Communications and Media Studies : An Introduction. The Continuum International Publishing Group, 2010. P. 1-17.
2. The Evolution of Media through Ages. URL: https://www.sutori.com/en/story/the-evolution-of-media-through-ages--6cGWXTpGatuEoZQGqwvCjnY2
3. Turow J. Media Today: An Introduction to Mass Communication. 3rd edition. Routledge, 2009. P. 6-33, 61-73.

Змістовий модуль 3

LECTURE 3.
Functional and Linguistic Parameters of Media Text/ Функціонально-прагматичні та структурно-семантичні параметри медіатексту

Outline:

1. Types of media content
2. Media Content Analysis
3. Interpreting Media
3.1 Representation in Media and Information
3.2 Frameworks for Analysis

Key terms: Reporting, opinion, propaganda, PR, social advertising, commercial advertising, content analysis, headlines, key words, ambiguity, stylistic devices, "hate speech".

Points for discussion:

1.What are the types of media content? What are their characteristic features?
2.What are the aspects of qualitative and quantitative content analysis?
3.How are images, sound, and text used?
4.What does the media text offer as the primary object of interest?
5.Whose point of view is the most central in the media text?
6.What is the 'moral' of the text? How is it presented?
7.What kind of information is missing?
8.Why has this particular issue become a news item?
9.What is the angle of a story on a particular topic or phenomenon?
10.What does the news item not mention?
11.Whom is this issue relevant for? Who gets their voice heard and who does not? Whose point of view seems to be the most central one?
12.What kind of roles are assigned to people?
13.Is some knowledge presented as given?
14.What kinds of sources have been used and how? What else could have been used?
15.How has the choice of sources affected the point of view of the item?
16.Who gets the last word, i.e. how does the news item end?
17.Is the journalist's point of view visible in the choice of words?
18.(Printed news item) What aspects do the headline, pictures, and captions emphasize?

Visual aids:

Image 1.

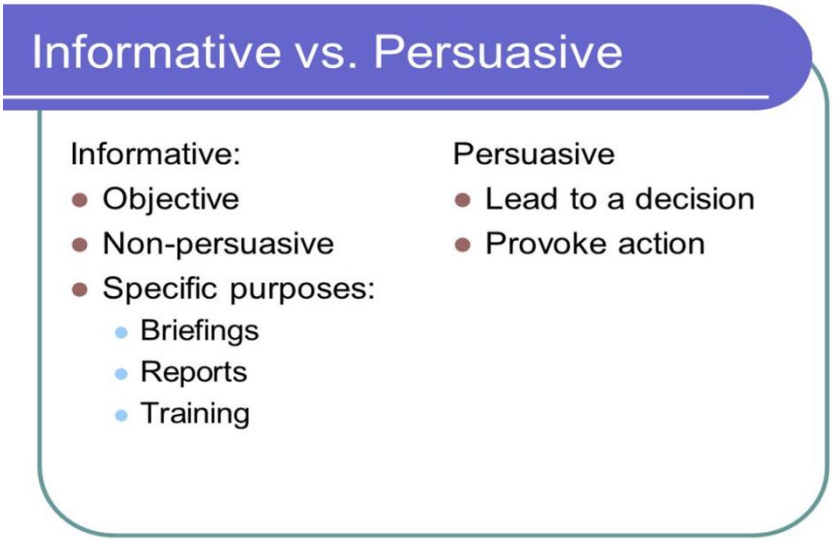


Image 2.



Recommended literature:

1. Branston G., Stafford R. The media student's book. 5th ed. Routledge, 2010. P. 204-227.
2. Keys to Interpreting Media Messages / A. Silverblatt, A. Smith, D. Miller, J. Smith, N. Brown. 4th edition. Praeger, 2014. P. 17-25.
3. Manovich L. The Language of New Media. Cambridge, 2001. URL : http://dss-edit.com/plu/Manovich-Lev_The_Language_of_the_New_Media.pdf
Matheson D. Media Discourses : Analysing Media Texts. Open University Press, 2005. P. 15-34.
4. Rayner P., Wall P., Kruger S. Media Studies: the Essential Resource. London, New York : Routledge, 2004. P. 217-231.

Змістовий модуль 4

LECTURE 4.
Digital Literacy in Mediaspace. Online Resources and Tools. Social Media/Медіаграмотність. Цифрова грамотність у медіапросторі

Outline:

1.Cyberspace, Internet.
2.The evolution of the Internet and social media.
3.Internet in EFL teaching: online tools of dialogue communication and learning
3.1 Effective online search of information.
3.2 Distance learning platforms
3.3 Messengers, videoconferencing services
3.4 Online testing and assessment tools
3.5 Useful Google tools.
4. The main principles of cyber safety

Key terms: cyberspace, internet, social media, digital divide, learning platforms, tools, cyber attacks, scam, internet safety.

Points for discussion:

1.Define the terms “Cyberspace”, “Internet”.
2.Describe the evolution of the Internet and social media.
3.What do you know about Internet in EFL teaching: online tools of dialogue communication and learning:
4.What are the main principles of cyber safety?

Visual aids:

Image 1.

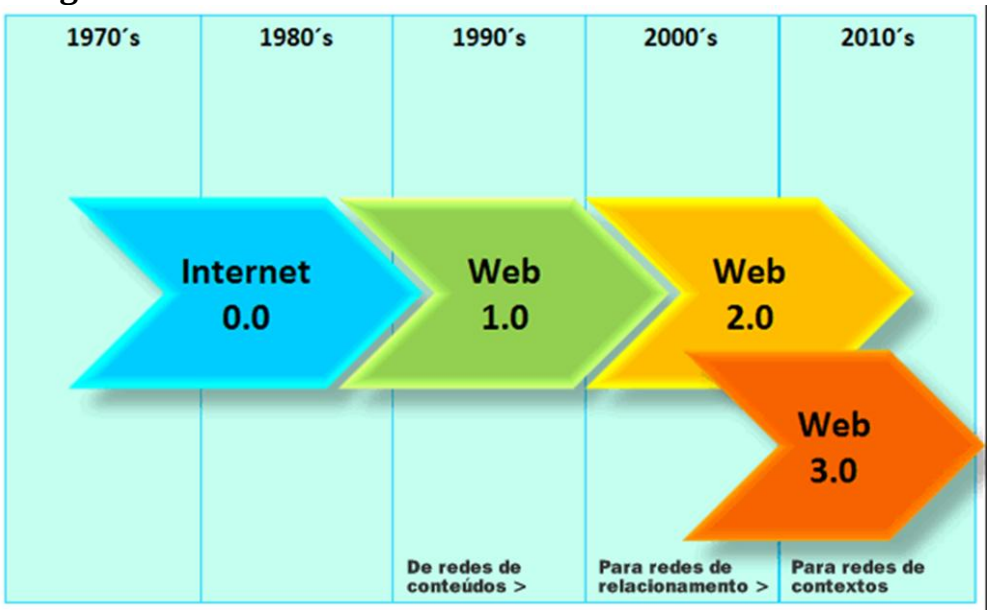


Image 2.

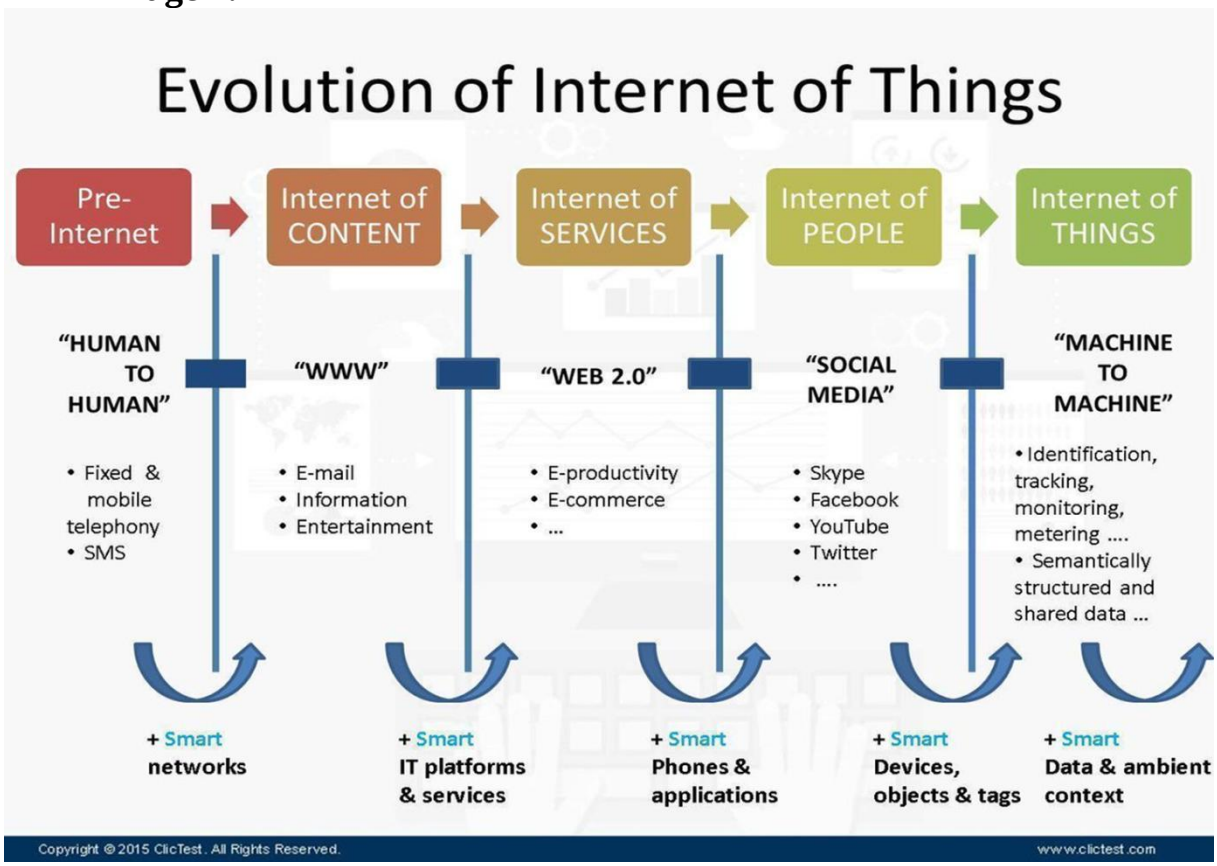
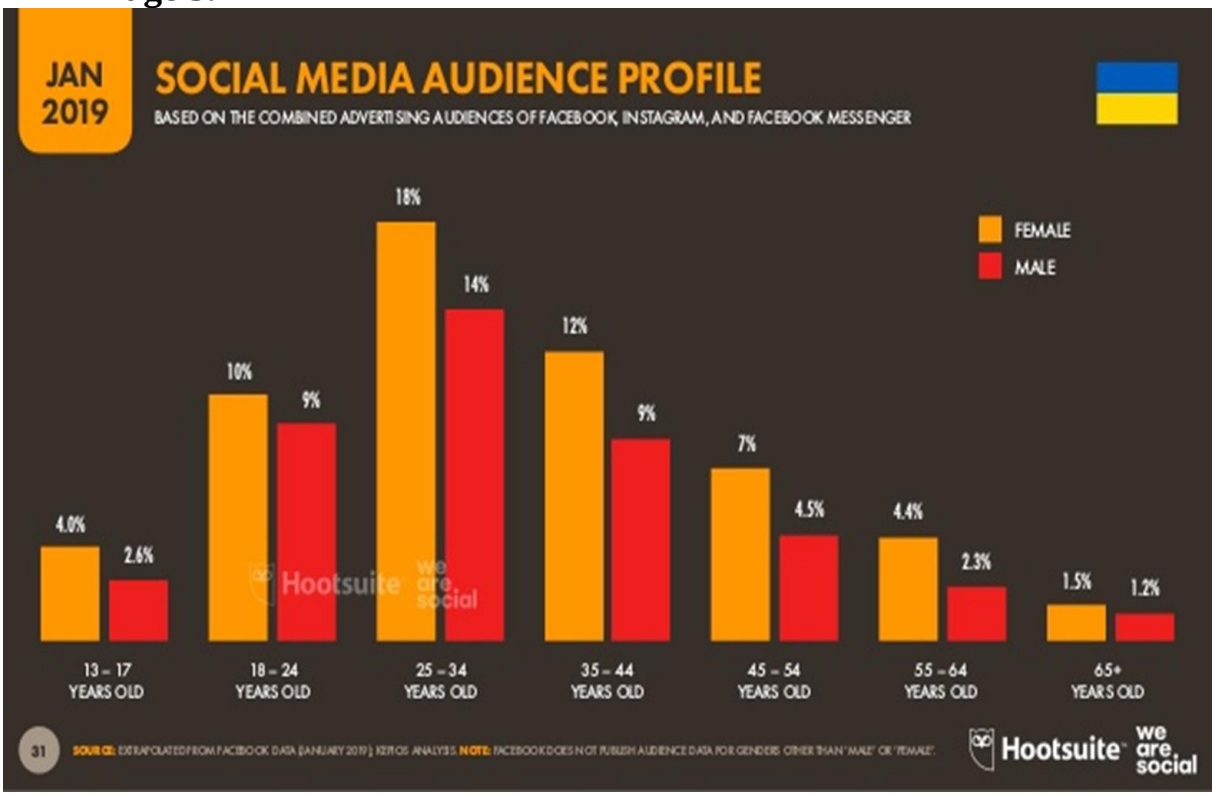


Image 3.



Recommended literature:

1. CYBER SAFETY : An interactive guide to staying safe on the Internet. URL: https://www.opencolleges.edu.au/informed/cyber-safety/
2. DigComp 2.0. The Digital Competence Framework 2.0. URL: https://ec.europa.eu/jrc/en/digcomp/digital-competence-framewo
3. Heick T. 4 Principles Of Digital Literacy. URL: http://www.teachthought.com/literacy/4-principals-of-digital-literacy/
4. Heick T. 11 Underlying Assumptions Of Digital Literacy. URL : http://teachthought.com/literacy/11-underlying-assumptions-of-digital-literacy
5. Media and Education in the Digital Age : Concepts, Assessments, Subversions. Ed. by M. Stocchetti. Berlin : Peter Lang GmbH Internationaler Verlag der Wissenschaften, 2014. 366 p.

LECTURE 5.
Manipulation: Features and Threats. Fakes and Fact-checking/Маніпулятивний вплив: ознаки та загрози

Outline:

1. What is manipulation? Manipulations in media.
2. Manipulation techniques and how to detect them.
3. Fakes as a means of manipulation:
3.1 What is a fake
3.2 Types of fakes
3.3 How to spot a fake

Key terms: manipulation, manipulation techniques, fake, misinformation, disinformation, malinformation, propaganda, clickbait, sponsored content, satire, hoax, error, partisan, pseudoscience, bogus, IMVAIN, CRAAP test.

Points for discussion:

1.What is manipulation? How can you spot manipulations in the media.
2.What are the techniques of manipulation and how can you detect them?
3.What is fake as a means of manipulation?
4.What types of fakes do you know?
5.How can you spot a fake? What are the possible detection techniques? How can critical thinking help?

Visual aids:

Image 1.

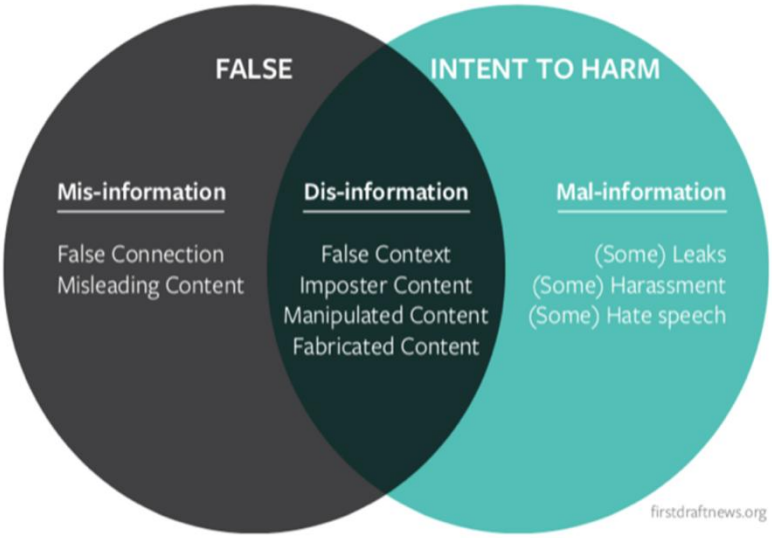


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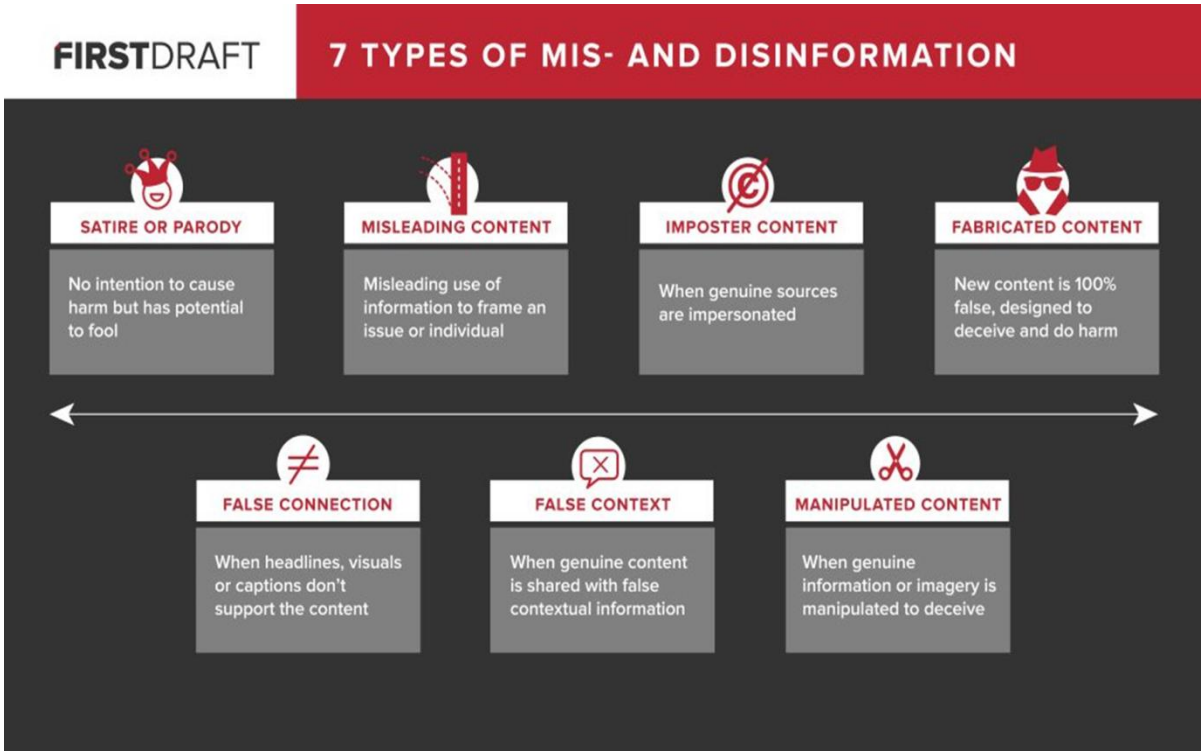
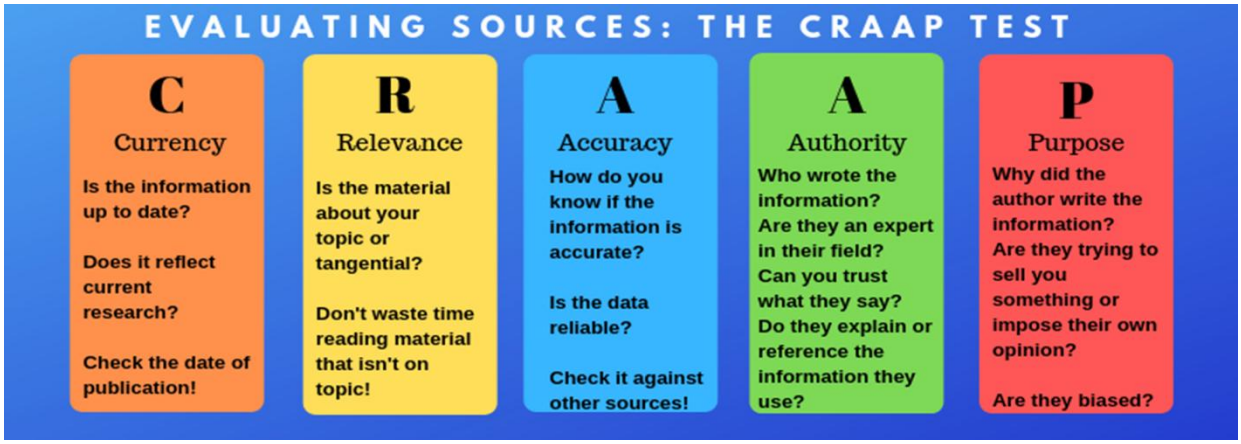


Image 3.



Recommended literature:

1. Fighting Misinformation. Digital Media Literacy / T. Susman-Peña, M. Druckman, N. Oduro. The Great Courses Series. The Teaching Company, 2020. P. 3-7.
2. Gallagher K., Magid L. Media Literacy & Fake News. Yale : ConnectSafely, 2017. P. 2-12.
3. Heick T. 11 Underlying Assumptions Of Digital Literacy. URL: http://teachthought.com/literacy/11-underlying-assumptions-of-digital-literacy/
4. Heick T. 4 Principles Of Digital Literacy. URL: http://www.teachthought.com/literacy/4-principals-of-digital-literacy/
5. Image changes verifying service. URL: http://fotoforensics.com/
6. Instruments of information checking on StopFake web-site. URL: http://www.stopfake.org/category/instrumenty
7. Truth or Fiction? Verifying fakes and exposing fiction. URL: https://www.truthorfiction.com/

3. СЕМІНАРСЬКІ ЗАНЯТТЯ

Змістовий модуль 1

SEMINAR 1.
Critical thinking skills and Bloom's Taxonomy in action/
Навички критичного мислення і таксономія Блума в дії.

Learning objectives:

- to define the main principles of critical thinking;
- to analyse the ways to develop Low Order and High Order thinking skills;
- to apply Bloom's taxonomy for language learning and teaching.

Tasks:

Task 1. Define the terms: *cognition, critical thinking, the Sponge and Panning for Gold thinking styles, cause and effect, critical thinking skills, taxonomy, Bloom's taxonomy, LOTS, HOTS.*

Task 2. Analyse the Top 10 Skills for successful professional development. Dwell on the place occupied by critical thinking in both 2015 and 2020 lists. Give your reasons for such a tendency?



Task 3. "Hamster story": match the causes and effects in the story suggested by the teacher.

Task 4. "Multiple results": give possible results to the suggested conditions.

Task 5. "De-construct a fairy-tale": Team work. Create exercises for your pupils based on fairy tales that would develop thinking skills of different levels.

Present to the class.

Activity verbs to use for different levels of Bloom's Taxonomy:

• Creating:	making, designing, constructing, planning, producing, inventing,
• Evaluating:	checking, hypothesizing, experimenting, judging, testing, monitoring,
• Analyzing:	comparing, organizing, outlining, finding, structuring, integrating
• Applying:	implementing, carrying out, using,
• Understanding:	comparing, explaining, classifying, exemplifying, summarizing
• Remembering:	recognizing, listing, describing, identifying, retrieving, naming, finding, defining

Task 6. Discuss the quotation: *Education is not the learning of facts, but the training of the mind to thin*k (A. Einstein).

Revision issues:

- What are the main principles of critical thinking?
- What is critical thinking about?
- What is critical thinking not about?
- Why is critical thinking currently relevant for us?
- What are the practical applications of critical thinking?
- State and explain the barriers to critical thinking. What measures can be put in place to overcome them?
- What does Bloom's taxonomy illustrate?
- What are Low Order and High Order thinking skills? How can they be developed?
- What is the connection between critical thinking and Bloom's taxonomy?
- How can Bloom's taxonomy be useful for language teaching?

Recommended reading:

1. Arke E. Media Literacy and Critical Thinking: Is There a Connection? Duquesne University, 2005. P. 19-22.

2. Browne M. N., Keeley S. M. Asking the right questions. A guide to critical thinking (8th Edition). New Jersey : Pearson Prentice Hall, 200 7. P. 1-13.

3. Carroll R. T. Becoming a critical thinker. A guide for the new millennium (2nd Ed). Boston: Pearson Custom Publishing, 2005. 248 p.

4. Darlington R. How to think critically. 2015. URL : http://www.rogerdarlington.co.uk/thinking.html

5. Ennis R. H. The Nature of Critical Thinking: An Outline of Critical Thinking Dispositions and Abilities. 2011. P. 1-8.

6. Introduction to Critical Thinking. Critical Publishing. P. 1-4.

7. Osborne A. Critical Medialiteracy in Primary/Junior Classrooms. Ontario Institute for Studies in Education of the University of Toronto, 2016. P. 8-9.

8. Revised Blooms_taxonomy_action_verbs. pdf

9. Rudinow J., Barry V. Invitation to Critical Thinking. Wadsworth, Belmon, CA. 2007. P. 1-42. URL : htt ps://epdf.pub/invitation-to-critical-thinking-sixth-edition.html

10. Stevens-Fulbrook P. The Definitive Guide to Bloom's Taxonomy. URL : https://teacherofsci.com/blooms-taxonomy/

11. Thinking Critically. Skills for OU Study. The Open University, 2008. P. 7-10.

SEMINAR 2.

SWOT analysis, Fishbone diagram, debates: their application for problem-solving/SWOT аналіз, діаграма "Fishbone", дебати: застосування для вирішення проблем.

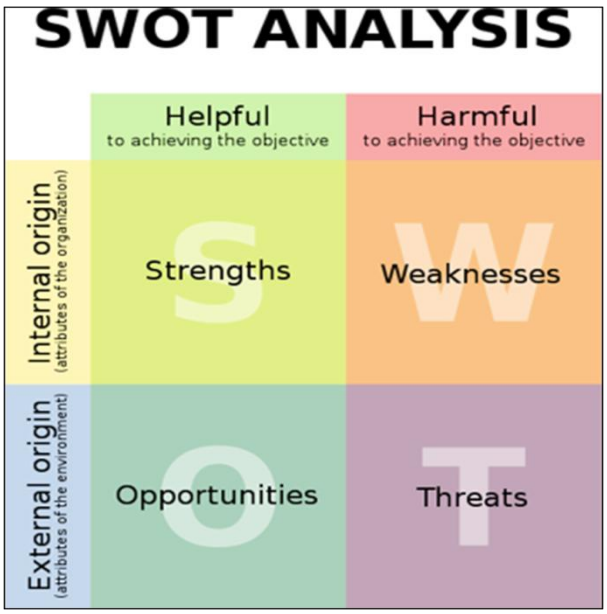
Learning objectives:

- to differentiate between fact, opinion, and reasoned judgment;
- to develop argumentation skills;
- to apply SWOT analysis and Ishikawa (Fishbone) diagram for problem-solving.

Tasks:

Task 1. Define the terms: *fact, opinion, reasoned judgment, belief, SWOT analysis, cause, effect, Ishikawa/Fishbone diagram, problem-solving, communicative strategy, argument, counter-argument, debates, to clarify, to oppose.*

Task 2. Study the schemes of SWOT analysis. Speak about the procedure, its benefits and practical application. What is its difference from the approach of the Fishbone diagram?





Task 3. "Problem-solving". Teamwork: Divide into teams of 5-6. Create a Fishbone diagram/SWOT analysis on any burning issue of today (e.g. unpreparedness of our education system for distance learning, vaccination, etc.). Suggest possible solutions (what can be done to make it more efficient).

Task 4. "Argumentation phrases": Revise the statements for clarifying and opposing. Add your own phrases to both lists.

Phrases to clarify

When you say…, do you mean…?
If I understand you correctly, are you saying that…?
So, what you're saying is (that)…?
So, in other words…?
To put it another way, …?
Excuse me, did you say that ....?
Are you suggesting that ...?
The point I'm trying to make is .... , right?

Phrases to oppose

I agree up to a certain point, but ....
Yes, but on the other hand ....
Yes, but there's also another aspect to consider.
That's one way of looking at it, but…
I can't go all the way with you on that point.
No, I really can't agree, I'm afraid.
I see what you mean, but I think that's not the whole story.

Task 5. "Debates":

1. Divide into "for" and "against" teams to discuss a burning issue (e.g. quarantine). Discuss in teams and formulate 1 argument (1-2 sentences) for each member. Distribute the arguments among team members.

2. Sit in 2 rows opposite each other. One by one paraphrase the opposing speaker's argument to make sure you understood it correctly (clarify), then suggest your counter-argument (oppose).

3. Feedback: What was the hardest during the debates? Did it help you look at the problem at a different angle?

Task 6. "20 reasons to study…": Work in groups. Brainstorm and come up with a list of 20 reasons why people should study: the media/critical thinking/problem-solving techniques. Discuss with the whole class.

Task 7. "Key concepts in media literacy through critical thinking": Study the list of 5 key concepts in media literacy through critical thinking. Give examples to demonstrate how relevant they are for our today's life.

Key Concept #1: All media are carefully wrapped packages.
Key Concept #2: Media construct versions of reality.
Key Concept #3: Media are interpreted through individual lenses.
Key Concept #4: Media are about money.
Key Concept #5: Media promote agenda.

Task 8. Discuss the quotation: *When solving problems, dig at the roots instead of just hacking at the leaves* (Anthony J. D'Angelo).

Revision issues:

- How do we differentiate between fact, opinion, reasoned judgment and belief? What for? Where and when do we need to do it?
- What is SWOT analysis? When and how is it used? How does it influence decision-making?
- What does a Fishbone diagram illustrate? What are its benefits?
- What communicative strategies can be used in debates? Which are the most efficient ones?
- What strategies and methods do you usually use to solve problems? What helps you find the appropriate solution?

- What is the aim of debates? Where and when are they held?

Recommended reading:

1. Browne M. N., Keeley S. M. Asking the right questions. A guide to critical thinking (8th Edition). New Jersey : Pearson Prentice Hall, 200 7. P. 15-33.

2. Cause-And-Effect Diagram. Basic Tools for Process Improvement. pdf. P. 1-23.

3. How to Use the Fishbone Tool for Root Cause Analysis. QAPI. pdf

4. Littlemore J. The Communicative Effectiveness of Different Types of Communication Strategy. 2003. System 31 (3). P. 331-347.

5. Pfeiffer J. W., Jones J. E. "Don't you think that…?" : an experiential lecture on indirect and direct communication. The Pfeiffer Library. Volume 6, 2nd Edition. Jossey-Bass/Pfeiffer. 1998. P. 9-16.

6. Rudinow J., Barry V. Invitation to Critical Thinking. Wadsworth, Belmon, CA. 2007. P. 85-99. URL : htt ps://epdf.pub/invitation-to-critical-thinking-sixth-edition.html

7. Serawitu A. Critical thinking and Decisions Making. Dire Dawa Management and Kaizen Institute. 2018. P. 12-16.

8. SWOT Analysis Template. WallStreetMojo. URL : https://www.wallstreetmojo.com/swot-analysis-template/

9. Fishbone Diagram Template. WallStreetMojo. URL : https://www.wallstreetmojo.com/fishbone-diagram-template/

Змістовий модуль 2

SEMINAR 3.
Media in modern society. Media as business/
Медіа в сучасному суспільстві. Медіа як бізнес.

Learning objectives:

- to differentiate between types of communication and specify their peculiarities;
- to broaden awareness of types of media and their specificity;
- to understand how media business operates, to find out about media ownership;
- to study the Ukrainian media landscape.

Tasks:

Task 1. Define the terms: *Communication, interpersonal communication, mediated communication, mass communication, long distance communication, media, mass media, media literacy, media landscape, broadcast media, print media, support media, social media, Personal Media Field, media pluralism.*

Task 2. "News sources": Go to www.menti.com. Use the code given by the

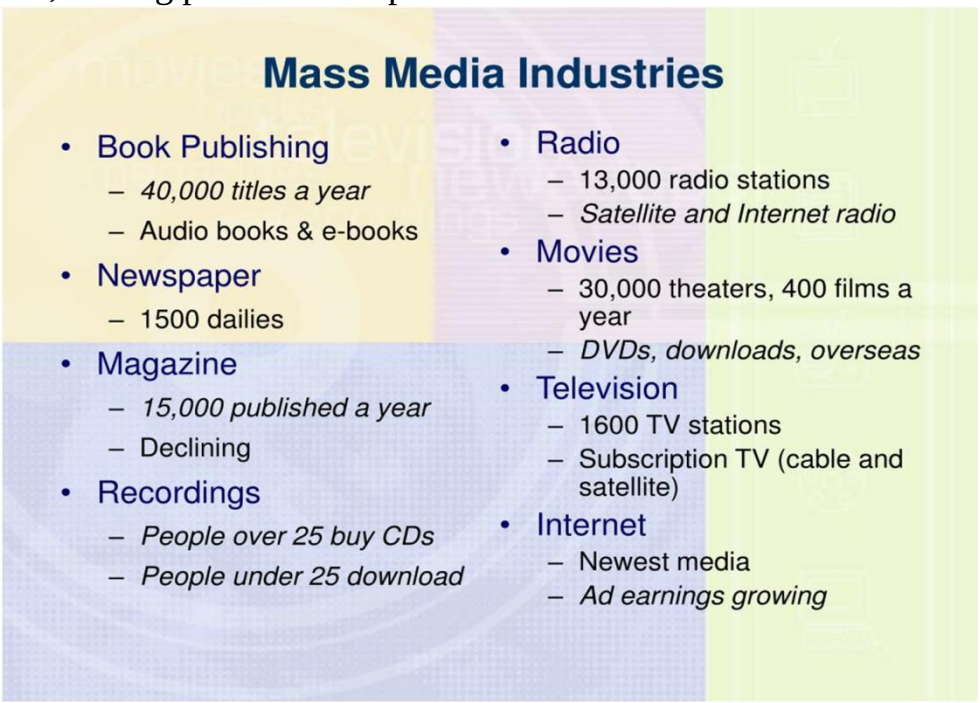
teacher. Rank the sources of news according to their importance for you. Analyse the results. Discussion: What are the most relevant sources of news for your group? Why do you trust them?

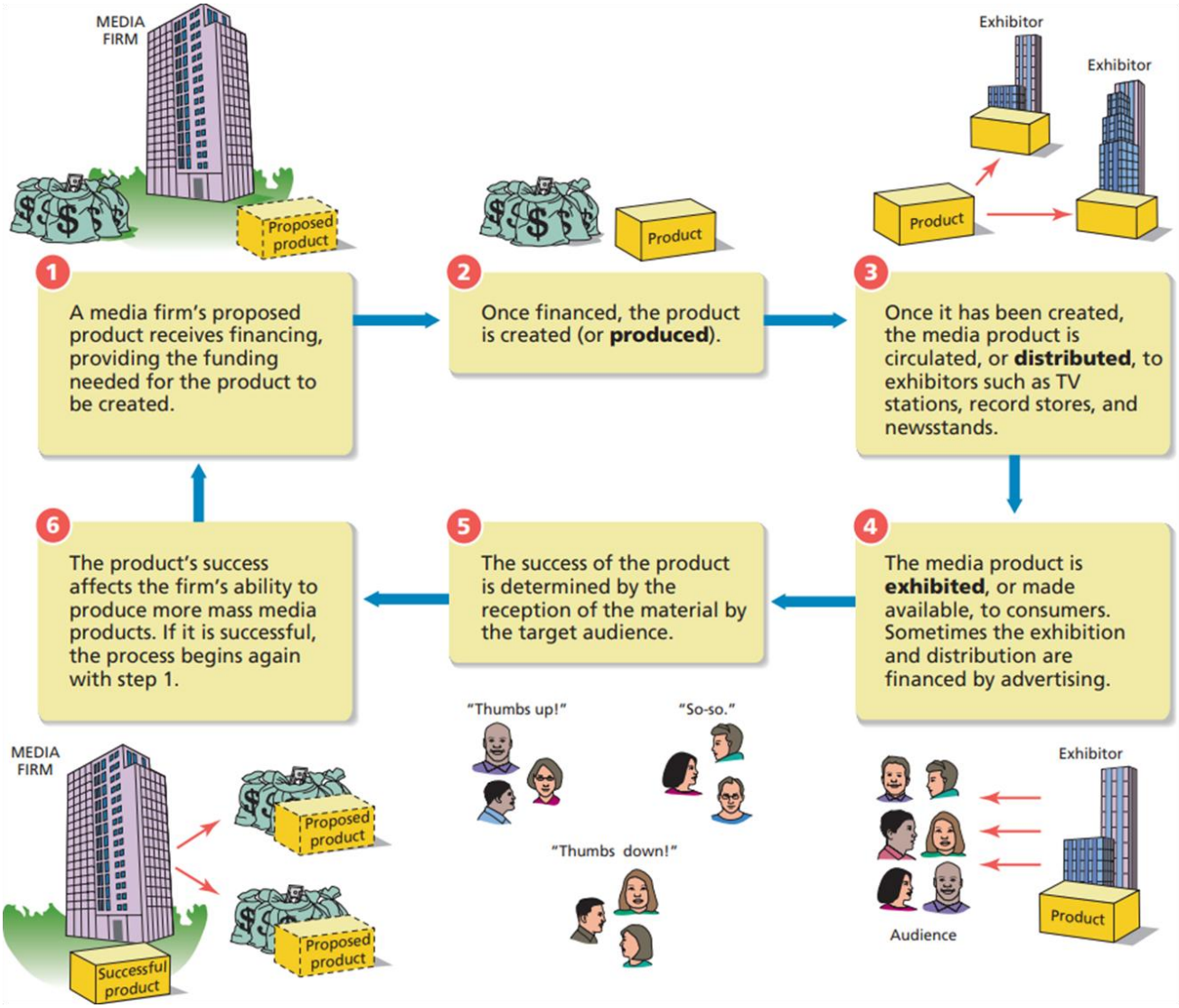
Task 3. "Brainstorming": split into 3 groups. Brainstorm for 5 minutes and come up with as many ideas as you can about:

Group A: the functions of mass media;
Group B: the benefits of mass media;
Group C: the limitations of mass media.
Discuss with the class.

Task 4. "State vs. private media": Watch the video suggested by the teacher (from VeryVerified Course), discuss the issue: Why is the information about state/private ownership of the media relevant for consumers?

Task 5. "Mass media as business": Study the scheme of mass media as a business structure and statistics of media consumption. Dwell on the core aspects of a media business: its purpose, offerings, strategies, infrastructure, organizational structures, staff, trading practices and policies.





Task 6. "Media buying habits": Study your media buying habits. How many times a month do you:

- Buy a newspaper or a magazine?
- Buy paper books?
- Buy e-books?
- Buy a subscription to online resources or services?
- Buy or rent video/computer games?
- Play games online?
- Buy tickets to the cinema?
- Watch movies online?

Compare your answers with your groupmates. What are the general tendencies? How do they influence the development of media businesses?

Task 7. "Media companies in Ukraine": Work in groups.

1. Identify and write down the names of Ukrainian media companies (newspapers, magazines, radio, TV, on-line news outlets).

2. Choose 3 of those companies. Find out who owns those media companies. Identify each of them as being either Private / State / Public Broadcaster. Organize

the sources in a table.

3. Discuss: Why is it important to know media owners? What is public broadcasting and its role? Were you surprised by any of these? Were you not surprised? Why or why not?

Task 8. "Ukrainian media landscape": Study the web-resource https://medialandscapes.org/country/ukraine. Prepare a 7-minute report, focus on the following:

1. Analyse the peculiarities of the Ukrainian media landscape. What are the main features? Who owns the largest media businesses?
2. Investigate how the three largest Ukrainian mass media companies operate in mass media industries.
3. Explain current and potential future trends in world/Ukrainian mass communication.

Task 9. Discuss the quotation: *He who controls the media controls the minds of the public* (N. Chomsky).

Revision issues:

- What are the similarities and differences between different forms of communication? Explain current and future trends in mass communication.
- What types of media do you know? Give a short description to each.
- Analyze the ways in which the mass media affect our everyday lives. How do you imagine the world without media? Give your ideas.
- Study the Ukrainian media landscape. What are the main features? What information were you surprised to find out?
- What are some ways in which the mass media have given you a sense of connection with or disconnection from others in Ukraine or the world?
- Investigate how the three largest Ukrainian mass media companies operate in mass media industries.
- Why is transparency of media ownership important?

Recommended reading:

1. Branston G., Stafford R. The media student's book. 5th ed. Routledge, 2010. P. 204-227.

2. Fighting Misinformation : Digital Media Literacy. Course Guidebook / T. Susman-Peña, M. Druckman, N. Oduro. The Teaching Company, 2020. P. 10.

3. Keys to Interpreting Media Messages / A. Silverblatt, A. Smith, D. Miller, J. Smith, N. Brown. 4th edition. Praeger, 2014. P. 17-25.

4. Panchenko M., Rybak V. Ukrainian Medialandscape. URL : https://medialandscapes.org/country/ukraine

5. Paxson P. Mass Communications and Media Studies : An Introduction. The Continuum International Publishing Group, 2010. P. 1-17.

6. Turow J. Media Today: An Introduction to Mass Communication. 3rd edition. Routledge, 2009. P. 6-33, 61-73.

7. Ukrainian media landscape. URL : https://medialandscapes.org/country/ukraine

SEMINAR 4.
Media content perception. The effect of new technologies on media and the English language/Специфіка сприйняття медіа контенту. Вплив новітніх технологій на медіа та розвиток англійської мови.

Learning objectives:

- to differentiate between traditional and new media;
- to broaden awareness of the media evolution;
- to analyse the impact of social media;
- to study individual media consumption habits;
- to find out how to burst a filter bubble.

Tasks:

Task 1. Define the terms: *mass media, media consumption, media landscape, new media, new technology, social media, news item, news feed, eye-catcher, information avalanche, information (filter) bubble, media content.*

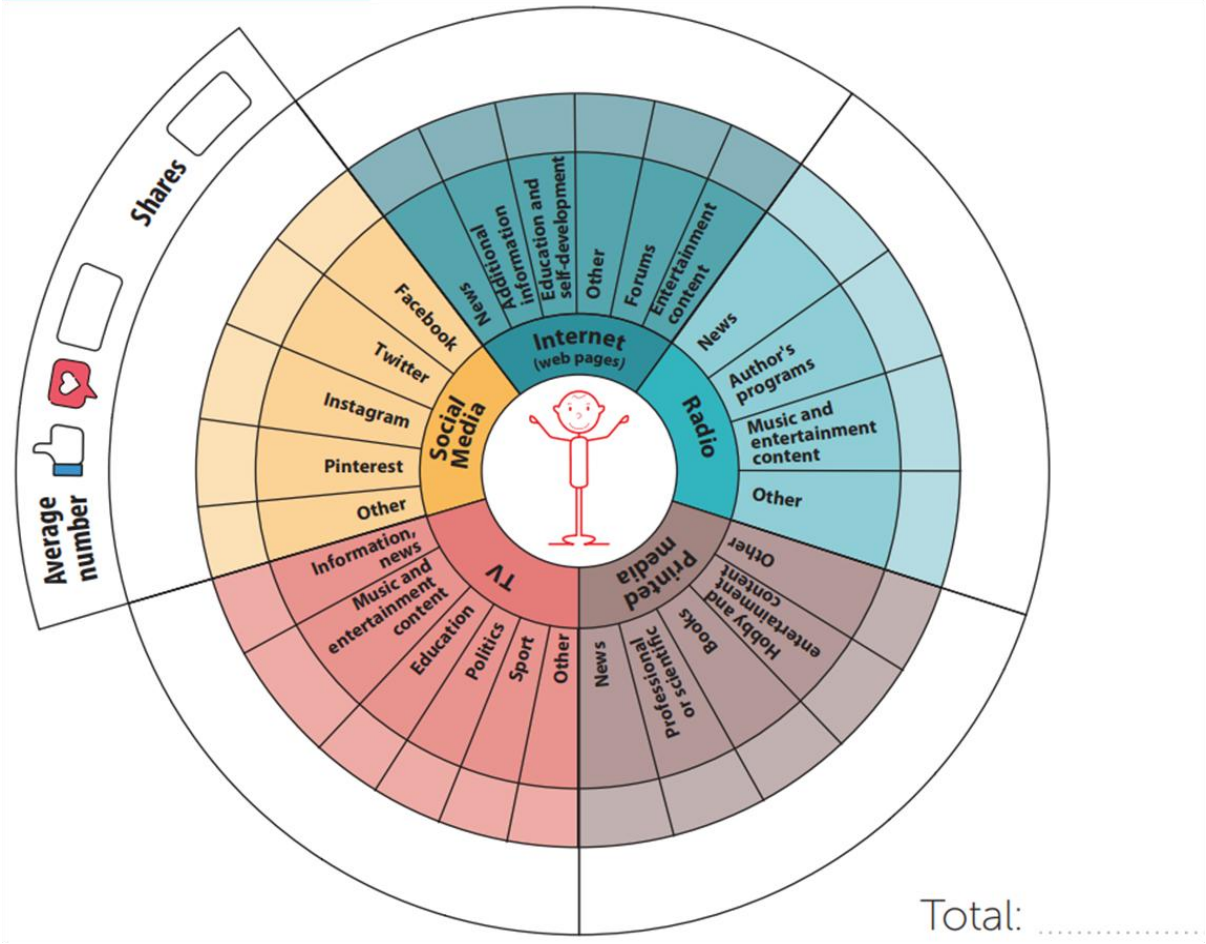
Task 2. "History of media": Group work. Divide into 2 groups. Put the names of media in order of their emergence:

Mail	***VAR (Virtual augmented reality)***
Manuscripts	***Google***
Cable TV	***Television***
Printed books	***Smartphone***
YouTube	***Writings on clay tablets***
Newspapers	***Internet***
Telegraph	***E-mail***
Tablet	***Telephone***
Cinema	***Facebook***
Instagram	***Papyrus***
Radio	***Twitter***

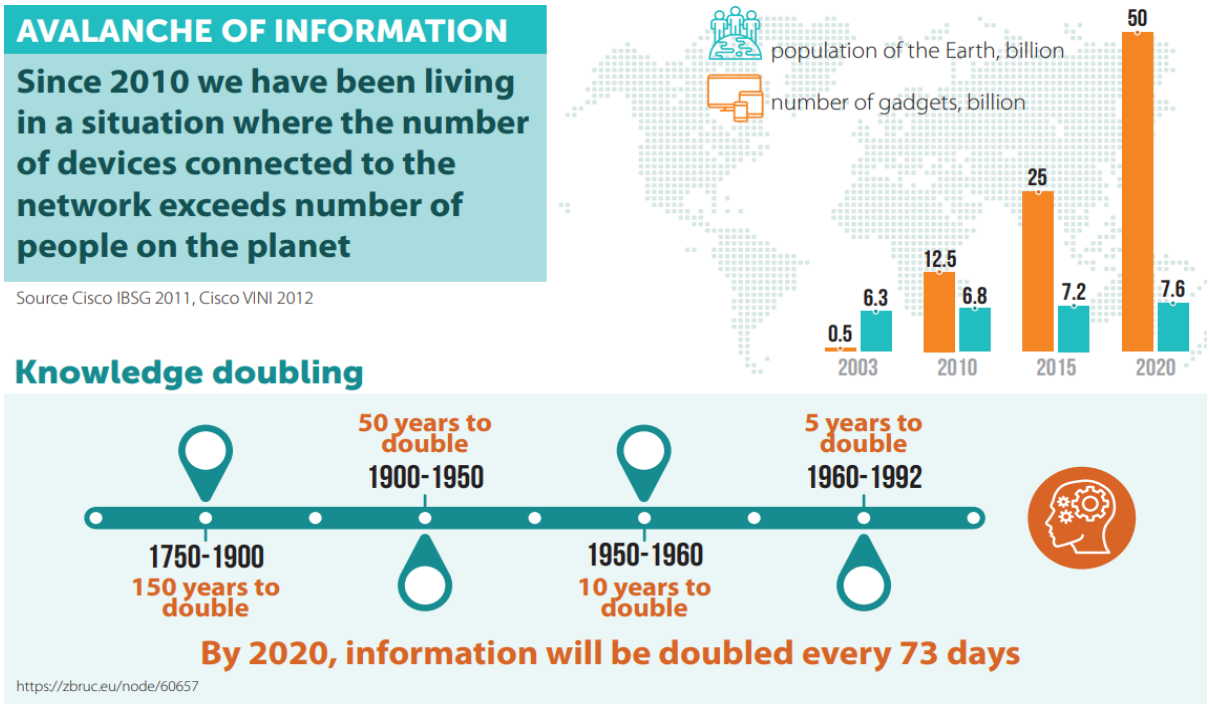
Compare both groups' results. What are the approximate dates for each media?

Task 3. "My media log": Think of your media consumption habits. Complete the diagram with the number of minutes you spend daily on each media.

My media log

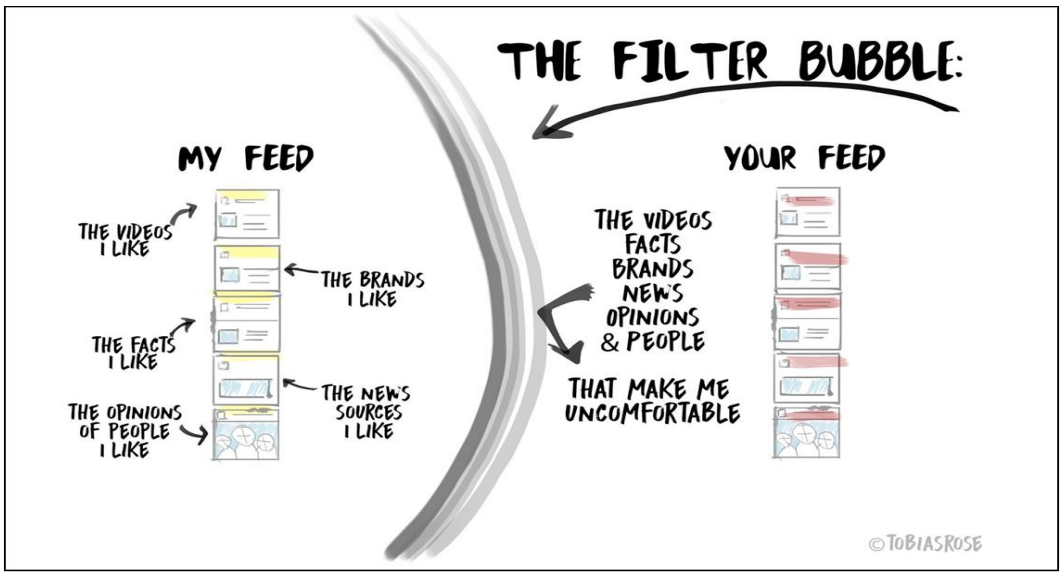


Task 4. "Information avalanche": Study the infographics. Speak on the current tendencies of the spread of information. Why is it important to navigate in today's flow of information?



Task 5. "News feed eye-catcher": Scroll down your news feed in any social media and tell the group the news item that catches your eye. Explain why you paid attention to it and why it is important to you.

Task 6. "Information (filter) bubble": Give the definition of an *Information (filter) bubble*. Discuss how it correlates with the illustration below.



Task 7. "How to burst a filter bubble?": Study the steps that can help you get out of your filter bubble.

1. Change your Google and Facebook settings (Privacy and Security).

2. Regularly clear your browsing data (history, cookies, cash, etc.).

3. Clear browser Privacy and Personalization settings.

4. Change Facebook news feed settings from "Most popular" to "Most recent".

5. Join different Facebook pages and groups (even those you don't like) and pay attention to what you like/share/post.

Which of these things do you do and how often? What other activities can you suggest doing to avoid the influence of your filter bubble?

Task 8. "The impact of social media": Pair work. Decide whether social media have a positive or a negative influence on our lives and on the evolution of English. Give your arguments.

Watch the video with D. Crystal "The Effect of New Technologies on English". Compare your ideas with D. Crystal's views. Discuss the following points:

1. How did technology change the way we communicate?

2. What are the specific ways in which technologies influence the language? Give examples.

3. What fundamental linguistic change took place on Twitter?

4. Is it possible to predict future changes? Why?

5. Does D. Crystal agree that English of today is not the same as it was 20 years ago? What are his arguments?

6. Is text messaging a disaster or a boon for the development of the English language? Why?

Task 9. Discuss the quotation: *Mass media provides the essential link between the individual and the demands of the technological society* (J. Ellul).

Revision issues:

- Why should we understand the concept of literacy to acknowledge the worlds of print, visual, audio, and interactive media?
- What is the specificity of media text compared to other text types? What are the key issues to take into consideration while analyzing media text?
- How do we differentiate between a fact, an opinion, and a reasoned judgment?
- In what ways does the type of medium affect:
  a) the communication strategy?
  b) the communication style?
  c) the content of media text?
- Do the strategy, style, and content of the media presentation provide insight into the communicator? intended audience(s)?
- Explain the ways in which a magazine article and television news report use narrative to organize the flow of information.
- What techniques can be used to construct media text and its message? What influences their efficiency?
- Why might some people take a different meaning from the same text?

Recommended reading:

1. Fighting Misinformation. Digital Media Literacy / T. Susman-Peña, M. Druckman, N. Oduro. The Great Courses Series. The Teaching Company, 2020. P. 42-46.

2. Keys to Interpreting Media Messages / A. Silverblatt, A. Smith, D. Miller, J. Smith, N. Brown. 4th edition. Praeger, 2014. P. 7-13, 29-36.

3. Literacy for the 21st Century : An Overview & Orientation Guide to Media Literacy Education. Edition 2. Center for Media Literacy. 2008. P. 62-64.

4. Manovich L. The Language of New Media. Cambridge, 2001. URL : http://dss-edit.com/plu/Manovich-Lev_The_Language_of_the_New_Media.pdf

5. Matheson D. Media Discourses : Analysing Media Texts. Open University Press, 2005. P. 15-34.

6. Rayner P., Wall P., Kruger S. Media Studies: the Essential Resource. London, New York : Routledge, 2004. P. 217-231.

7. The Craft of Criticism. Critical Media Studies in Practice. Ed. by M. Kackman, M. C. Kearney. Routledge, 2018. P. 293-304.

8. What Is Media Analysis? Focal Points. URL : https://www.focalpoints.co.za/research-paper/what-is-media-analysis

SEMINAR 5.
Functional and lingual peculiarities of media texts/ Функціональні та лінгвальні особливості медіатекстів.

Learning objectives:

- to differentiate between types of media content and study their peculiarities;
- to apply criteria for types of content analysis;
- to the differences between facts and opinions;
- to broaden awareness of the emotional implication of media messages;
- to practise delineating between facts and opinions in media texts.

Tasks:

Task 1. Define the terms: *content, media content, media text, informative content, persuasive content, quantitative content analysis, qualitative content analysis, textual and contextual analysis, text representation, label, text message,"biased word", headline.*

Task 2. "6 types of content": Match the types of content with their purposes:

Reporting	*To influence what you believe*
Opinion	*To influence what you buy*
Advertising	*To influence how you think about a company*
Social advertising	*To influence or compel your political views, choices, etc.*
PR	*To inform*
Propaganda	*To influence how you behave, for the good of yourself or society*

What are the peculiarities of each type? What kinds of media mostly employ each type?

Task 3. "Content analysis": Group work:

1. Study the list of criteria for analysing types of content.

Criteria for types of content analysis

1) What type of content is it?
2) Whom is it directed to? (what is the target audience?)
3) Is it based on facts or opinions?
4) What is its purpose?
5) What emotions, impressions, affects does it elicit?
6) How does it work? (through what mechanisms?)
7) What is its attitude towards the subject?

2. Work in groups of 4-5. Define the type of content from the poster suggested by the teacher, analyze its main features according to the criteria above.

Task 4. "Fact vs. opinion": Revise the differences between facts and opinions.

An opinion can often be traced due to “biased words”. Work in pairs. Dwell on their specificity and give 10 examples. Compare your answers with the groupmates.

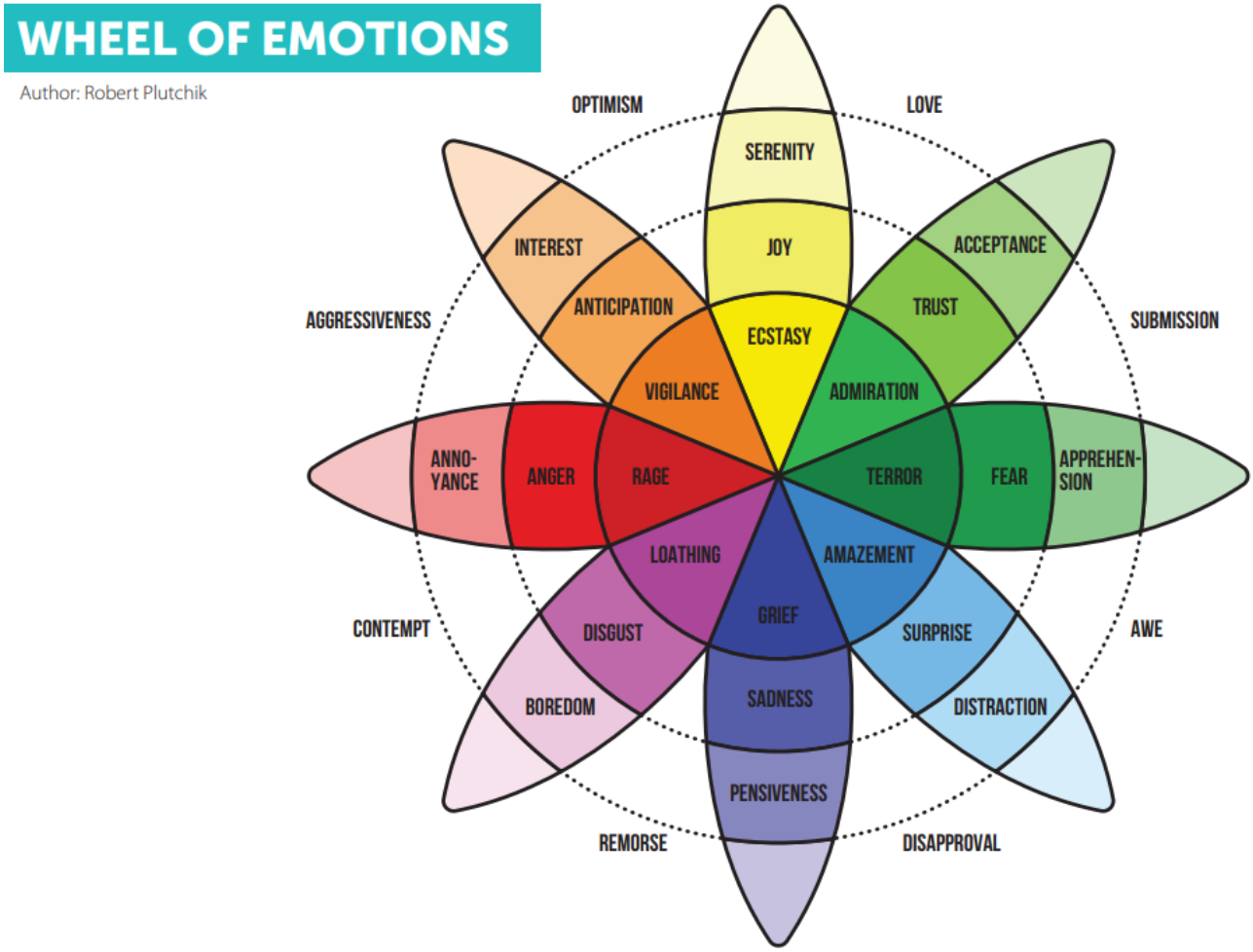
Task 5. “Article analysis”: Group work. Split into groups. Read one of 3 articles on the same subject given by the teacher (about voting systems in different countries), highlight in your article with markers of different colour:

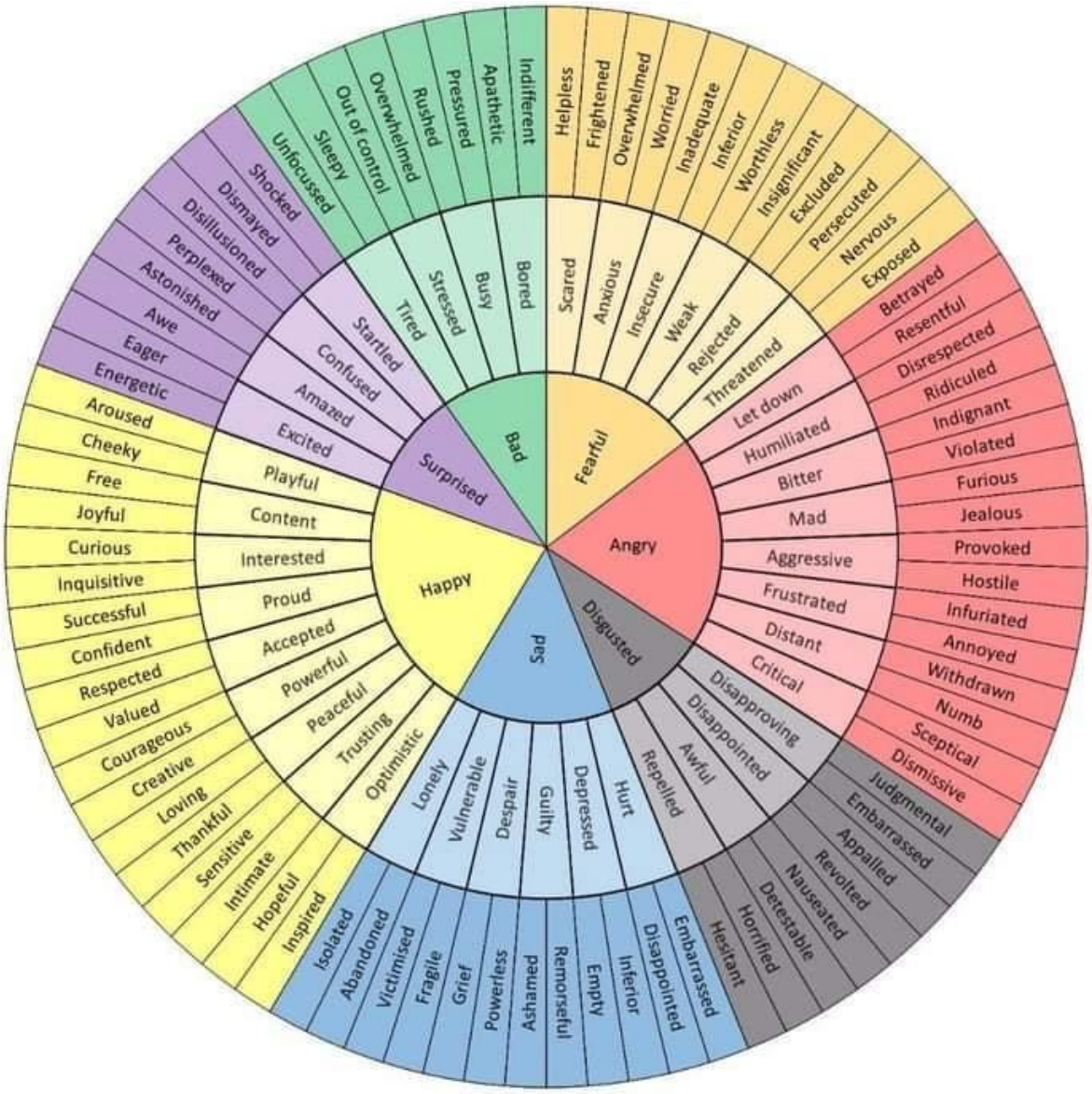
- **Facts with sources**
- **Facts without sources**
- **Opinions**

Discuss the results with the class. What prevailed in your article? Why? What are the differences in reporting on the same subject between the three articles? How does that correlate with the type of content?

Task 6. “Wheel of emotions”. Study the “wheel of emotions” (diagram representing the typology of emotions). Check up any vocabulary you don’t know.

Wheel of emotions





How are emotions employed in the media? What for? Give examples of emotions mass media appeal to with particular purposes. What means do they resort to on the lexical and grammatical levels to make media messages more emotional?

Task 7. "Re-presented fairy-tale": Group work: Divide into groups. Transform the plot of a famous fairy-tale (e.g. "Little Red Riding Hood" or "Cinderella") into a media product of any genre, e.g.:

- prime-time talk-show,
- criminal news,
- a presidential election campaign,
- Greenpeace social advertisement.

Choose the speakers and represent it to the class.

Task 8. "Run like a girl. Stereotypes": Watch the video suggested by the teacher ("#LikeAGirl", 68 mln views on YouTube. Part of a campaign to encourage confidence in young women). What stereotypes is it based on? Many praised the

video and whole campaign for its empowering message. Others criticized it for being deceptive. Why? What are your emotions about it?

Task 9. Discuss the quotation: *Look between the lines. Read between the words. The most important things are left unsaid and unheard* (Anon.).

Revision issues:

1. What are the definitions of text in linguistics? How do they define text in media studies? What are the differences in approaches?
2. What differs a media text from other text types? Can we apply the principles of text interpretation to media texts?
3. What are the structural components of a media text? How are they organised and what is the role of each?
4. What features are more and less important for a media text? Do they depend on the type of content? genre of media? other factors?
5. Explain the ways in which a magazine article and television news report use the narrative and visuals to organize the flow of information.

Recommended reading:

1. Branston G., Stafford R. The media student's book. 5th ed. Routledge, 2010. P. 9-31.
2. Matheson D. Media Discourses : Analysing Media Texts. Open University Press, 2005. P. 15-34.
3. Media literacy : keys to interpreting media messages / Art Silverblatt, Andrew Smith, Don Miller, Julie Smith, and Nikole Brown. Fourth edition. Praeger, 2014. P. 10-13, 29-32, 58-60.
4. Rayner P., Wall P. Kruger S. Media Studies : the Essential Resource. Routledge, 2004. P. 9-10, 28-35.
5. The Craft of Criticism. Critical Media Studies in Practice. Ed. by M. Kackman, M. C. Kearney. Routledge, 2018. P. 293-304.

Змістовий модуль 3

SEMINAR 6.
Structural and semantic analysis of media text/
Структурно-семантичний аналіз медіатексту.

Learning objectives:

- to specify the notion of text in linguistics and media studies;
- to identify the multimodal structure of media texts;
- to analyse the role of headlines and principles of their wording;
- to practice eliciting information from the headlines and creating headlines for the visuals.

Tasks:

Task 1. Define the terms: *text, media text, text integrity, text message, quantitative content analysis, qualitative content analysis, textual and contextual analysis, 'moral' of the text, label, headline, Headline English.*

Task 2. "Mid-course Revision:": Give at least 3 names of objects and phenomena connected with media:

- forms of communication
- types of media
- examples of print media
- skills of info-media literacy
- types of social media
- milestones in the history of media
- effects of mass media on our lives
- Ukrainian media owners
- influences of new media on the language
- types of media content
- differences between Fact and Opinion

Task 3. "Fact or Opinion?": Decide whether the statement is a fact or an opinion:

1. The best way to start your day is a cup of good coffee.
2. V. Zelenskyi won the presidential election in Ukraine in 2019.
3. Persuasive content aims to influence and convince the audience of something.
4. This summer is much hotter than ever.
5. This summer is hotter than the last one because the average temperature rose to +35 C.
6. Ukrainians are forced to emigrate because it became impossible to survive in the country.
7. Brazilian coffee is better than Kenyan.
8. Democracy is the greatest form of government.
9. World War II ended in 1945.
10. Social and traditional media nowadays take most of our time.
11. Everyone should have a best friend.
12. Earth is the third planet from the Sun.
13. The population of Ukraine decreased from almost 52 mln in 1991 to 42 mln people in 2019.
14. Next presidential election in the USA will be held on November 5, 2024.
15. Donald Trump will win the next presidential election.

Task 4. "Headline English": Transform the following headlines into common phrases, decide what the articles under theses headlines are about:

- *FOOTBALL FANS IN FIGHT,*
- *UK MUSEUM ROBBED,*
- *STAR WEDS,*

- *US PRESIDENT TO VISIT EU SUMMIT*

Task 5. "Headlines deciphered": Can you tell from the headlines what information such news can contain?

- Biden receives COVID Pfizer booster at White House.
- Elon Musk Reveals Tesla Plans for Humanoid Robot During AI Day.
- Will and Kate among crowd at Bond premiere in London.
- Russia threatens YouTube ban for deleting RT channels.
- Lava from La Palma eruption reaches the Atlantic.
- Walmart hiring 150K associates as holiday season nears.

Task 6. "Ambiguous Headlines": Why are the following headlines ambiguous?

1. Drunk gets nine months in violin case.
2. Local high school dropouts cut in half.
3. A quarter of a million Chinese live on water.
4. Enraged cow injures farmer wit axe.
5. Include your children when baking cookies.
6. Killer sentenced to die for second time in 10 years.
7. Two sisters reunited after 18 years at checkout counter.
8. For those of you who have children and don't know it, we are now serving ice-cream.

Task 7. "Visuals": Work in pairs. Create the headlines to the images given by the teacher and describe the story behind the photo or what kind of news this photo could possibly accompany.

Represent to the class the headlines you have devised and your ideas about the story behind it using narrative tenses and modal verbs.

Compare your stories and decide which one was the funniest, the weirdest, the most incredible and the most plausible.

Image 1.



Image 2.



Image 3.



Image 4.



Image 5.



Task 8. "One event - many representations": Collect a variety of reports of an event or a topic in the current news from a number of media sources. Study them to see how the form of the medium and the authors' biases may have influenced the content of the report. Report to the class.

Task 9. Discuss the quotation: *The fewer the facts, the stronger the opinion* (Arnold H. Glasgow).

Revision issues:

1. What is representation in terms of media studies? What differs a printed text representation from that of other types of media?
2. What is Reasoned Judgment? What differs it from Fact and Opinion?
3. What is the correlation between facts and opinions in a media text? Does it depend on the type of content? genre?
4. What is the role of headlines in a media text? Are they used to inform or to intrigue the target audience?
5. What are the main peculiarities of Headline English?

Recommended reading:

1. Branston G., Stafford R. The media student's book. 5th ed. Routledge, 2010. P. 9-31.
2. Matheson D. Media Discourses : Analysing Media Texts. Open University Press, 2005. P. 15-34.
3. McCarthy M., O'Dell F. English Vocabulary in Use. Upper-Intermediate. Cambridge University Press, 1994. Pp. 184-185
4. Media literacy : keys to interpreting media messages / Art Silverblatt, Andrew Smith, Don Miller, Julie Smith, and Nikole Brown. Fourth edition. Praeger, 2014. P. 10-13, 29-32, 58-60.
5. The Craft of Criticism. Critical Media Studies in Practice. Ed. by M.

Kackman, M. C. Kearney. Routledge, 2018. P. 293-304.

SEMINAR 7.
WebWise: Online instruments of dialogue interaction and teaching foreign languages/Онлайн інструменти діалогового спілкування та навчання іноземних мов.

Learning objectives:

- to define the notions of "digital literacy", "digital learning", "digital competence", their main features, and roles in modern society;
- to discuss the benefits and challenges of online education;
- to get a closer look at the most popular eLearning platforms.

Tasks:

Task 1. Define the terms: *interaction, dialogue interaction, online education, digital learning, education platform, MOOCs, digital competence, digital literacy, digital divide, technological lag.*

Task 2. "Online education": Work in groups of 4-5. Brainstorm and come up with a list of:

- benefits of online education;
- challenges of online education.
- tips on how to make it more effective (how to increase the benefits and to diminish the challenges).

Present your lists to the class and discuss your ideas.

Task 3. "eLearning platforms": Look through the list of the best online eLearning platforms given below. Have you ever taken any courses provided by any? Choose one and prepare its review (5-min. speech and/or 10-slide Powerpoint presentation with screenshots). Dwell on their specificity, fields and programs represented, advantages, accessibility policy, target audience, site design, other relevant peculiarities:

Thinkific
EdEra
Teachable
Learnworlds
Kajabi
LearnDash
Podia
Prometheus
Eduflow
Ruzuku
LearnWorlds
Udemy
Coursera
Skillshare
MasterClass
EdX
Udacity
Pluralsight

Task 4. "Moodle opportunities". Work in pairs. Tell the class about your experience of using the Moodle platform. What are its benefits and challenges? What

would you change to make its work better? What other options would you add to the platform? Why?

Task 5. "Online tools for EFL teaching": Work in pairs/small groups. Think of various ways to apply the following online tools and networked technologies to facilitate the process of foreign language teaching (for both assessing and creating content):

- ➢ Youtube videos
- ➢ audio podcasts
- ➢ video games
- ➢ micro blogs
- ➢ digital graphic novels/comics
- ➢ Google search
- ➢ social media

Give examples of how exactly each of them can be used in a language classroom.

Task 6. Discuss the quotation: *Technology will never replace great teachers. But technology in the hands of great teachers is transformational* (George Courous).

Revision issues:

1. Why is it currently vital for a student and teacher to be digitally competent?
2. In what way can various online tools promote forein language learning? What is your experience of using any? What were the results you obtained? What competences did you improve with their help?
3. What are the most popular online education platforms? What are their peculiarities?
4. How can digital divide influence the efficiency of education? How can we bridge the gap?
5. What is technological lag? Does it affect contemporary education in Ukraine and the whole world?
6. What are the benefits of dialogue interaction for educational purposes? Which forms of dialogue interaction do you use during your classes?
7. What are the main principles of digital literacy? Why is it important nowadays to be digitally literate?

Recommended reading:

1. CYBER SAFETY : An interactive guide to staying safe on the Internet. URL: https://www.opencolleges.edu.au/informed/cyber-safety/
2. DigComp 2.0. The Digital Competence Framework 2.0. URL : https://ec.europa.eu/jrc/en/digcomp/digital-competence-framewo
3. Heick T. 4 Principles Of Digital Literacy. URL : http://www.teachthought.com/literacy/4-principals-of-digital-literacy/
4. Heick T. 11 Underlying Assumptions Of Digital Literacy. URL : http://teachthought.com/literacy/11-underlying-assumptions-of-digital-literacy/

5. Media and Education in the Digital Age : Concepts, Assessments, Subversions. Ed. by M. Stocchetti. Berlin : Peter Lang GmbH Internationaler Verlag der Wissenschaften, 2014. 366 p.

SEMINAR 8.
WebSafe: Social media. Netiquette. Basic principles of cybersafety/ Соціальні медіа. Етика соціальних мереж. Основи кібербезпеки.

Learning objectives:

- to become aware of the threats and dangers of cyberspace;
- to analyse individual Digital Footprint and the ways to change it;
- to study the basic principles of cybersafety;
- to practice the tools of verifying the site credibility.

Tasks:

Task 1. Define the terms: *information literacy, media convergence, digital literacy, digital privacy, netiquette, bot, pop-up, lateral reading, digital footprint, clickbait, cyberspace, cybercrime, cyber attack, cyber-safety.*

Task 2. "Digital footprint": Type your name in Google Search. Analyse the results. Are they quite unexpected? Find out what kind of information about you is preserved on the Internet. Would you like to have more digital privacy? How can you change your digital footprint?

Task 3. "What your social media page knows about you": Browse your social media pages and analyse them according to the following parameters:

- Does your page and posts contain confidential information that strangers should not know? For example, physical address, photo of the house, documents, etc.;
- Does your page contain any notes that could offend another person's honor and dignity? Is there hate speech?
- Is your password secure?
- Is there any information that could be false, but you reposted it without thinking to check?

Task 4. "What information social media collect about users": Study the information below and tick the points in the list if you usually do this on social media. Discuss how this information can be used by strangers/advertisers/criminals:

In the letter to the US Congress (the case of the Cambridge Analytica transfer of Facebook users data on April 10-11, 2018), Facebook described what information this social network collects about users. The US Congress has made this list publicly available:

- *mouse movements on the user's device;*
- *how often and for how long a person interacts with the social network tab;*
- *whether it is open in the background;*
- *what additional plug-ins are installed in the user's browser;*
- *photo metadata, including location and time of a photo shoot;*
- *applications installed on the device;*
- *file names stored on the device and their types;*
- *the amount of free space on the device;*
- *battery charge level on the device;*
- *the social network tracks the call log*
- *and SMS history on Android devices;*
- *Wi-Fi and access points;*
- *contacts from the contact list;*
- *settings and permissions on the device;*
- *information about other users, their photos and how often you interact with them;*
- *purchases made on other sites;*
- *information about other devices in the network, if another device was connected to Facebook.*

Task 5. "Features of a bot page": Analyse the main features of a bot page. Have you ever come across such pages on social media? Why are they created? How do you treat them? Tell the class about your experience.

Features of a bot page

- ➔ No profile photo or a fake photo. "Borrowed" or fictitious name / nickname. No personal photos or videos.
- ➔ Relatives, place of study and residence, check-ins are not specified or are almost not specified.
- ➔ No friends, and almost all friends look like bots or their friends are public figures who can add anyone as a friend without being personally acquainted.
- ➔ There are no own publications on the page, only reposts from others.
- ➔ A bot writes comments under other people's publications that are very similar to the comments of other bots. It does not reply to private messages.

Task 6. "Internet user manual": Work in groups of 4-5. Discuss and make up an "Internet user manual" – a list of 10-12 recommendations on online behaviour for different kinds of users:

- The old generation;
- University students;
- School teachers;
- Schoolchildren.

Task 7. "Which site is more credible?": Compare two different web-sites of pediatricians' professional organizations. Which site is more credible? Give your reasons.

Image 1. Retrieved from: https://www.aap.org/

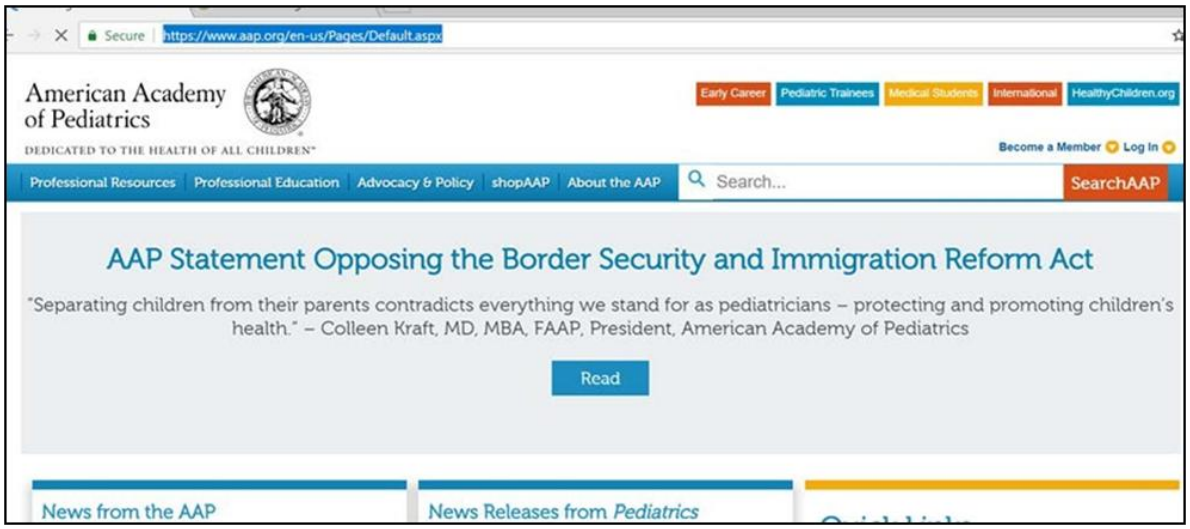


Image 2. Retrieved from: https://www.acpeds.org/



Task 8. "Clickbait": Go online and find an example of clickbait. Describe it to the class. What makes the media message clickbaity? What for? Do you usually click to such sites whenever you come across them? Why?

Task 9. Discuss the quotation: *The Internet is a wonderful tool, but technology is increasing faster than the safety message is* (Pam Weaver).

Revision issues:

- What are the main components of digital literacy?
- How do the major internet sites relate to genres that also exist in other media?

To what extent is media convergence already part of your everyday life?

• What is Web 1.0? What is Web 2.0? What comes next? What are the features of the main stages of Internet development?

• How can we trace our digital footprint? Is it possible to avoid leaving it? How can we research our digital profile?

• What kind of information do you usually search for on the Internet? How can one make online search of information more effective?

• What are the core rules of netiquette? Do you always follow them?

• What are the main types of cyber attacks? Which do you consider the most harmful?

• Where do you stand on the issue of cyber-safety? Why?

• If you were a parent of a ten-year-old, would you filter the child's web content? What if you were a parent of a fifteen-year-old?

Recommended reading:

1. Core Rules of Netiquette. URL : https://coursedesign.colostate.edu/obj/corerulesnet.html

2. CYBER SAFETY : An interactive guide to staying safe on the Internet. URL: https://www.opencolleges.edu.au/informed/cyber-safety/

3. Heick T. 4 Principles Of Digital Literacy. URL : http://www.teachthought.com/literacy/4-principals-of-digital-literacy/

4. Heick T. 11 Underlying Assumptions Of Digital Literacy. URL : http://teachthought.com/literacy/11-underlying-assumptions-of-digital-literacy/

5. On the loose. A guide to life online for post-secondary students. Media Smarts. 2016. 19 p.

6. Tracking my Digital Footprint. A guide to digital footprint discovery and management. CPNI. Crown, 2015. 22 p.

7. Turow J. Media Today : An Introduction to Mass Communication. 3rd edition. Routledge, 2009. P. 547-553.

Змістовий модуль 4

SEMINAR 9.
Fake as a mechanism of information manipulation: features and threats. Creating and debunking fakes/Фейк як механізм інформаційної маніпуляції: ознаки та загрози. Створення та спростування фейків.

Learning objectives:

- to study various forms of manipulations on the media;
- to analyse the features of fakes and ways of debunking them;
- to practice discerning manipulation techniques and fakes.

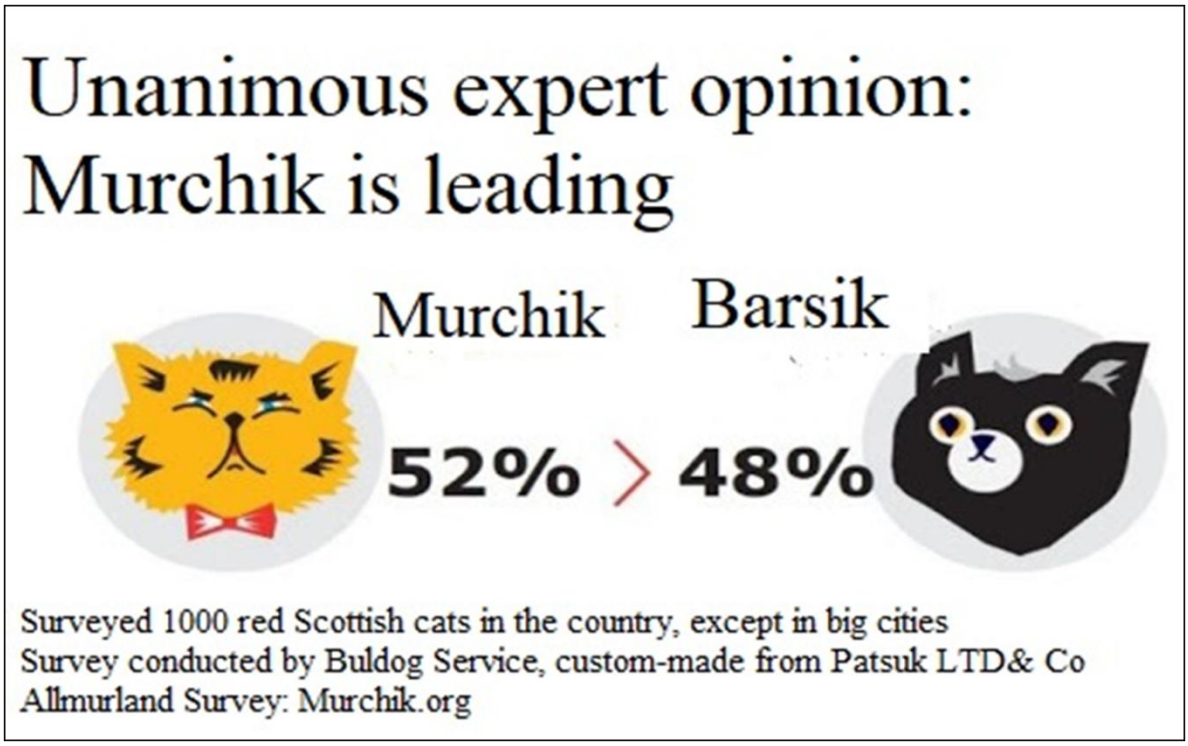
Tasks:

Task 1. Define the terms: *information, communication, manipulation, information manipulation, disinformation, misinformation, fake, deep fake, cheap fake, bogus, "sandwich technique", pseudoscience.*

Task 2. "Monkey Business Illusion": Watch the video suggested by the teacher. Count the number of ball passes done by the participants in white T-shirts. Did you count correctly? Discuss what were the obstacles to correct counting. What distracted the observer from the focus of attention? How can this technique be used in mass media and what for?

Task 3. "Universal Experts": Work in groups of 5-6. Brainstorm and make up a list of 10 universal experts' phrases that could be suitable for discussing any issue. Use them to respond to the information suggested by the teacher.

Task 4. "Searching for manipulation: Voting issues": Study the infographics of Murland pre-election survey (designed by IREX). Tell what manipulation techniques are used and what effect they create.



Task 5. "Trust it or not?": Decide whether you consider the information to be true or false. Explain why:

1. There are about 30 national TV channels in Ukraine, 17 of them are purely informational.

2. The average person has 50-60 thousand thoughts a day, and utters about 20 thousand words.

3. The Ukrainians are a very gullible and trusting nation. According to the World Value Survey, the vast majority of Ukrainians think that "most people can be

trusted“.

4. Scientists have proven that by making a certain emotional facial expression, we begin to really experience this emotion. By simulating an emotional reaction, we actually immerse ourselves in this emotional state, programming our lives.

5. In many Western media outlets there are so-called "emotion boards", where it is customary to write everything you think and feel - about the editor, owner, readers, life in general.

Task 6. “Fake or real video?”: Define whether the video suggested by the teacher is real or a hoax. Give your arguments: “Snowboarder Girl Chased by Bear“ (more than 13 mln hits on You-tube). Give your evidence.

Task 7. “Music is powerful”: Some music can be violent, racist, homophobic or overly sexual, thus adding to the manipulative effect of the media. Make different playlists that you might use to:

- ➔ lift your mood;
- ➔ mellow you out;
- ➔ encourage you for serious struggle;
- ➔ develop your aggressive spirit;
- ➔ nourish your melancholy;
- ➔ boost up your patriotic feelings;
- ➔ celebrate your victory;
- ➔ accompany a romantic date;
- ➔ create the atmosphere of tension, suspense.

Play your playlist to the class. What emotions does this music selection elicit from your groupmates? How can it contribute to the effect created by the media audio message (radio broadcast, TV report, etc.)?

Task 8. “Take a second look”: Go to http://www.illusions.org/ (the site for funny, scary and amazing optical illusion magic to fool your eyes).

Study several optical illusions and tell which of them produced the greatest impression upon you. How can visual illusions mislead our minds? How is it sometimes used in the media to manipulate us?

Task 9. Discuss the quotation: *The media tells you who to love, who to hate, who to be afraid of, who to trust, what to think, and what not to think. Free your mind from mental slavery* (Anon.).

Revision issues:

1. What is meant by manipulations in everyday life? In the media?
2. Name and characterize the main manipulation techniques.
3. What is the difference between misinformation, disinformation, and malinformation? Which is the most dangerous for the consumers?
4. Define the term Fake. What are its features and threats?
5. What types of fake do you know? How are they used in the media?

Recommended reading:

1. Gallagher K., Magid L. Media Literacy & Fake News. Yale : ConnectSafely, 2017. P. 2-12.
2. Fighting Misinformation. Digital Media Literacy / T. Susman-Peña, M. Druckman, N. Oduro. The Teaching Company, 2020. P. 3-7.

SEMINAR 10.
Fact-checking of different types of content. Using instruments of information verification/Фактчекінг різних видів контенту. Застосування інструментів перевірки інформації на практиці.

Learning objectives:

- to broaden awareness of manipulation detecting;
- to practice discerning manipulation techniques;
- to elaborate the ways of spotting fakes;
- to apply various tools of fact-checking.

Tasks:

Task 1. Define the terms: *information, communication, content, manipulation, information manipulation, disinformation, misinformation, malinformation, fake, deep fake, cheap fake, fact-checking, information verification.*

Task 2. "Manipulation detecting": Analyse media images representing the same political event (G7 Summit), but posted by different sources. Answer the questions about each image:

- What is notable about the image?
- What compositional elements do you notice?
- Who posted it?
- What seems to be the message?

Discuss how the kind of representation influences the way the information may be interpreted by the target audience.

Image 1.

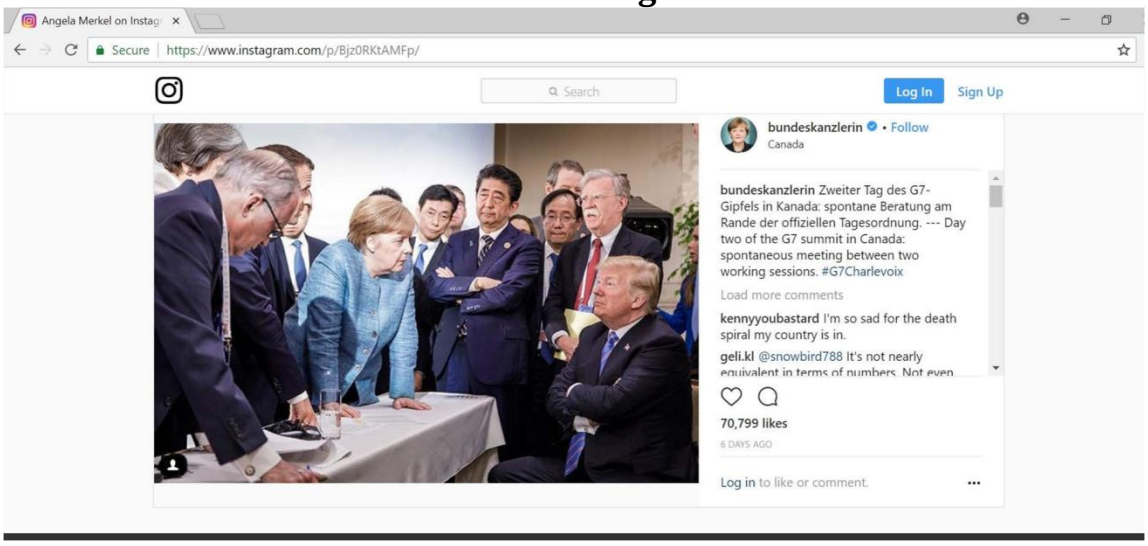


Image 2.



Image 3.



Task 3. "Features of fakes": Work in pairs. Study the main features of fakes. Give 2-3 examples to each:

- Shocking character of the news piece.
- Powerful emotional appeal.
- No reference to the source, anonymous authors/generalized references.
- Using "off-the-shelf", axiomatic, indisputable statements without argumentation.
- Conspiracy versions/theories.
- Appealing to the apparent.
- Vagueness of interpretations, evaluations.

Task 4. "Fake or real?": Read the article thoroughly, decide whether it represents real events or is based on fakes. Verify and give your evidence.

Confused, Debt-Ridden Trump Agrees to Sell Yellowstone Ranch

An evidently confused President Trump announced to members of the media today that he will accept an offer on a ranch in Yellowstone that he doesn't own in order to settle his many outstanding debts.

Wearing a cowboy hat and boots, the uncharacteristically disconsolate Trump spoke in a gravelly voice resembling that of John Dutton - the main character in the Kevin Costner drama "Yellowstone", of which he is apparently a fan - in describing his plan to resolve his financial obligations with the sale of 50,000 acres of fictional land for $500 million to Market Equities, a make believe real estate company.

"For seven generations the Trumps have worked on this land. Raising cattle and riding horses around. We even defeated a plot by the evil Beck brothers who kidnapped my grandson Tate and beat up my daughter Beth. But I suppose this is the way of the modern world," Trump said. "It's sad. I promised my father Frank I'd never sell," Trump went on gloomily, gazing off into the distance. "But if that's what these people want, to build an airport and carve this country into little ranchettes and second homes, so be it. I'll have my son Jamie draw up the papers."

Source: http://www.newsmutiny.com (retrieved from 10.11.2020)

Task 5. "Creating fake news stories": Work in groups of 4-5. Change 10 facts in the news report and create your own biased fake news on its basis. Before you begin to prepare your piece of news, answer these questions:

What are ALL of the facts in this story?
What is your point of view? What will be your fake's bias?
What facts are you going to include?
What facts might you exclude or change?
What emotions do you want your readers to feel?
What words you might use to describe the event with your bias?

GLASGOW, Scotland — Leonardo DiCaprio has brought a touch of Hollywood star power to the U.N. climate summit in Glasgow, drawing a big crowd of journalists and fans as he arrived for Day 3 of the conference.

The actor, who is a U.N. climate change representative, was pictured at the conference on Tuesday sporting a blue suit and a dark face mask. A crowd of people hoping to get photos of DiCaprio on their mobile phones surrounded him.

DiCaprio, 46, visited an exhibition in the conference center aiming to highlight the role plants can play in providing solutions to climate change. A spokesperson said the actor "seemed to enjoy seeing the wonderful display of plants there."

Source: AP News, Nov. 2, 2021.

Task 6. "The recipe of Media Literacy": Work in groups of 4-5. Sum up all you've studied within the course and create a poster (alternative - interactive poster on Jamboard) representing your "recipe of media literacy". Represent your poster to

the class.

Discuss your posters together. Which is brighter / more informative / creative / skillfully designed? What are the merits of each? Do the "recipes" contain mainly the same "ingredients"?

Task 7. "Fact-Checking": scroll through the internet's go-to source for discerning what is true and what is total nonsense: https://www.snopes.com/ or https://www.factcheck.org/. Choose one story that was fact-checked on these resources and give its brief account to the class. Do your groupmates believe it's true? How was the information verified on the site? Did it turn out to be true?

Task 8. "Crazy Moon": Watch the video suggested by the teacher that has been forwarded on many social media. Decide whether it is real or fake. Give your reasons.

Task 9. Discuss the quotation: *Beware of false knowledge, it is more dangerous than ignorance* (George Bernard Shaw).

Revision issues:

1. Why is it so important to verify the information we receive from the media nowadays?
2. What markers of a fake can we discern in a media message?
3. What tools can we apply to verify the true/fake character of any media story?
4. In what way does the procedure of fact-checking depend on the type of content and genre of the media?

Recommended reading:

1. Fighting Misinformation. Digital Media Literacy / T. Susman-Peña, M. Druckman, N. Oduro. The Great Courses Series. The Teaching Company, 2020. P. 21-25.
2. Image changes verifying service. URL : http://fotoforensics.com/
3. Instruments of information checking on StopFake web-site. URL : http://www.stopfake.org/category/instrumenty
4. Truth or Fiction? Verifying fakes and exposing fiction. URL : https://www.truthorfiction.com/

4. САМОСТІЙНА РОБОТА (SELF-STUDY TASKS)

Module 1.

1. Study the materials of Module 1. Get ready to answer the questions:
   - ❖ What are the main principles of critical thinking?
   - ❖ What are the practical applications of critical thinking?
   - ❖ Why is critical thinking currently relevant for us?
   - ❖ How can you improve critical thinking skills?
   - ❖ What are the barriers to critical thinking? What measures can be taken to overcome them?
   - ❖ What does Bloom's taxonomy illustrate?
   - ❖ What are Low Order and High Order thinking skills? How can they be developed?
   - ❖ What is the connection between critical thinking and Bloom's taxonomy?
   - ❖ SWOT analysis, Fishbone diagram
2. Theoretical task: Prepare for a terminological dictation/online test.
3. Practical task: Make up a 5-minute report with a PowerPoint presentation on one of the revision issues for Module 1.

Module 2.

1. Study the materials of Module 2. Get ready to answer the questions:
2. Theoretical task: Prepare for a terminological dictation/online test.
3. Practical task: Make up a 5-minute report with a PowerPoint presentation on one of the revision issues for Module 2.

Module 3.

1. Study the materials of Module 3. Get ready to answer the questions:
2. Theoretical task: Prepare for a terminological dictation/online test.
3. Practical task: Make up a 5-minute report with a PowerPoint presentation on one of the revision issues for Module 3.

Module 4.

1. Study the materials of Module 4. Get ready to answer the questions:
2. Theoretical task: Prepare for a terminological dictation/online test.
3. Practical task: Make up a 5-minute report with a PowerPoint presentation on one of the revision issues for Module 4.

ІНДИВІДУАЛЬНА РОБОТА

ЗАВДАННЯ З ІНДИВІДУАЛЬНОЇ РОБОТИ (INDIVIDUAL TASK)

Analyze the media case (newspaper or magazine article, news item, TV report, social media publication, poster, etc.) and present the results of analysis in writing. Upload a Word document to Moodle (Individual Task Section).

File name: your surname-IT (e.g.: Shevchenko-IT.doc).

Deadline: stated by the teacher.

Note down the following features:

1. Reference: date of publication, source, hyperlink.
2. Headline. Introduction or stand-first.
3. Genre of media, type of content.
4. Elaboration (What, When, Where, Who, Why).
5. Quotations, pictorial, graphic or statistical support.
6. Bias (political, personal, organizational, racial, ethical, religious).
7. Summarize the message in your own words.
8. Identify the tone of the case.
9. State the purpose of the case. Explain your choice of purpose by quoting words, phrases.
10. Linguistic analysis (be specific, give examples from the case analyzed):
    - at lexical level (wording, specific vocabulary).
    - at syntactic level (types of sentences, syntactic constructions, complexity of syntax).
    - at textual level (structure).
    - stylistic devices.
11. Audio-visual component, graphics, special effects.
12. Reasons for selecting this case.

Format requirements:

Font: Times New Roman, 12-point type. Text: Single-spaced.

Volume: 2-3 pages (1 Standard Page = 1 800 characters), properly formatted and inclusive of title.

ПОТОЧНИЙ КОНТРОЛЬ

№ змістового модуля	Вид поточного контрольного заходу	Зміст поточного контрольного заходу	Критерії оцінювання	Усього балів
1	**2**	**3**	**4**	**5**
1	Теоретичне завдання - Термінологічний тест (письмово або онлайн)	Ключові терміни модуля	Тестові питання (письмові чи онлайн), що вимагають відкритої відповіді. Кількість питань – 10. Кожна правильна відповідь оцінюється в 1 бал.	**10**
	Практичне завдання - Усна відповідь	Відповідь на питання практичного заняття	Питання для підготовки подані у плані практичного заняття. Оцінюється зміст, повнота та аргументованість відповіді.	**5**
Усього за ЗМ 1 контр. заходів	**2**			**15**
2	Теоретичне завдання - Термінологічний тест (письмово або онлайн)	Ключові терміни модуля	Тестові питання (письмові чи онлайн), що вимагають відкритої відповіді. Кількість питань – 10. Кожна правильна відповідь оцінюється в 1 бал.	**10**
	Практичне завдання - Усна відповідь	Відповідь на питання практичного заняття	Питання для підготовки подані у плані практичного заняття. Оцінюється зміст, повнота та аргументованість відповіді.	**5**
Усього за ЗМ 2 контр. заходів	**2**			**15**
3	Теоретичне завдання - Термінологічний тест (письмово або онлайн)	Ключові терміни модуля	Тестові питання (письмові чи онлайн), що вимагають відкритої відповіді. Кількість питань – 10. Кожна правильна відповідь оцінюється в 1 бал.	**10**
	Практичне завдання - Усна відповідь	Відповідь на питання практичного заняття	Питання для підготовки подані у плані практичного заняття. Оцінюється зміст, повнота та аргументованість відповіді.	**5**
Усього за ЗМ 3 контр. заходів	**2**			**15**
4	Теоретичне завдання - Термінологічний тест (письмово або онлайн)	Ключові терміни модуля	Тестові питання (письмові чи онлайн), що вимагають відкритої відповіді. Кількість питань – 10. Кожна правильна відповідь оцінюється в 1 бал.	**10**
	Практичне завдання - Усна відповідь	Відповідь на питання практичного заняття	Питання для підготовки подані у плані практичного заняття. Оцінюється зміст, повнота та аргументованість відповіді.	**5**
Усього за ЗМ 4	**2**			**15**

контр. заходів				
Усього за змістові модулі контр. заходів	**8**			**60**

ПІДСУМКОВИЙ КОНТРОЛЬ

Форма	Види підсумкових контрольних заходів	Зміст підсумкового контрольного заходу	Критерії оцінювання	Усього балів
1	**2**	**3**	**4**	**5**
Залік	Теоретичне завдання: залік	Залік передбачає розгорнуту та обґрунтовану усну відповідь на два теоретичних питання (з письмовою фіксацією відповідей), а також онлайн тест на платформі Moodle. У разі дистанційної форми навчання залік проходить у тестовій формі через платформу Moodle.	Залік проводиться в усній формі при очній формі навчання. Структура білета передбачає розгорнуту та обґрунтовану усну відповідь на два теоретичних питання (з письмовою фіксацією відповідей), а також онлайн тест на платформі Moodle. За усні відповіді на питання студент може отримати до 10 балів, за онлайн тест – до 10 балів, або всього за залік можна отримати до 20 балів. У разі дистанційної форми навчання залік проходить у тестовій формі через платформу Moodle. Підсумковий онлайн тест складається із 40 тестових питань. Всього за підсумковий тест можна отримати до 20 балів.	**20**
	Практичне завдання: індивідуальне завдання (ІЗ)	Індивідуальне завдання – виконання (письмово) аналізу медіа кейсу із подальшим захистом.	План та вимоги до виконання ІЗ доступні у розділі «Індивідуальне завдання» на платформі Moodle. Кількість ІЗ – не більше 1 за семестр. Усі завдання подаються виключно через платформу Moodle до кінця семестру в терміни, зазначені у вимогах.	**20**
Усього за підсумковий семестровий контроль				**40**

ПИТАННЯ ДО ЗАЛІКУ (DISCUSSION ISSUES)

1. Thinking Styles: The Sponge and Panning for Gold approaches
2. Critical thinking characteristics and principles
3. Bloom's Taxonomy, principles of cognition
4. Methodology of critical thinking: SWOT analysis, Fishbone diagram
5. Media in modern society. Indicators of risk to media pluralism.
6. The influence of the media on the English language development.
7. The world without media.
8. Ownership of Ukrainian media.
9. Types of media content.
10. Media content analysis.
11. Interpreting media.
12. Representation of information in the media.
13. The evolution of the Internet and social media.
14. Online tools of dialogue communication and learning.
15. Effective online search of information.
16. Distance learning platforms.
17. Messengers and videoconferencing services.
18. Online testing and assessment tools.
19. Useful Google tools.
20. The main principles of cyber safety.
21. What is manipulation? Manipulations in the media.
22. Manipulation techniques and how to detect them.
23. Fakes as a means of manipulation.
24. Threats and risks of social media: addiction, cyberbullying, personal data theft, fraud.
25. Social networks' ethics. Basic rules of behaving and interacting online.
26. Stereotypes and their representation in the media.
27. The role of visual components in a media message.
28. Digital security skills.
29. "Hate speech": lingual representation, markers, impacts.
30. The evolution of media: history, current state, perspectives.

ГЛОСАРІЙ ТЕРМІНІВ (GLOSSARY OF KEY TERMS)

Advertiser – firm that uses media to sell goods or services, not to be confused with an advertising agency [Paxson 2010, p. 240].

Advertising agency – firm that contracts with advertisers to create and place advertisements in the media [Paxson 2010, p. 240].

Avatar – computer-generated character that represents a participant in a video game or virtual world [Paxson 2010, p. 240].

Blog – shortened form of 'web log': a web-based publication consisting primarily of periodic articles (normally in reverse chronological order). Can often exist as coverage of news [Branston, Stafford 2010, p. 429].

Broadsheet – type of 'serious' newspaper (UK) with larger, less square pages than tabloids, though recently 'broadsheets' have adopted tabloid sizing, referred to as 'compact' [Branston, Stafford 2010, p. 430].

Censorship – decisive acts of forbidding or preventing publication or distribution of media products, or parts of those products, by those with the power, either economic or legislative, to do so [Branston, Stafford 2010, p. 430].

Clickbait – materials on the internet (articles, photographs, etc.) that are intended to attract attention and encourage people to click on links to particular websites [Glossary of Media Literacy Terms 2021, p. 12]

Circulation – average number of copies of a print publication sold per edition [Paxson 2010, p. 241].

Communication – encoding information through sounds, symbols, and actions in order to transmit that information to others [Paxson 2010, p. 241].

Content analysis – form of analysis focusing on manifest features of texts via a coding frame of carefully chosen questions and ways of valuing what is found through them [Branston, Stafford 2010, p. 432].

Contextual targeting – matching advertising to the content of a medium. For example, a site that features photos of puppies will have ads for dog food and supplies [Paxson 2010, p. 241].

Convergence – the 'coming together' of previously separate industries (computing, printing, film, audio, etc.) which increasingly use the same or related technology and skilled workers. A feature of the contemporary media environment, convergence is a product of mergers between companies in different sectors as well as an outcome of technological development [Branston, Stafford 2010, p. 432].

Critical thinking – the mental process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion [dictionary.com].

Cyberbullying – the use of electronic communication (on social media, emails, text messages, etc.) to bully a person, typically by sending messages of an intimidating or threatening nature [Glossary of Media Literacy Terms 2021, p. 24].

Cybercrime – criminal activity or a crime that involves the Internet, a computer system, or computer technology [www.dictionary.com].

Cyberspace – the term introduced by William Gibson in his book "Neuromancer" in 1984. A global virtual space formed by a global computer network in which electronic information is stored and exchanged [CIPedia].

Digital – a form of representation based on discrete units of numerical information [Branston, Stafford 2010, p. 433].

Digital divide – The discrepancy in opportunities available to those people who have and do not have access to modern information technology. The gap between people who have access to affordable, reliable internet service (and the skills and gadgets necessary to take advantage of that access) and those who lack it [Investopedia].

Digital media – any media that are encoded in machine-readable formats. Digital media can be created, viewed, distributed, modified, and preserved on digital electronics devices. Examples: digital images, digital video, video games, web pages and websites, social media, digital data and databases, digital audio such as MP3, electronic documents and electronic books. Digital media often contrasts with print media [Glossary of Media Literacy Terms 2021, p. 33].

Discourse – any regulated system of statements or language use (e.g. in the law or medicine) which has evolved rules, and therefore exclusions and assumptions involved with the social practices of which it is part. For media the term extends to include visual as well as verbal languages, and also work on discourses' different connections to power [Branston, Stafford 2010, p. 434].

Disinformation – false information that is deliberately spread to hide the truth, to mislead, deceive or confuse people, especially in political situations [Glossary of Media Literacy Terms 2021, p. 35].

Editing – (1) sequencing of text, images and sounds, the 'shaping' of a narrative; (2) the overall control and direction of fact-based publications in print and broadcasting [Branston, Stafford 2010, p. 434].

Fake – a deliberately manipulative news item. Sometimes fakes are entirely fabricated or fictitious [Citizen Media Literacy Training, p. 78]. A thing that is not genuine, any object or idea that is made to look real or valuable in order to deceive people [Glossary of Media Literacy Terms 2021, p. 38].

Filter bubble – a situation in which someone only hears or sees news and information that supports what they already believe and like, especially a situation created on the Internet as a result of algorithms that choose the results of someone's searches [Glossary of Media Literacy Terms 2021, p. 39].

Genre – theoretical term for classification of media texts into type groupings [Branston, Stafford 2010, p. 436].

Gender stereotype – a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by women and men [Glossary of Media Literacy Terms 2021, p. 40].

Headline – a heading of a newspaper story or article usually printed in large type and giving the gist of the story or article that follows or the main points of the news that are broadcast on television or radio [Glossary of Media Literacy Terms 2021, p. 42].

Hypertext – text which includes links that take readers directly to other texts; hypertext mark-up language (html) is used to write pages on the World Wide Web [Branston, Stafford 2010, p. 436].

Icon – symbol or image representing a theme [Paxson 2010, p. 243].

Ideology – this can mean simply a coherent and powerful set of ideas, but tends to mean systems of representations which work in the interests of certain groups, often the most powerful, and which present themselves as unmotivated and commonsensical [Turow 2009, p. 179].

Image – a representation; a visualization. A visual representation of reality such as is seen in a photograph. The image does not merely reproduce, it interprets; it has added to it certain meanings. Images are devised in order to evoke responses of one kind or another, usually emotional [Watson, Hill 2012, p. 131].

Interactivity – the extent to which the two (or more) parties to a communication event interact with each other. In new media studies, it is often claimed that digital technologies are new interactive media, because people can choose material and answer back to media producers [Turow 2009, p. 179].

Internet – the global 'network of networks' which links together computers and servers [Branston, Stafford 2010, p. 437].

Malinformation – genuine information that is shared to cause harm, often by moving information designed to stay private into the public sphere [Glossary of Media Literacy Terms 2021, p. 50].

Manipulation – controlling someone or something to your own advantage, often unfairly or dishonestly [Glossary of Media Literacy Terms 2021, p. 50].

Market – the total of all the potential sellers and buyers for a particular product (and the number of products likely to be exchanged) [Branston, Stafford 2010, p. 437].

Mass communication – communicating with many people, perhaps millions of people, often simultaneously, through mass media [Paxson 2010, p. 244].

Mass marketing – using mass media to sell a product or service to a large audience [Paxson 2010, p. 244].

Mass media – media engaged in mass communications [Paxson 2010, p. 244].

Media 2.0 – (1) an alternative to 'Web 2.0' as a descriptor of the new media environment; (2) referring to a new kind of media studies configured to deal with studying that new environment [Branston, Stafford 2010, p. 437].

Media conglomerates – the major media corporations which combine several different activities under a single brand [Branston, Stafford 2010, p. 437].

Media literacy – the ability to sift through and analyze the messages that inform, entertain, and sell to us every day. It's the ability to bring critical thinking skills to bear on all media. It's about asking pertinent questions about what's there and noticing what's not there. And it's the instinct to question what lies behind media productions – the motives, the money, the values, and the ownership – and to be aware of how these factors influence content [dictionary.com].

Misinformation – incorrect or misleading information [Glossary of Media Literacy Terms 2021, p. 51].

MMS – Multimedia Messaging System, the protocol for sending sound and moving images via mobile phones [Branston, Stafford 2010, p. 438].

Multimedia – referring to several traditionally separate media being used together, e.g. sound, image and text on computers [Branston, Stafford 2010, p. 438].

Narrative – specialist term referring to the 'telling' of a sequence of events organised into a story. This shapes the events, characters, arrangement of time, etc. in very particular ways so as to invite particular positions towards the 'story' on the part of audiences [Branston, Stafford 2010, p. 438].

News agency – organisation, such as Reuters, which gathers news stories and sells them to broadcasters and newspaper publishers [Branston, Stafford 2010, p. 438].

Opinion –a view or judgement formed about something, not necessarily based on fact or knowledge. Or a statement of advice by an expert on a professional matter [Glossary of Media Literacy Terms 2021, p. 54].

Podcast – a form of broadcasting in which a radio programme or any audio recording (usually containing a speech component) is stored as an MP3 file and can be downloaded (possibly automatically by subscription) and played by listeners at a convenient time on any MP3 player [Branston, Stafford 2010, p. 439].

Product placement – an unofficial form of advertising in which branded products feature prominently in films, etc. [Branston, Stafford 2010, p. 440].

Propaganda – any media text which seeks openly to persuade an audience of the validity of particular beliefs or actions. Term is sometimes applied to 'black propaganda' which is not open about its intentions, e.g. in wartime [Branston, Stafford 2010, p. 440].

Public domain – not protected by intellectual property law, such as when a novel is older than its period of copyright protection [Paxson 2010, p. 245].

Qualitative research – research based on exploring the qualities of 'texts', defined broadly to include transcriptions of discussion groups, interviews, etc. as well as individual films, articles, games set-ups and so on [Branston, Stafford 2010, p. 440].

Quantitative analysis – partly defined by being amenable to statistical analysis, which qualitative research is not, generally. Both qualitative and quantitative methods benefit from working together, rather than being seen as antagonistic [Branston, Stafford 2010, p. 440-441].

'Reality TV' – a form of factual television on UK screens from about 1989. Now used loosely of television which is largely unscripted, making substantial use of ordinary people, and mixing information and entertainment forms [Branston, Stafford 2010, p. 441].

Representation – a visual, written, or audio depiction of something or someone. This term also refers broadly to what images and texts mean, the meanings that they potentially convey, and how they come to take on those meanings [The Craft of Criticism 2018, p. 97].

Social advertising – type of advertising that promotes a community's health and wellbeing, such as programs that educate people about drugs, diseases and other social issues [Glossary of Media Literacy Terms 2021, p. 66].

Social media – any tool or service that uses the internet to facilitate conversations [Branston, Stafford 2010, p. 442].

Spam – unsolicited usually commercial messages (such as emails, text messages, or Internet postings) sent to a large number of recipients or posted in a large number of places [Glossary of Media Literacy Terms 2021, p. 66].

Stereotypes, stereotyping – originally a term from printing, literally a 'solid' block of metal type; then, a representation of a type of person, without fine detail [Branston, Stafford 2010, p. 443]. A set idea that people have about what someone or something is like. Stereotypes are often unfair or untrue [Glossary of Media Literacy Terms 2021, p. 68].

Tabloid – the size of a newsprint page, half that of the 'broadsheet'; by extension: sensationalist media form (television and radio as well as the press). Many 'broadsheet' papers are now 'tabloid' size, so in the UK the term 'red-top' often substitutes for 'tabloid' [Branston, Stafford 2010, p. 443].

Technological lag – the situation when society is able to invent technology before society is able to effectively control that technology [Paxson 2010, p. 246].

Text – (1) any system of signs which can be 'read' – a poster, photograph, haircut, etc; (2) short written message sent via use of a service on most mobile phones. Verb: to text. Often uses a specialised, abbreviated language [Branston, Stafford 2010, p. 443-444]. (3) a signifying structure composed of signs and codes which is essential to communication. This structure can take a variety of forms: film, speech, writing, painting, records. (4) a message that has a physical existence of its own, independent of its sender and receiver and thus composed of representational codes [Watson, Hill 2012, p. 329].

Web 2.0 – term used to suggest a new stage of internet development and usage arriving with 'always on' portable and interactive media, making direct communication easy and attractive, and meaning users often expect sites to offer opportunities for feedback, etc. See also Media 2.0 [Branston, Stafford 2010, p. 444].

Web content – the textual, visual, or aural content that is encountered as part of the user experience on websites. It may include text, images, sounds, videos, and animations [Glossary of Media Literacy Terms 2021, p. 69-70].

Yellow journalism – sensationalist newspaper journalism designed to boost circulation, often inaccurate and unethical [Paxson 2010, p. 247].

РЕКОМЕНДОВАНА ЛІТЕРАТУРА

Основна:

1. Інтеграція інфомедійної грамотності у навчальний процес. Навчально-методичні матеріали проєкту “Вивчай та розрізняй : інфо-медійна грамотність”. Київ : IREX в Україні, 2019-2020.

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Навчально-методичне видання
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ІНФОМЕДІЙНА ГРАМОТНІСТЬ ТА КРИТИЧНЕ МИСЛЕННЯ

Методичні рекомендації до семінарських занять
для здобувачів ступеня вищої освіти магістра спеціальності «Філологія»
освітньо-професійних програм «Мова і література (англійська)»,
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