Detaljni izvedbeni plan

Akademska godina: 2026/2027	**Semestar:** Ljetni
Godina studija: 1	**Studij:** Komunikologija (R) (izborni) (Prijediplomski)

I. OSNOVNI PODACI O KOLEGIJU

Naziv kolegija: Global Media Education	
Kratica kolegija: IZBP266	
ECTS bodovi: 4	**Šifra kolegija:** 279902
Preduvjeti za upis kolegija: Nema	
Ukupno opterećenje kolegija	
Vrsta nastave	**Ukupno sati**
Predavanje	30
Seminar	15
Mjesto i vrijeme održavanja nastave: HKS – prema objavljenom rasporedu	

II. NASTAVNO OSOBLJE

Nositelj kolegija	
Ime i prezime: Kanižaj Igor	
Akademski stupanj/naziv:	**Izbor:** redoviti profesor
Kontakt e-mail: igor.kanizaj@unicath.hr	**Telefon:**
Konzultacije: Prema objavljenom rasporedu	
Suradnici na kolegiju	
Ime i prezime: Osmančević Leali	
Akademski stupanj/naziv:	**Izbor:** viši asistent - predavač
Kontakt e-mail: leali.osmancevic@unicath.hr	**Telefon:**
Konzultacije: Prema objavljenom rasporedu	

III. DETALJNI PODACI O KOLEGIJU

Jezik na kojem se nastava održava: English

Opis kolegija	**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.
Očekivani ishodi učenja na razini kolegija	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.
Literatura	

Obavezna	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).
Dopunska	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

Način ispitivanja i ocjenjivanja

Polaže se DA	**Isključivo kontinuirano praćenje nastave** NE	**Ulazi u prosjek** DA

Preduvjeti za dobivanje potpisa i polaganje završnog ispita	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.

Način ocjenjivanja	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 %
Način polaganja ispita	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).

Detaljan prikaz ocjenjivanja unutar Europskoga sustava za prijenos bodova

IV. TJEDNI PLAN NASTAVE

Predavanja

#	Tema
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

#	Tema

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
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14	Seminar presentations: presentation of the media education models in selected countries
15	Seminar presentations: presentation of the media education models in selected countries