

Syllabus

Course Description

Course Title	Media Studies
Course Code	47211
Course Title Additional	
Scientific-Disciplinary Sector	GSPS-06/A
Language	English
Degree Course	Master in Critical Creative Practices
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Andreas Bernhard Josef Metzner-Szigeth, Andreas.Metzner-Szigeth@unibz.it https://www.unibz.it/en/faculties/design-art/academic-staff/person/36698
Teaching Assistant	
Semester	Second semester
Course Year/s	1st year
CP	6
Teaching Hours	30
Lab Hours	0
Individual Study Hours	0
Planned Office Hours	18
Contents Summary	The course offers a general overview of media studies, focusing on the evolving role of media at the intersection of nature, culture, and technology. It introduces key patterns in media and communication, tracing the historical development of media types and their societal impacts. Students explore essential theories and communication models, analyze the transition from orality to literacy, and critically evaluate the evolution of mass media and its effects on society. Further emphasis is placed on the societal dimensions of the complex of information and communication technologies, computer-mediated communication and social networks, including their roles in modernization and post-industrial

	change. The course combines theoretical, empirical, and practice-oriented approaches to foster critical thinking and media competence. Special attention is given to sustainability and the transformative potential of media for eco-social change.
Course Topics	The curricular concept of this course aims to provide an introduction to essential approaches to media studies, including: 1. Studies of media and communication as an interdisciplinary endeavor 2. Types and characteristics of media and lines of their evolution 3. Models of communication and approaches to the passage from oral to written language 4. The development of mass media, from printing to broadcasting, and their social impact 5. Societal dimensions and the transformative capacities of Information & Communication Technologies (ICTs) and Computer-Mediated Communication (CMC) 6. Media competence in general as well as with regard to intercultural and professional contexts
Keywords	Media Evolution, Communication Models, Societal Impacts, Agendas and Framings, Media Competences.
Recommended Prerequisites	none
Propaedeutic Courses	none
Teaching Format	Frontal lectures as well as accompanied group exercises, discussions, common reading and elaboration of individual assignments.
Mandatory Attendance	Recommended
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding Know digital and analogue technologies and their applications in visual arts and design; possess specific knowledge on the cultural, social and ethical implications of the use of technologies in artistic practices; Understand the processes of integrating technologies into creative contexts, analyzing them considering the connections with other fields of knowledge, such as the philosophy of technology, computer science and cognitive sciences.

	Applying knowledge and understanding Use advanced software and digital techniques to create innovative works of art and design; Experiment with augmented reality, 3D printing, artificial intelligence and other technological tools to expand the boundaries of artistic practices; Collaborate with engineers, programmers and other professionals to develop interdisciplinary projects that integrate art and technology. Making judgements Collect and interpret cultural and material data from the fields of art, design, technology and spatial and curatorial practices, demonstrating the ability to place events, works and production operations in the historical context and current trends; Grasp the authority and evaluate the reliability of the various available sources; Reflect and express an independent judgement, including on social, ethical and political-cultural issues; Interpret specific facts and events, within subject of their field of study. Communication skills Writing scientific and technical articles and reports with clarity and effectiveness; Presenting projects and ideas verbally in a professional and convincing manner. Learning skills The strengthening of the critical and operational autonomy of students; The development of their ability to choose, compare and adapt to new knowledge and technologies.
Specific Educational Objectives and Learning Outcomes (additional info.)	The course encourages students to explore foundational and emerging perspectives in media and communication through interdisciplinary inquiry. Learners will engage with diverse

	theoretical and practical approaches to better understand the evolving role of media in society and reflect on its broader implications.
Assessment	The course evaluation is based on a balanced combination of continuous coursework and a final examination. Students are required to read selected academic texts and prepare introductory presentations on key approaches, models, and findings, which contribute 50% to the final grade. In parallel, each student must complete a major assignment analyzing the media coverage of specific cases related to a shared thematic focus, also weighted at 50%. The findings of the media coverage analysis are presented in class to allow for peer and instructor feedback. Finally, they need to be submitted as a written report a week before the final examination. The final examination is a brief oral examination based on the student's achievements. For not attending students: Not attending students are those not regularly present in class and not delivering all required assignments during the time span of the course. They have to study completely on their own on the basis of a list of essential literature (that will be published in the MS TEAMS domain of the course as well) in order to prepare themselves to an extensive written final examination that will provide the final mark.
Evaluation Criteria	For this course the appraisal of the students' performance will be carried out under careful application of the following criteria: - mastery of language for expressing course related contents (also under consideration of the fact that the teaching language might not be the students mother tongue) - ability to work in a team and use individual faculties successfully in interactive processes - consistency in the elaboration of written reports - clarity in the preparation of oral presentations - capability to summarize, evaluate, and establish relationships between topics - ability to reflect about different standpoints, perspectives and preferences and discuss these issues critically, appropriate and mindful - distinctness in answering questions about the results of the assignments, especially the final one, and explicitness in displaying the outcome of the students work.

	Criteria relevant for the assessment of not-attending students are: - distinctness in answering the questions of the extensive written examination correct and complete - ability to summarize, evaluate, and establish relationships between topics - ability to reflect about different standpoints, perspectives and preferences and discuss these issues critically, appropriate and mindful.
Required Readings	Briggle, Adam; Christians, Clifford G. (2010): Media and Communication. In: Frodeman, Robert; et al. (Ed.) (2010): The Oxford Handbook of Interdisciplinarity. Oxford: Oxford University Press, pp. 201- 213 De Mooij, Marieke (2014): Human and Mediated Communication Around the World. Cham: Springer Littlejohn, Stephen W.; Foss, Karen A. (2008): Theories of Human Communication. 9th ed., Belmont/CA: Thompson Lister, Martin; et. al. (2009): New Media: A Critical Introduction. London: Routledge The complete listing will be communicated the first day of class and provided in the courses MS TEAMS domain.
Supplementary Readings	Metzner-Szigeth, Andreas (Ed.) (2022): On the Interplay of Images, Imaginaries and Imagination in Science Communication. Florence: Olschki Schrader, Dawn E. (2015): Constructivism and Learning in the Age of Social Media - Changing Minds and Learning Communities. In: New Directions for Teaching and Learning, Dec. 2015, Vol. 2015 (144), pp.23-35 The complete listing will be communicated the first day of class and provided in the courses MS TEAMS domain.

Further Information	
Sustainable Development Goals (SDGs)	Quality education, Partnerships for the goals, Industry, innovation and infrastructure