Module 2

# Media Industry

## Incl. Traditional & New Media

December
2019

DIMELI4AC

## Project information

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| **Project Title:** | Digital Media Literacy for Active Citizenship |
| **Project Acronym:** | DIMELI4AC |
| **Grant Agreement Number:** | 2018-1-DE03-KA201-047411 |
| **Coordinator:** | Liebniz Universität Hannover |
| **Project Website:** | www.dimeli.eu |

# Traditional Media
## Topic 1

## 1 Learning Objectives

1. Understand the definition of Traditional Media
2. Recognize the different types of Traditional Media
3. Participate in Traditional Media conversations
4. Analyse and Evaluate the content shared through Traditional Media

## 2 General Description

The topic provides information on Traditional Media and the different types of traditional media (e.g. TV, Radio, Printed Material).

## 3 Introduction to the Topic

Traditional Media represents a form of communication that employs vocal, verbal, and visual form, transmitted through the use of Television, Radio and printed material (newspaper, article, magazine etc.).

## 4 Framework

| TOPIC 1 | Indicators (Level) | Benchmarks (Aim) | Syllabus | Activity | Resources / Scenarios Basic (10-12 y.o.) | Resources / Scenarios Advanced (12-15 y.o.) | Assessment |
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| TRADITIONAL MEDIA | Understand | The student understands the different kinds of media and recognizes the types of traditional media (TV, Radio, Printed material). The students acknowledge the impact of traditional media on their daily life. The student recognizes the limits of Traditional Media. | **1.** Definition of Traditional Media **2.** Types of Traditional Media (TV, Radio, Print) **3.** TV and Radio as a method for broadcasting news & for entertainment **4.** The role of newspaper **5.** The impact of TV, Radio and Newspaper **6.** Limitations of Traditional media (e.g. not many available news resources) | Lecture via Online Tools | Presentation | Presentation | Quiz |
| | Engage / Interact | The student interacts with a TV advertisement. | **1.** TV advertisements during prime time | Lecture via Online Tools | Screenshots of TV Ads Audio file with | Screenshots of TV Ads Short clip with | |

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| | | 2. Radio advertisements during a music show<br>3. Participate in a class conversation regarding a TV advertisement | | Radio Ad | TV Ad | |
| Analyze | The student can analyse the specific marketing purposes of TV and Radio advertisements. | 1. Marketing techniques through TV and Radio Ads<br>2. Marketing psychology and human behavior<br>3. Methods of recognizing targeted marketing (e.g. advertisement on TV during breaktime of broadcasting News) | Lecture via Online Tools | Presentation | Presentation and scenario based on marketing advertisements on TV (e.g. Advertisement on TV with marketing purpose) | Right/Wrong Questions |
| Evaluate | The student can assess on marketing messages through TV, Radio and printed media (e.g. newspaper).<br><br>The student can evaluate and choose their preferred source of information (TV, | 1. Ways to spot hidden messages of marketing through TV ads<br>2. Define the language and evaluate the purpose of a TV ad<br>3. Assess the different types of information received (TV, Radio, Printed) | Lecture via Online Tools | Presentation | Presentation with case study on TV ads<br><br>Newspaper with visual ads (e.g. supermarket ads) | Right/Wrong Questions |

| | | Radio, Printed Material) | | | | | |
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| | Create | The student can create an advertisement with marketing manipulation messages for TV, Radio or Newspaper. | **1.** Methods to create advertisement with marketing purpose<br><br>**2.** Ways of creating a critical thought against marketing advertisements on TV and Radio.<br><br>**3.** How to create awareness on targeted marketing<br><br>**4.** Methods to apply for marketing manipulation avoidance | Lecture via Online Tools | Presentation | Presentation with case study | Create ad for newspaper (e.g. image)<br><br>Create ad for Radio using voice recorder |

# New Media (Social Media)
## Topic 2

## 1 Learning Objectives

1. Understand the basic concepts of new media and social media
2. Acknowledge the difference between new media and traditional media
3. Interact with content from different social media platforms (FB, Instagram, YouTube)
4. Create content in the form of audio, video, image or text for social media

## 2 General Description

The topic provides information and understanding on the concept of new media, focusing on social media and the transition from traditional media.

## 3 Introduction to the Topic

New media is essentially a way of communicating through different forms of electronic devices and the use of computer technology. There are different forms of new media, with social media being the most known. The focus of this topic will be on social media platforms, the interaction through different platforms (e.g. Facebook, Instagram, YouTube) and the creation of different types of content (e.g. audio, video, text, image).

## 4 Framework

| TOPIC 2 | Indicators (Level) | Benchmarks (Aim) | Syllabus | Activity | Resources / Scenarios *Basic* (10-12 y.o.) | Resources / Scenarios *Advanced* (12-15 y.o.) | Assessment |
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| NEW MEDIA (SOCIAL MEDIA) | Understand | The student understands what new media is and acknowledges the difference between new media and traditional media. The student understands the types of content (audio, video, image, text) shared on social media (FB, Instagram, YouTube, Twitter). | **1.** Definition of New Media **2.** Types of New Media **3.** Difference between Traditional media and New Media **4.** Types of social media platforms **5.** Impact of social media **6.** Risks associated with news on social media, communication behavior and entertainment content **7.** Digital content (audio, video, image, text) on social media platforms | Lecture via Online Tools | Presentation | Presentation | Quiz |

| Engage / Interact | The student engages in situations with plethora of online news found on social media platforms (FB, Instagram).<br><br>The student interacts with entertainment content like audio, video and/or image on social media platforms (FB, YouTube, Instagram). | **1.** Online news on social media platforms (FB, IG)<br>**2.** Reliable vs Unreliable sources of online news<br>**3.** Audio content as a form of entertainment<br>**4.** Video content as a form of entertainment<br>**5.** Text/Image content as a form of entertainment | Lecture via Online Tools | Video | Video | |
| --- | --- | --- | --- | --- | --- | --- |
| Analyze | The student can analyse the reliability of online news on social media (FB, IG).<br><br>The student can analyse behavioural traits behind shared content (audio, video, text, image) on social media (FB, Instagram, Twitter, YouTube). | **1.** Reliable and unreliable online news on social media (FB, IG)<br>**2.** Patterns of behavior behind Facebook, Instagram, Twitter posts, and YouTube video content. | Lecture via Online Tools | Practice scenario | Practice scenario | Analysis of data using practice scenario |
| Evaluate | The student can assess reliable online webpages and news through social media | **1.** Ways to spot reliable online news and websites | Lecture via Online Tools | Source scenario | Source scenario | Right or Wrong based on scenarios |

| | | platforms (FB, Twitter) and reflect on their credibility.<br><br>The student can critically evaluate the personal content (audio, video, text, image) shared on social media platforms (FB, IG, Twitter, YouTube) and engage with it. | **2.** Defining the credibility of online news and sources<br>**3.** Critically evaluate and engage personal content of others | | | | |
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| | Create | The student creates critical and valuable content (audio, video, text, image).<br><br>The student shares the content created on the right social media platform with specific purpose (FB, Twitter, YouTube, IG). | **1.** Audio, video, text and image content creation<br>**2.** Sharing audio, video, text and image content on social media platforms (IG, FB, Twitter, YouTube) | Lecture via Online Tools | Content creation on mobile phone and personal computer | Content creation on mobile phone and personal computer | |