Detailed Course Syllabus

Academic year: 2026/2027	**Semester:** Summer semester
Year of study: 1	**Study programme:** Komunikologija (R) (elective) (Prijediplomski)

I. BASIC COURSE INFORMATION

Name: Global Media Education	
Abbreviation: IZBP266	
ECTS: 4	**Code:** 279902
Prerequisites: No	
Total Course Workload	
Teaching Mode	**Total Hours**
Lecture	30
Seminar	15
Class Time and Place: HKS - according to the published schedule	

II. TEACHING STAFF

Course Holder	
Name and Surname: Kanižaj Igor	
Academic Degree:	**Professional Title:** redoviti profesor
Contact E-mail: igor.kanizaj@unicath.hr	**Telephone:**
Office Hours: According to the published schedule	
Course Assistant	
Name and Surname: Osmančević Leali	
Academic Degree:	**Professional Title:** viši asistent - predavač
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Office Hours: According to the published schedule	

III. DETAILED COURSE INFORMATION

Teaching Language: English

Course Description	**Objectives of the course:** Understand and evaluate the concepts of media education, media and information literacy and transliteracy in a global perspective. Provide a systematic approach for the media education policies analysis. Present and elaborate on the importance of the key stakeholders in media education field on a global scale. Assess the quality of the media education model on selected number of countries and regions based upon the usage of media education indicators. **Course content:** We will start with the introduction to the course and theoretical overview of key concepts and basic terms: media education, media competence, media literacy, media and information literacy and transliteracy. The course will focus on Global Media Education perspectives and models with strong emphasize on the importance of the cultural contexts. It will provide a detailed overview of the characteristics of audiences in the digital era with a specific perspective of the European models of media education. Furthermore, the role and responsibilities of the prominent institutions will be evaluated such as: UNESCO, UNICEF, EUROPEAN COMMISSION, COUNCIL OF EUROPE, OECD, NATO, EDMO… An important segment are also media literacy policies and guidelines. We will provide a detailed perspective on how the existing audiences (such as older people and youngsters) are represented in the media education models. Due to increased usage of social network within Gen Alpha visual literacy is also recognized as the emerging field in the communication science within the media education programs. Finally, new challenges and future perspectives will focus in more detail on the role of algorithms and artificial intelligence in media education programs.
Educational Outcomes	At the end of the course students will be able to: 1. Explain the difference between transliteracy, media and information literacy and media education. 2. Identify key similarities and differences between the most prominent global media education models. 3. Explain the new paradigm of the *post pandemic media education futures*. 4. Analyze the role of youngsters and older people as users and co-creators of the media content. 5. Evaluate the overall influence of the media on education. 6. Critically evaluate media education policies. 7. Distinguish between systematic and sustainable media education policies in comparison to a short term educational interventions. 8. Compare and evaluate the role of the most prominent institutions in promoting and advocating for media education programms. 9. Assess the quality of the media education model in one specific country based upon the usage of media education indicators. 10. Describe the challenges for usage of AI and Algorithms in media educational programs.
Textbooks and Materials	

Required	Friesem Yonty; Raman Usha; Kanižaj Igor, Choi Y. Grace (2023): Introduction to the Routledge Handbook of Media and Education Futures Post-Pandemic, The Routledge Handbook of Media Education Futures Post-Pandemic / Friesem Yonty ; Raman Usha; Kanižaj Igor; Choi Grace Y. (eds.) New York: Routledge, 2023. pp. 1-12. Friesem Yonty; Raman Usha; Kanižaj Igor, Choi Y. Grace (2023) Media Education Futures as a Humanistic Endeavor Post-Pandemic, The Routledge Handbook of Media Education Futures Post-Pandemic, Friesem Yonty; Raman Usha, Kanižaj Igor; Choi Grace Y. (eds.), New York: Routledge, pp. 510-519 The Routledge Handbook of Media Education Futures Post-Pandemic / Friesem Yonty; Raman Usha; Kanižaj Igor; Choi Grace Y. (eds.), New York: Routledge, 2023. (additional selected chapters) Kanižaj, Igor (2019) Media Literacy in Croatia, The International Encylopedia on Media Literacy, Hobbs, Renee; Mihailidis, Paul (eds.). New York, USA: John Wiley and Sons, pp. 1-7. Kanižaj Igor, Brites Maria Jose (2022) Digital Literacy of Older People and the Role of Intergenerational Approach in Supporting Their Competencies in Times of COVID-19 Pandemic, in: Human Aspects of IT for the Aged Population, Q. Gao and J. Zhou (Eds.): HCII 2022, LNCS 13330, 2022. Springer Nature Switzerland AG2022, pp. 335–345. Kanižaj, Igor (2017) The role of civil society organisations in promoting media literacy, transliteracy and media and information literacy in EU // Revista Fuentes, 19 2; 69-80. Frau-Meigs, D., Velez, I. i Michel, J. F. (Eds.). (2017). Public Policies in Media and Information Literacy in Europe: Cross-Country Comparisons. Routledge. (selected chapters). Buckingham, D. (2003). Media Education: Literacy, Learning and Contemporary Culture. PolityPress. Lauri, Mary Anne (2011). A comparative study of EU documents on media Literacy, Media Education Research Journal 2 (1): 30-42. Frau-Meigs, D. (2012). Transliteracy as the new research horizon for media and information literacy. Media Studies, 3(6).
Supplementary	Livingstone, Sonia (2004) Media literacy and the challenge of new information and communication technologies, Communication Review, 1 (7): 3-14. Croteau, D. i Hoynes, W. (2014). Media/society: Industries, images, and audiences, 5 edt. Sage Publications; Lemish, D. (2015). Children and media: a global perspective. John Wiley & Sons; Withey, S. B. i Abeles, R. P. (2013). Television and Social Behavior: Beyond Violence and Children/A Report of the Committee on Television and Social Behavior, Social Science Research Council, Routledge

Examination and Grading

To Be Passed DA	**Exclusively Continuous Assessment** NE	**Included in Average Grade** DA

Prerequisites to Obtain Signature and Take Final Exam	1. Regular attendance – presence in at least 70% of classes according to the study program and performance curriculum; 2. Duly executed seminar obligations – prepared and presented seminar presentation; 3. Acquisition of a minimum success of 35% during classes within the given teaching activities – cumulatively achieved at the seminar presentation and two colloquia.

Examination Manner	1) Teaching activities – seminar presentation; 1. colloquium (written) and 2nd colloquium (written). 2) Final exam (oral). The numerical scale of student work grading: sufficient (2) – 50-64,9 % good (3) – 65-79,9 % very good (4) – 80-89,9 % excellent (5) – 90 to 100 %
Grading Manner	a) Teaching activities – 70% grade 1) Seminar presentation – max. 20 %; 2) 1st colloquium – max. 25 %; 3) 2nd colloquium – max. 25 %; b) Final exam 4) Oral exam – max. 30% (to pass, it is necessary to answer 50% of the questions asked correctly).
Detailed Overview of Grading within ECTS	

IV. WEEKLY CLASS SCHEDULE

[Predavanja]

#	Topic
1	Introduction to the course and theoretical overview
2	Global Media Education perspectives
3	Characteristics of audiences in the digital era
4	Overview of the European models of media education
5	Transliteracy vs. Media and Information literacy (MIL) – global perspective
6	Media literacy policies and guidelines on a global scale
7	Mid-term exam
8	Media Education in the Croatian education system and civil sector
9	Visual literacy and media generations
10	Digital literacy of older people: case study of Croatia
11	The role of civil society organisations in promoting media literacy, transliteracy and media and information literacy in EU
12	Decontructing algorithms and artificial intelligence as media education activity
13	Mid-term exam
14	Global media education alliances, institutions and networks
15	The future of Global Media Education

[Seminari]

#	Topic

1	Introduction
2	Seminar presentations: presentation of the media education models in selected countries
3	Seminar presentations: presentation of the media education models in selected countries
4	Seminar presentations: presentation of the media education models in selected countries
5	Seminar presentations: presentation of the media education models in selected countries
6	Seminar presentations: presentation of the media education models in selected countries
7	Seminar presentations: presentation of the media education models in selected countries
8	Seminar presentations: presentation of the media education models in selected countries
9	Seminar presentations: presentation of the media education models in selected countries
10	Seminar presentations: presentation of the media education models in selected countries
11	Seminar presentations: presentation of the media education models in selected countries
12	Seminar presentations: presentation of the media education models in selected countries
13	Seminar presentations: presentation of the media education models in selected countries
14	Seminar presentations: presentation of the media education models in selected countries
15	Seminar presentations: presentation of the media education models in selected countries