




5.00 credits

30.0 h

Q1

Teacher(s)	Jacques Jerry ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	<p>The evaluation modalities vary between the first and second session</p> <p>First session</p> <ul style="list-style-type: none"> • Continuous assessment in the form of active participation in the directed reading and writing exercise (50% grade) • Written exam on the theory modules seen in the course (50% grade) <p>Second session</p> <ul style="list-style-type: none"> • Written exam covering the entire course (theory modules + debates) (100% grade)
Teaching methods	<p>The course is based on a participatory pedagogy. In addition to lectures, students will be encouraged to discuss media literacy issues through a guided reading and writing exercise. Depending on the annual theme, students will be provided with a portfolio of suitable texts.</p> <p>In addition, researchers and practitioners will be invited to contribute to the debates.</p> <p>Note: Given the "multi-site" nature of this course, co-modality will be applied. Attendance and active participation during the sessions will be required for the continuous assessment (session 1).</p>
Content	<p>This course will address the link between media literacy, media education and education through media; he will discuss the concept of media literacy with regard to other concepts present in the literature (digital literacy, information literacy, computer literacy, etc.); it will deal with different analytical frameworks for evaluating media activities (e.g. reading, writing, navigating, organizing) and the dimensions of associated skills (e.g. technical, social, informational); Finally, it will address the challenges in terms of skills related to contemporary technologies and their uses.</p> <p>This teaching will be structured in different modules (the order is subject to change) :</p> <ol style="list-style-type: none"> 1. Module 1: Introduction to the notions of media literacy and media education, as well as other literacies revolving around these two terms. 2. Module 2: Media Literacy and Media Education Reference Frameworks. 3. Module 3: The implementation of media education and media literacy in French-speaking Belgium, from past to present. 4. Module 4: Evaluating Media Competences and Observing Media Practices : A Complex Approach 5. Module 5: Perspectives on "New Forms of Literacies" <p>In a non-recurring way, the course will give place to interventions of Belgian or foreign researchers, experts in the field.</p>
Bibliography	<p>Références (exemple)</p> <p>Auferheide (1993). <i>Report on the National Leadership Conference on Media Literacy</i>. Queenstown (M.D.): Aspen Institute ;</p> <p>Buckingham (2009). <i>The future of media literacy in the digital age: some challenges for policy and practice</i>, 2nd European Congress on Media Literacy, Bellaria (IT), 21-24 october 2009 ;</p> <p>Fastrez (2010). <i>Quelles compétences le concept de littératie médiatique englobe-t-il ? Une proposition de définition matricielle</i>, <i>Recherches en Communication</i>, 33(1): 35-52 ;</p> <p>Feuerstein (1999). <i>Media Literacy in Support of Critical Thinking</i>, <i>Journal of Educational Media</i>, 24(1): 43-54 ;</p> <p>Hobbs (1998). <i>The seven Great Debates in the Media Literacy Movement</i>, <i>Journal of Communication</i>, 48(1):16-32 ;</p> <p>Livingstone (2003). <i>The changing nature and Uses of Media Literacy</i>, <i>Media@LSE</i>, Electronic Working Paper, 4, see: http://eprints.lse.ac.uk/.</p>

<p>Other infos</p>	<p>This course is also given to "Master in Media Education" students (co-diplomation IHECS-UCLouvain) and is borrowed by students of the Master in Communication of UCLouvain Mons.</p> <p>English-friendly Course</p> <ul style="list-style-type: none"> • Reading: bibliographical references in English can be provided • Questions: students can ask their questions in English • Evaluation: students can do presentations and answer exam questions in English • Dictionary: students are allowed to use a dictionary (monolingual French dictionary or bilingual French-mother tongue dictionary, as specified by the teacher), including for exams <p>Use of Generative AI</p> <p>The use of artificial intelligence in the assessment of this course is governed by the rules set out in the faculty memorandum on the subject, which is available on the faculty intranet in the information for students section.</p> <p>Any use of AI tools for brainstorming, research or writing assistance must be clearly and transparently mentioned.</p> <p><i>"If part of the task can be accomplished using AI tools, it is essential that the result be reviewed and integrated into a personal approach. The student should take the necessary distance, particularly with regard to the limits and risks of these tools. It should also be pointed out that when a text is submitted to a generative AI, the latter may reuse it in subsequent learning, which may raise issues of confidentiality and copyright."</i> (faculty memorandum on the use of generative AI).</p>
<p>Faculty or entity in charge</p>	<p>COMU</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Anthropology	ANTR2M	5		
Master [120] in Multilingual Communication	MULT2M	5		
Master [120] in Communication	CORP2M	5		
Master [120] in Information and Communication Science and Technology	STIC2M	5		
Master [120] in Translation	TRAD2M	5		
Master [60] in Information and Communication	COMU2M1	5		
Master [120] in History	HIST2M	5		
Advanced Master in Visual Cultures	VISU2MC	5		
Master [120] in Ethics	ETHI2M	5		
Master [120] in Philosophy	FILO2M	5		
Master [120] in Communication	COMM2M	5		
Master [60] in History of Art and Archaeology : General	ARKE2M1	5		
Master [120] in Journalism	EJL2M	5		
Master [120] of Education, Section 4 : Social Sciences	SSOL2M4	5		
Master [120] of Education, Section 4 : Philosophy and Citizenship	FILO2M4	5		