

## English Language Modules, Faculty of Media

### Summer Term

No.	Name	Lecturer	Weekly Hours	Credits	Students
1.	Actioncams & Multicopter: Innovative Videos for PR & Journalism	C. Möller, H. Sterner	4	5	12
2.	Strategic Design	T. Lewe	4	5	12
3.	Social Media and Storytelling	O. Hambrett	4	5	12
4.	Media Representation: Fictional Media	O. Hambrett	4	5	12
5.	Film Studies	T. Hochscherf, M. Bauer	4	5	12
6.	Propaganda in Contemporary Politics	G. Aleknonis	4	5	12
7.	Film Analysis	H. Sterner	4	5	12
8.	Research Project	T. Hochscherf	2	10	12

### Winter Term

No.	Name	Lecturer	Weekly Hours	Credits	Students
1.	Issues and Risk Management	K. Fuglseth	4	5	12
2.	Event PR & Social Media in Practice	C. Möller, F. Mewes	4	5	12
3.	Social Media and Information Environments	A. Karaseva	4	5	12
4.	Television Studies	T. Hochscherf, M. Bauer	4	5	12
5.	Audiovisual Editing	H. Sterner	4	5	12
6.	Blogs and Web-Publishing	O. Hambrett	4	5	12
7.	Media Representation, : Journalistic and mainstream Media	O. Hambrett	4	5	12
8.	Research Project	T. Hochscherf	2	10	12

**Please note:**

Students from ERASMUS-partner institutions will be guaranteed a place in English-language modules. In addition to the modules offered by the Media Faculty, international students may also choose language classes and modules offered by the Faculty of Business.

## Summer Term

<b>Option: Actioncams &amp; Multicopter: Innovative Videos for PR &amp; Journalism</b>					
<b>Level</b>	<b>Workload (hours)</b>	<b>Credit Points</b>	<b>Terms Offered</b>	<b>Frequency</b>	<b>Duration</b>
5	150	5	Summer term	Once a year	Semester long
<b>1</b>	<b>Weekly Seminar Hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<p><b>Learning Outcomes</b></p> <p>Upon completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand the current state of the legal, technical, aesthetic and narrative moving image creation using actioncams and quadrocopters.</li> <li>- Applying this knowledge to practice.</li> </ul>				
<b>3</b>	<p><b>Synopsis</b></p> <p>New cameras enable new perspectives: So-called actioncams (such as GoPros) and unmanned aerial vehicles (UAVs or multi-copter) permit unusual camera positions and Underwater shots.</p> <p>This course examines how the pictures of actioncams and videocopter can be put to good use for PR, journalism and professional creation of moving images and apply the knowledge in practical exercises.</p> <p>As a practice-led course, students will be assisted in technically solving the interaction of various image sources (Copter, Action Cam, classic camera, etc.) during recording and post production. Given that the use of actioncams and videocopters are subject to a number of rules and regulations, the course will identify legal restrictions (the landowner's permission etc.), media law (portrait rights etc.) and media ethics (unseen shots from the air etc.) issues.</p> <p>Whilst the creation of a film is part of the examination, legislation prohibits that students control the copter; this is only allowed for the registered pilots. However, participants in this course have the opportunity to control the camera using a second remote control.</p>				
<b>4</b>	<p><b>Learning and Teaching Strategy</b></p> <p>Teaching will take place in weekly four-hour practice-led workshops and additional days for video production. Early sessions will involve initial presentations by the tutors and video practitioners that outline the practical project and establish key terms of reference, with these followed by group discussion of issues raised.</p>				
<b>5</b>	<p><b>Assessment</b></p> <p>Essay (4000 words) and project</p>				
<b>6</b>	<p><b>Module Tutor</b></p> <p>Christian Möller, M.A. / Hauke Sterner, M.A.</p>				
<b>7</b>	<p><b>Literature</b></p> <p>Readings will be given to students upon commencement of the course.</p>				
<b>8</b>	<p><b>Additional Information</b></p>				

**Option: Strategic Design**

<b>Level</b> 5	<b>Workload (hours)</b> 150	<b>Credit Points</b> 5	<b>Terms Offered</b> Summer term	<b>Frequency</b> Once a year	<b>Duration</b> Semester long
<b>1</b>	<b>Weekly Seminar hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Indepentend Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<p><b>Learning Outcomes</b></p> <p>Upon completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand the importance of strategic development of design.</li> <li>- Acquire knowledge about processes and methods in strategic design planning and branding.</li> <li>- Analyse existing design concepts and develop new design concepts and corresponding marketing structures.</li> <li>- Creatively communicate brand values and deliver brand experience in engaging and meaningful ways through design.</li> <li>- Present their research and production in an appropriate way.</li> </ul>				
<b>3</b>	<p><b>Synopsis</b></p> <p>The module explores the effective use of design in different commercial and social contexts. It considers target group analyses, segmentation theory, brand models, brand values, positioning maps, customer journey and concept development. In so doing, the module explores the role and application of design and design research. It introduces a wide range of tools to address and solve problems and develop design opportunities within realistic commercial, legal, poltical and social contexts. It enables students to formulate appropriate methodologies for design strategy and pragmatic solutions and present their design concepts are focus elements to different target groups.</p>				
<b>4</b>	<p><b>Learning and Teaching Strategy</b></p> <p>Teaching will take place in blocked seminar sessions, supported by directed readings stipulated in the module guide. The seminars will include the analysis of case studies covering a range of different designs. Students are given writing-guidance on their reports and feedback on their presentations. Emphasis will be placed on group work.</p>				
<b>5</b>	<p><b>Assessment</b></p> <p>Presentations and written report (1000-2000 words)</p>				
<b>6</b>	<p><b>Module Tutor</b></p> <p>Assistent Prof. Thomas Lewe (Volda University College, Norway)</p>				
<b>7</b>	<p><b>Literature</b></p> <p>Readings will be given to students upon commencement of the course.</p>				
<b>8</b>	<p><b>Additional Information</b></p> <p>Lectures will be given during two working weekends. The first weekend will mainly be about analysing, while the second weekend will focus on creativity and concept development.</p>				

**Option: Social Media and Storytelling**

<b>Level</b> 5	<b>Workload (hours)</b> 150	<b>Credit Points</b> 5	<b>Terms Offered</b> Summer term	<b>Frequency</b> Once a year	<b>Duration</b> Semester long
<b>1</b>	<b>Weekly Seminar hours</b> 4	<b>Contact Time</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. Of students)</b> 12	
<b>2</b>	<b>Learning Outcomes</b> Upon completion of the module students will be able to: <ul style="list-style-type: none"> <li>- Identify the key elements of how social media operates in contemporary society and why it has found such a prevalent place in daily life.</li> <li>- Understand the concept of and process of developing a personal narrative.</li> <li>- Draw conclusions as to the benefits and drawbacks of social media on an individual and a collective level.</li> <li>- Engage with the concepts of privacy and one’s digital footprint for both active users and for minors.</li> </ul>				
<b>3</b>	<b>Synopsis</b> This course will examine and engage with a distinctly millennial phenomenon: how we use social media to create and cultivate our personal narratives and display them for consumption. Throughout the course, we will examine various types of social media and for each platform analyse the different ways in which users engage with it, the role each platform plays in the cultivation of our personal narratives etc. In looking at the idea of a personal narrative, we will also explore the concept of a personal brand. Students will analyse where personal documentation intersects with the selling of self. The course will also look at the influence social media has on the notion of celebrity and how news is reported by the mainstream media.				
<b>4</b>	<b>Learning and Teaching Strategy</b> Teaching will take place in weekly 90 minute seminars, supported by directed readings stipulated in the module guide. The seminars will use a range of case studies that cover the use of social media by celebrity and corporate culture. Students are required to make positive contributions to the learning experience. They are expected to prepare for seminars by studying books, articles, films etc. which are provided by the module tutor. They are also encouraged to develop communication skills by taking an active part in group discussions and presentations.				
<b>5</b>	<b>Assessment</b> Essay and case study presentation				
<b>6</b>	<b>Module Tutor</b> Olivia Hambrett, M.A.				
<b>7</b>	<b>Literature</b> Reading materials will be provided upon commencement of the course.				
<b>8</b>	<b>Additional Information</b> Klicken Sie hier, um Text einzugeben.				

**Option: Media Representation: Fictional Media**

Level	Workload (hours)	Credit Points	Terms Offered	Frequency	Duration
5	150	5	Summer term	Once a year	Semester long
<b>1</b>	<b>Weekly Seminar hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<p><b>Learning Outcomes</b></p> <p>Upon completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand and engage with the basics of feminism, gender identity, and race.</li> <li>- Using these concepts, engage analytically with numerous examples of fictional media.</li> <li>- Analyse common representations of various socio-cultural groups, and these shortcomings and successes of these common representations.</li> </ul>				
<b>3</b>	<p><b>Synopsis</b></p> <p>Representation of diverse stories in fictional media is a timely, complex issue. With the popularity of on-demand television consumers wield more power than ever before and with that power possess a growing awareness of the importance of diversity.</p> <p>This course will examine portrayals and representation of minority groups in fictional media. In doing so, students will engage with current discussions surrounding race, identity, privilege, sexuality, and gender. Topical terms that have entered mainstream vernacular, such as whitewashing and white privilege, will also be explored, as will their impact on culture.</p>				
<b>4</b>	<p><b>Learning and Teaching Strategy</b></p> <p>Teaching will take place in weekly 90 minute seminars, supported by directed readings stipulated in the module guide. The seminars will use a range of case studies on the various aspects of media representations and their different manifestations across a range of different national contexts and historical periods. Students are required to make positive contributions to the learning experience. They are expected to prepare for seminars by studying books, films, newspapers etc. which are provided by the module tutor. They are also encouraged to develop communication skills by taking an active part in group discussions and presentations.</p>				
<b>5</b>	<p><b>Assessment</b></p> <p>Essay (3000 words)</p>				
<b>6</b>	<p><b>Module Tutor</b></p> <p>Olivia Hambrett, M.A.</p>				
<b>7</b>	<p><b>Literature</b></p> <p>Students will be provided with readings upon commencement of the course.</p>				
<b>8</b>	<p><b>Additional Information</b></p> <p>Klicken Sie hier, um Text einzugeben.</p>				

<b>Option: Film Studies</b>					
<b>Level</b>	<b>Workload (hours)</b>	<b>Credit Points</b>	<b>Terms Offered</b>	<b>Frequency</b>	<b>Duration</b>
5	150	5	Summer term	Once a year	Semester long
<b>1</b>	<b>Weekly Seminar hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<b>Learning Outcomes</b> Upon completion of this module students will be able to: <ul style="list-style-type: none"> <li>- Understand and reflect upon original theoretical texts.</li> <li>- Contextualise examples of film criticism.</li> <li>- Identify the key formal components of film texts and the basic concepts required for formal analysis and interpretation of films.</li> <li>- Deploy these concepts in practical analytical contexts.</li> <li>- Communicate their ideas clearly in written and oral form.</li> <li>- Reflect upon their own knowledge and research practice.</li> </ul>				
<b>3</b>	<b>Synopsis</b> This module introduces students to current analytical and critical concepts associated with the study of films. It provides students with the opportunity to develop their own interpretative skills via close textual analysis of filmic case studies from a range of national cinemas and historical periods. The module involves weekly seminars devoted to specific concepts and themes. Students will engage with various critical texts as ways of opening up different readings of films. They will also engage critically with the theories and specific readings covered, considering their plausibility and usefulness. They will analyse both what was at stake in particular debates and how these debates have contributed towards the development of a broader understanding of cinema. The seminar enable students to develop skills in interpretation and communication.				
<b>4</b>	<b>Learning and Teaching Strategy</b> Teaching will take place in weekly four-hour seminars, supported by directed readings dealing with specific case studies. Individual sessions will focus on the various aspects of film production and reception. Students are required to make positive contributions to the learning experience. They are expected to prepare for seminars by studying books, articles, films and internet sources, references to which are provided by the module guide and supplementary material posted on the e-learning portal. They are also encouraged to develop communication skills by taking an active part in group discussions.				
<b>5</b>	<b>Assessment</b> Essay (4000 words)				
<b>6</b>	<b>Module Tutor</b> Prof. Dr. Tobias Hochscherf / Prof. Dr. Matthias Bauer				
<b>7</b>	<b>Literature</b> Readings will be given to students upon commencement of the course.				
<b>8</b>	<b>Additional Information</b> Klicken Sie hier, um Text einzugeben.				

**Option: Propaganda in Contemporary Politics**

Level	Workload (hours)	Credit Points	Terms Offered	Frequency	Duration
5	150	5	Summer term	Once a year	Semester long
<b>1</b>	<b>Weekly Seminar hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<p><b>Learning Outcomes</b></p> <p>Upon completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand how political communication transforms into propaganda and makes influence on public opinion and political decision making.</li> <li>- Demonstrate the ability to research propaganda and identify different techniques of persuasion and manipulation.</li> <li>- Reflect upon the ethical problems provoked by propaganda.</li> </ul>				
<b>3</b>	<p><b>Synopsis</b></p> <p>This module introduces students to contemporary propaganda by looking into a number of case studies from different countries and contexts. Special attention is paid to propaganda in the context of political communication, political marketing and PR. Students will critically reflect upon the techniques and strategies of propaganda, manipulation and persuasion. It looks at the role of political ideologies, populism and conspiracy theories that are part of campaigns and information wars. How do they impact on international politics? Can ethical considerations or the freedom of expression help to dispel the negative effects of propaganda? The seminar enable students to develop skills in interpretation and communication.</p>				
<b>4</b>	<p><b>Learning and Teaching Strategy</b></p> <p>Teaching will take place in blocked seminar sessions, supported by directed readings stipulated in the module guide. The seminars will include the analysis of case studies covering a range of different designs. Students are given writing-guidance on their reports and feedback on their presentations. Emphasis will be placed on group work.</p>				
<b>5</b>	<p><b>Assessment</b></p> <p>Essay (4000 words)</p>				
<b>6</b>	<p><b>Module Tutor</b></p> <p>Prof. Dr. Gintaras Aleknonis</p>				
<b>7</b>	<p><b>Literature</b></p> <p>Readings will be given to students upon commencement of the course.</p>				
<b>8</b>	<p><b>Additional Information</b></p> <p>Lectures are scheduled on April 7 – 9, 2017 and June 9 – 11, 2017 daily from 9:00 AM till 5:00 PM with 2 coffee breaks and 1 lunch break.</p>				

<b>Option: Film Analysis</b>					
<b>Level</b>	<b>Workload (hours)</b>	<b>Credit Points</b>	<b>Terms Offered</b>	<b>Frequency</b>	<b>Duration</b>
5	150	5	Summer term	Once a year	Semester long
<b>1</b>	<b>Weekly Seminar hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<b>Learning Outcomes</b> Upon completion of this module students will be able to: <ul style="list-style-type: none"> <li>- Identify the formal components of film texts.</li> <li>- Understand the concepts required for the analysis and interpretation of film texts.</li> <li>- Deploy these concepts in the analysis of films.</li> <li>- Develop their oral and written skills.</li> </ul>				
<b>3</b>	<b>Synopsis</b> Like the film medium itself, the study of motion pictures has a long and diverse tradition and this course will introduce the students the basic analytical and critical concepts associated with the study of film form. The focus will be to gain an understanding of the various ways movies as artistic visual products create meaning. To this end, the module will look closely at different forms of artistic expression, including narrative structure, camera techniques, editing, sound, lighting and mis-en-scène. The ultimate goal of this course is to help to understand that movies are not merely entertainment to be passively consumed but to be considered as a form of art and therefore worthy of a closer look and aesthetic analysis. The module provides students with the opportunity to develop their own interpretative skills via close textual analysis of films from a range of national cinemas and historical periods. It involves weekly four-hour seminars, each one introducing one aspect of film aesthetics (lighting, sound, cinematography, etc.).				
<b>4</b>	<b>Learning and Teaching Strategy</b> Teaching will take place in weekly four-hour seminars, supported by directed readings dealing with specific case studies. Individual sessions will focus on different aspects of film production, genres and reception. Students are required to make positive contributions to the learning experience. They are expected to prepare for seminars by studying books, articles, films and internet sources, references to which are provided by the module guide and supplementary material posted on the e-learning portal. They are also encouraged to develop communication skills by taking an active part in group discussions.				
<b>5</b>	<b>Assessment</b> Essay (4000 words)				
<b>6</b>	<b>Module Tutor</b> Hauke Sterner, M.A.				
<b>7</b>	<b>Literature</b> Readings will be given to students upon commencement of the course.				
<b>8</b>	<b>Additional Information</b> Klicken Sie hier, um Text einzugeben.				



**Option: Research Project**

<b>Level</b> 5	<b>Workload (hours)</b> 300	<b>Credit Points</b> 10	<b>Terms Offered</b> Summer and winter term	<b>Frequency</b> Every semester	<b>Duration</b> Semester long
<b>1</b>	<b>Weekly Seminar hours</b> 2	<b>Contact Time (hours)</b> 24	<b>Independent Study Time (hours)</b> 276	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<b>Learning Outcomes</b> Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- Demonstrate knowledge of a media-related subject.</li> <li>- Develop appropriate research questions and methodologies.</li> <li>- Demonstrate competence in note taking, research, IT, communication, information gathering skills and bibliographic skills.</li> <li>- Reflect upon their own knowledge and research practice.</li> </ul>				
<b>3</b>	<b>Synopsis</b> Students undertaking this module will be required to produce a structured research project in a media-related area (which could include subjects that draw from film studies, journalism, cultural studies, communication studies, PR and television studies). Practice-led projects are privileged. By working on individual group projects, students will further develop their understanding of and competences in the process of research itself. The module will involve attendance at a series of group and individual tutorials. Projects will be chosen from a list provided by the module tutor but can also be self-devised.				
<b>4</b>	<b>Learning and Teaching Strategy</b> Teaching will take place in weekly 90 minute small-group tutorials. Early sessions will help students to identify research questions, devise an appropriate research design and establish key terms of reference. Initial presentations will test some of the ideas of the research projects. Students may use all broadcasting and newsroom facilities of the university of applied sciences for their projects.				
<b>5</b>	<b>Assessment</b> Essay (4000 words) or equivalent practice-based project				
<b>6</b>	<b>Module Tutor</b> Prof. Dr. Tobias Hochscherf				
<b>7</b>	<b>Literature</b> Readings will be given to students upon commencement of the course.				
<b>8</b>	<b>Additional Information</b> Klicken Sie hier, um Text einzugeben.				

## Winter term

<b>Option: Issues and Risk Management</b>					
<b>Level</b>	<b>Workload (hours)</b>	<b>Credit Points</b>	<b>Terms Offered</b>	<b>Frequency</b>	<b>Duration</b>
5	150	5	Winter term	Once a year	Semester long
<b>1</b>	<b>Weekly Seminar hours</b>	<b>Contact Time (hours)</b>	<b>Independent Study Time (hours)</b>	<b>Class Size (no. of students)</b>	
	4	45	105	12	
<b>2</b>	<p><b>Learning Outcomes</b></p> <p>Upon completion of this module students will:</p> <ul style="list-style-type: none"> <li>- Have insight in the development of issues management and policy making.</li> <li>- Have knowledge within the academic field of issue and crisis management and insight into heuristics and decision making under stress.</li> <li>- Have knowledge about risk, issues and crisis communication.</li> <li>- Have knowledge about post crisis concerns, including containment and recovery.</li> </ul>				
<b>3</b>	<p><b>Synopsis</b></p> <p>The course will give a visual and case-oriented presentation of the key concepts of Issues Management, Risk Communication, Corporate Social Responsibility and Public Relations. An important perspective will also be how the concept of Risk Society Theory presents both an historic background and a contemporary model in assessing these issues.</p> <p>In Public Relations, the topic of Issues Management relates to Crisis Management. For Journalists or other Media and Communication Professionals it is vital to understand how a single issue, however insignificant it might seem in early stages – evolve to a potential or probable risk, and in some cases, that we will discuss – erupts in to full-scale crises. However, if handled the right way – these issues become learning points in risk management later, and finally can serve as key structures in the organisations normal operations and your everyday life later.</p> <p>Therefore, Issues Management can be the tactics behind organisations Risk Communication and it can be the road map before a crisis and part of the Crisis Management.</p>				
<b>4</b>	<p><b>Learning and Teaching Strategy</b></p> <p>Teaching will take place in blocked seminar sessions, supported by directed readings stipulated in the module guide. The seminars will include the analysis of case studies covering current risk and crisis events. Students are given writing-guidance on their essays.</p>				
<b>5</b>	<p><b>Assessment</b></p> <p>Oral presentation (50%) and essay (1200-1600 words)</p>				
<b>6</b>	<p><b>Module Tutor</b></p> <p>Assistant Prof. Kristian Fuglseth (Volda University College, Norway)</p>				
<b>7</b>	<p><b>Literature</b></p> <p>Readings will be given to students upon commencement of the course.</p>				
<b>8</b>	<p><b>Additional Information</b></p> <p>Teaching will take place during two weekends.</p>				

**Option: Event PR & Social Media in Practice – COOL**

Level	Workload (hours)	Credit Points	Terms Offered	Frequency	Duration
5	150	5	Winter term	Once a year	Semester long
<b>1</b>	<b>Weekly Seminar hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<b>Learning Outcomes</b> Upon completion of this module students will be able to: <ul style="list-style-type: none"> <li>- Have theoretical and practical knowledge of event PR and social media tools for marketing and event communication.</li> </ul>				
<b>3</b>	<b>Synopsis</b> This seminar will accompany the conference COOL 5.0 (Campus Ocean Offshore Learning) on Helgoland from 14-17 November 2016. Participants will manage the complete public relations for the conference from the planning stages to the actual event, wrap-up and preparation for next year's COOL. Event PR and communication is a demanding area of corporate. Social Media offer innovative tools for public relations, market communication and marketing and allow for direct communication with users and direct feedback. During the conference participants will identify, plan and implement a meaningful use of various social media tools for public relation and remote participation. A newsroom will be established on site for the time of the conference. This seminar is conducted in co-operation with the Faculty of Mechanical Engineering (Prof. Dipl.-Ing. Peter Quell).				
<b>4</b>	<b>Learning and Teaching Strategy</b> Teaching will take place in weekly seminars, supported by directed readings dealing with specific case studies. Individual sessions will focus on the various aspects of event PR and Social Media strategies. They are expected to prepare for seminars by studying books, articles, films etc. which are provided by the module tutor. They are also encouraged to develop communication skills by taking an active part in group discussions. A four-day excursion to Helgoland for the conference COOL 5.0 in November is an integral part of this seminar. Part of the travel costs (ca. EUR 100) need to be covered by the participants.				
<b>5</b>	<b>Assessment</b> Project report (2000 words)				
<b>6</b>	<b>Module Tutor</b> Christian Möller, M.A. / Florian Mewes, B.A				
<b>7</b>	<b>Literature</b> Readings will be given to students upon commencement of the course.				
<b>8</b>	<b>Additional Information</b> A 4-day excursion to the Isle of Helgoland is a mandatory part of the seminar. Weather conditions might lead to unforeseen changes to the travel schedule. Part of the travel costs (approximately EUR 80-100) need to be covered by participants themselves.				

**Option: Social Media and Information Environments**

Level	Workload (hours)	Credit Points	Terms Offered	Frequency	Duration
5	150	5	Winter term	Once a year	Semester long
1	<b>Weekly Seminar hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
2	<b>Learning Outcomes</b> Upon completion of this module students will be able to: <ul style="list-style-type: none"><li>- Be familiar with the main concepts and theories related to social media and social networks in digital environments.</li><li>- Understand the ethical issues related to activities in digital environments.</li><li>- Be able to apply theoretical knowledge gained during the course in analysis of real-life cases from institutions located in Kiel.</li><li>- Be able to generate their own content in collaborative environments such as Wikipedia.</li></ul>				
3	<b>Synopsis</b> The course gives a detailed overview of the main definitions and concepts related to the digital information environment and social media. This knowledge will be combined with practical experience about the use of social media for self-presentation and for professional purposes in different organizations, including governmental organizations and SMEs. Students will have the opportunity to explore and learn the practices of social media use in different organizations located in Kiel. Attention will be paid to ethical issues related to activities in digital environments.  Main topics to be covered during the course are social media and social networks: main definitions and concepts, theoretical perspectives on social media, the presentation of self on social media, social media in public sector and SMEs, incl. the ROI, data aggregation and visualization tools, collaborative knowledge generation: the case of Wikipedia, internet trolling – how to handle it and ethics in digital environments.				
4	<b>Learning and Teaching Strategy</b> Teaching will take place during two weekends with seminars and practice-led workshops. Early sessions will involve initial presentations by the tutor that establish key terms of reference, with these followed by small group and whole group discussion of issues raised. As the module progresses, there is an increased stress on students' own contributions in sessions. The seminars will also provide students with opportunities to develop issues they have learned independently.				
5	<b>Assessment</b> Exam (1.5 hours)				
6	<b>Module Tutor</b> Mg.sc.soc Agnese Karaseva / Dr.sc.comm Jānis Buholcs				
7	<b>Literature</b> Readings will be given to students upon commencement of the course.				
8	<b>Additional Information</b> Lectures blocked on two weekends. No regular sheduled teaching during the term.				

**Option: Television Studies**

Level	Workload (hours)	Credit Points	Terms Offered	Frequency	Duration
5	150	5	Winter term	Once a year	Semester long
<b>1</b>	<b>Weekly Seminar hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<p><b>Learning Outcomes</b></p> <p>Upon completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of key issues relating to television production, distribution and reception.</li> <li>- Engage with different critical approaches to the study of television.</li> <li>- Construct reasoned arguments supported by evidence relating to current or historical developments in television.</li> <li>- Analyse televisual texts in a meaningful way</li> <li>- Communicate ideas clearly in written form</li> <li>- Reflect upon their own knowledge and research practice.</li> </ul>				
<b>3</b>	<p><b>Synopsis</b></p> <p>This module will introduce students to contemporary developments in television studies by focussing on contemporary or historical developments. Using case studies drawn mainly from European or Anglo-American television, the module examines important issues relating to specific programmes, television production or reception. Besides narrative and aesthetic aspects, students will also learn about scheduling, public service broadcasting, streaming services, stars, audiences, and debates around quality. One of the key aims of the module is to familiarise students with a range of common approaches used in television studies, and to encourage students to debate these critically and apply them to recent developments.</p>				
<b>4</b>	<p><b>Learning and Teaching Strategy</b></p> <p>Teaching will take place in weekly four-hour seminars, supported by directed readings dealing with specific case studies. Individual sessions will focus on the various aspects of television. Students are required to make positive contributions to the learning experience. They are expected to prepare for seminars by studying books, articles, films and internet sources, references to which are provided by the module guide and supplementary material posted on the e-learning portal. They are also encouraged to develop communication skills by taking an active part in group discussions.</p>				
<b>5</b>	<p><b>Assessment</b></p> <p>Essay (4000 words)</p>				
<b>6</b>	<p><b>Module Tutor</b></p> <p>Prof. Dr. Tobias Hochscherf / Prof. Dr. Matthias Bauer</p>				
<b>7</b>	<p><b>Literature</b></p> <p>Readings will be given to students upon commencement of the course.</p>				
<b>8</b>	<p><b>Additional Information</b></p> <p>Klicken Sie hier, um Text einzugeben.</p>				

**Option: Audiovisual Editing**

Level	Workload (hours)	Credit Points	Terms Offered	Frequency	Duration
5	150	5	Winter term	Once a year	Semester long
1	<b>Weekly Seminar Hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
2	<b>Learning Outcomes</b> Upon completion of this module students will be able to: <ul style="list-style-type: none"><li>- Demonstrate profound skills of digital editing tools to produce appropriate montage for different generic and narrative forms</li><li>- Demonstrate the ability to work collaboratively and independently.</li><li>- Critically discuss how editing techniques are used in a professional work environment to achieve a high level of stylistic and aesthetic narration appropriate for different target audiences.</li><li>- Work efficiently within a short time frame and other constraints that may occur during the production of audiovisual media.</li></ul>				
3	<b>Synopsis</b> This course introduces students to the basic concepts of editing. It enables students to develop skills in planning an edit, editing pictures and sound for television, film and online media under different conditions, including time constraints. Through a series of tasks and smaller projects, students will develop their own creative skills and strategies to edit clips for different media, genres and target audiences effectively.				
4	<b>Learning and Teaching Strategy</b> Teaching will take place in weekly four-hour seminars, supported by directed readings dealing with specific case studies and practical exercises on non-linear editing software. Students are required to make positive contributions to the learning experience. They are expected to prepare for seminars by studying books, articles, films and internet sources, references to which are provided by the module guide and supplementary material posted on the e-learning portal. They are also encouraged to develop communication skills by taking an active part in group discussions.				
5	<b>Assessment</b> Project (production of video essays)				
6	<b>Module Tutor</b> Hauke Sterner, M.A.				
7	<b>Literature</b> Readings will be given to students upon commencement of the course.				
8	<b>Additional Information</b> Klicken Sie hier, um Text einzugeben.				

**Option: Blogs and Web Publishing**

<b>Level</b> 5	<b>Workload (hours)</b> 150	<b>Credit Points</b> 5	<b>Terms Offered</b> Winter term	<b>Frequency</b> Once a year	<b>Duration</b> Semester long
<b>1</b>	<b>Weekly Seminar Hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<b>Learning Outcomes</b> Upon completion of this module students will be able to: <ul style="list-style-type: none"> <li>- Understand the importance of teamwork and the specific requirements of a web-publishing environment.</li> <li>- Create clean, interesting content as per a set brief and deadline.</li> <li>- Use social media effectively to grow an online audience.</li> <li>- Produce engaging, original, relevant images to accompany articles in a language suitable for online media</li> <li>- Design a functional, visually attractive website by understanding the conventions of website development.</li> </ul>				
<b>3</b>	<b>Synopsis</b> In this hands-on course students will form an editorial team and create an English-speaking website from the ground up, engaging in all elements of web publishing, from design to content to photography to social media. The website will focus on Kiel and its surrounds and target tourists and English-speaking locals. Students will assist in electing various editorial roles and then work within these roles to design, create, publish, and advertise the website through its social media channels. Ideally students will be assigned roles within the team that play to their strength and afford them hands on experience in one of the following elements of online publishing: site design, content creation, photography and social media.				
<b>4</b>	<b>Learning and Teaching Strategy</b> Teaching will take place in weekly 90-minute practice-led workshops. Early sessions will involve initial presentations by the tutors and web publishers that outline the practical project and establish key terms of reference, with these followed by small group and whole group discussion of issues raised. Having developed new format ideas for blogs or alternative web formats, the module will increasingly pay attention to students' own contributions in practice-led sessions.				
<b>5</b>	<b>Assessment</b> Project				
<b>6</b>	<b>Module Tutor</b> Liv Hambrett, M.A.				
<b>7</b>	<b>Literature</b> Readings will be given to students upon commencement of the course.				
<b>8</b>	<b>Additional Information</b> Klicken Sie hier, um Text einzugeben.				

**Option: Media Representation: Journalistic and Mainstream Media**

<b>Level</b> 5	<b>Workload (hours)</b> 150	<b>Credit Points</b> 5	<b>Terms Offered</b> Winter term	<b>Frequency</b> Once a year	<b>Duration</b> Semester long
<b>1</b>	<b>Weekly Seminar Hours</b> 4	<b>Contact Time (hours)</b> 45	<b>Independent Study Time (hours)</b> 105	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<p><b>Learning Outcomes</b></p> <p>Upon completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand and engage with the basics of feminism, gender identity and race.</li> <li>- Engage analytically with numerous examples of mainstream journalistic media.</li> <li>- Analyse common representations of various socio-cultural groups in news reporting, and the shortcomings and successes of these common representations.</li> <li>- Develop own ideas of how media could better service consumers of news.</li> </ul>				
<b>3</b>	<p><b>Synopsis</b></p> <p>This module examines how news media reports on various socio-cultural groups influences how we understand and approach the world around us.</p> <p>In doing so, students will engage with current discussions surrounding race, identity, privilege, sexuality, and gender. Topical terms that have entered mainstream vernacular, such as whitewashing and white privilege, will also be explored, as will their impact on culture.</p> <p>Through case studies, students will analyse instances where the media has both succeeded and failed in its job of responsible reporting and representation, and how that has influenced public opinion for better or for worse.</p>				
<b>4</b>	<p><b>Learning and Teaching Strategy</b></p> <p>Teaching will take place in weekly 90 minute seminars, supported by directed readings stipulated in the module guide. The seminars will use a range of case studies on the various aspects of media representations and their different manifestations across a range of different national contexts and historical periods. Students are expected to prepare for seminars by studying books, articles, films etc. which are provided by the module tutor. They are also encouraged to develop communication skills by taking an active part in group discussions and presentations.</p>				
<b>5</b>	<p><b>Assessment</b></p> <p>Essay (3000 words)</p>				
<b>6</b>	<p><b>Module Tutor</b></p> <p>Olivia Hambrett, M.A.</p>				
<b>7</b>	<p><b>Literature</b></p> <p>Readings will be given to students upon commencement of the course.</p>				
<b>8</b>	<p><b>Additional Information</b></p> <p>Klicken Sie hier, um Text einzugeben.</p>				



**Option: Research Project**

<b>Level</b> 5	<b>Workload (hours)</b> 300	<b>Credit Points</b> 10	<b>Terms Offered</b> Summer and winter term	<b>Frequency</b> Every semester	<b>Duration</b> Semester long
<b>1</b>	<b>Weekly Seminar hours</b> 2	<b>Contact Time (hours)</b> 24	<b>Independent Study Time (hours)</b> 276	<b>Class Size (no. of students)</b> 12	
<b>2</b>	<b>Learning Outcomes</b> Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- Demonstrate knowledge of a media-related subject.</li> <li>- Develop appropriate research questions and methodologies.</li> <li>- Demonstrate competence in note taking, research, IT, communication, information gathering skills and bibliographic skills.</li> <li>- Reflect upon their own knowledge and research practice.</li> </ul>				
<b>3</b>	<b>Synopsis</b> Students undertaking this module will be required to produce a structured research project in a media-related area (which could include subjects that draw from film studies, journalism, cultural studies, communication studies, PR and television studies). Practice-led projects are privileged. By working on individual group projects, students will further develop their understanding of and competences in the process of research itself. The module will involve attendance at a series of group and individual tutorials. Projects will be chosen from a list provided by the module tutor but can also be self-devised.				
<b>4</b>	<b>Learning and Teaching Strategy</b> Teaching will take place in weekly 90 minute small-group tutorials. Early sessions will help students to identify research questions, devise an appropriate research design and establish key terms of reference. Initial presentations will test some of the ideas of the research projects. Students may use all broadcasting and newsroom facilities of the university of applied sciences for their projects.				
<b>5</b>	<b>Assessment</b> Essay (4000 words) or equivalent practice-based project				
<b>6</b>	<b>Module Tutor</b> Prof. Dr. Tobias Hochscherf				
<b>7</b>	<b>Literature</b> Readings will be given to students upon commencement of the course.				
<b>8</b>	<b>Additional Information</b> Klicken Sie hier, um Text einzugeben.				