Module Handbook

for the
Master's Program

"International Media Studies" (Master of Arts)

Updated: September 2025

Contact Persons:

Dean Prof. Dr. Iris Groß
Tel. 02241 865-306
iris.gross@h-brs.de

Hochschule Bonn-Rhein-Sieg
Department of Engineering
and Communication

Grantham-Allee 20
53757 Sankt Augustin
Tel. 02241 865-301

www.h-brs.de

Prof. Dr. Christoph Schmidt
Tel. 0228 429-2892
christoph.schmidt@dw.com

Deutsche Welle

DW Akademie
International Media Studies
Kurt-Schumacher-Str. 3
53113 Bonn
Tel. 0228 429-2891

www.ims-master.de

Table of Contents

Curriculum

1st Semester	2nd Semester	3rd Semester	4th Semester
Media & Development (6 CP) • Comparative Media Systems (2 SWS) • Media & Development I (1 SWS) • Media & Development II (1 SWS) • Academic Work (1 SWS)	**Media Practice (1 of 3) (4 CP)** Elective (3 SWS), e.g.: • Digital Multimedia • Cyber Security • Programming	**Elective II (1 of 3) (4 CP)** Media Practice/Research (3 SWS), e.g.: • New Journalism, and AI • Environmental Journalism • Research Project	**Master Thesis** **Colloquium** **(30 CP)**
Media, Education & Communication (6 CP) • Media Literacy (4 SWS) • Intercultural Comm. & Competence (2 SWS)	**Media, Politics & Society II (6 CP)** • Media Concentration & Media Governance (3 SWS) • Media in Conflict & Crisis Situations (3 SWS)	**Management Techniques (8 CP)** • Editorial Management (2 SWS) • Project Management (2 SWS) • Media Planning (2 SWS)	
Media, Politics & Society I (6 CP) • Political Communication (2 SWS) • Media Ethics (1 SWS) • Media Law (1 SWS) • Media & Globalization (1 SWS)	**Media & Communication Science (8 CP)** • Media & Communication Science (2 SWS) • Empirical Methods I (2 SWS) • Research Seminar Empirical Methods I (2 SWS) • New Media & Media Convergence (2 SWS)	**Study Project (6 CP)** Media Practice (2 SWS)	
Journalism (6 CP) • Journalism Theory (2 SWS) • Forms of Journalistic Writing (2 SWS) • Research (2 SWS)	**Media Management (8 CP)** • Controlling (2 SWS) • Human Resource Management (2 SWS) • Marketing/Public Relations (2 SWS)	**Empirical Methods II (6 CP)** • Empirical Methods II (2 SWS) • Research Practice (1SWS) • Research Evaluation & Presentation (1 SWS)	
Media Economics (6 CP) • General Media Economics (3 SWS) • Media Organization (1 SWS)	**Elective I (1 of 3) (4 CP)** Media Practice (3 SWS), e.g.: • 360 Degree Video • Technology Lab • Big Data, and Data Journalism	**Applied Research Projects (6 CP)** • Master Seminar (2 SWS) • Methodology Workshop (2 SWS)	

Study Schedule

Module	Classes	CT	Language	Examination	CHpW	CP	CHpW	CP	CHpW	CP	CHpW	CP
Media & Development	Comparative Media Systems	L	Eng.		2							
	Media & Development I	L	Eng.	ME	1	6						
	Media & Development II	L	Eng.		1							
	Academic Work	S	Eng.		1							
Media, Education & Communication	Media Literacy	S	Eng.	PME	4	6						
	Intercultural Communication & Competence	E	Eng.	PME	2							
Media, Politics & Society I	Political Communication	L	Eng.		2							
	Media Ethics	L	Eng.	ME	1	6						
	Media Law	L	Eng.		1							
	Media & Globalization	S	Eng.		1							
Journalism	Journalism Theory	S	Eng.		2							
	Forms of Journalistic Writing	S	Eng.	ME	2	6						
	Research	S	Eng.		2							
Media Economics	General Media Economics	L	Eng.	ME	3	6						
	Media Organization	S	Eng.		1							
Media Practice (Elective) 1 of 3, e.g.	Digital Multimedia / Cyber Security / Programming	P (Block)	Eng.	PR			3	4				
Media, Politics & Society II	Media Concentration & Media Governance	S	Eng.	ME			3	6				
	Media in Conflict & Crisis Situations	E	Eng.				3					
Media & Communication Science	Media & Communication Science	L	Eng.				2					
	Empirical Methods I	L	Eng.	ME			2	8				
	Research Seminar Empirical Methods I	S	Eng.				2					
	New Media & Media Convergence	S	Eng.				2					
Media Management	Controlling	S	Eng.				2					
	Human Resource Management	S	Eng.	ME			2	8				
	Marketing/Public Relations	S	Eng.				2					
Elective I (Media Practice) 1 of 3, e.g.	360-Degree Video / Technology Lab / Big Data, Data Journalism and Programming	P (Block)	Eng.	PR			3	4				
Elective II (Media Practice/Research) 1 of 3, e.g.	New Journalism, AI and Robot Use / Leadership Workshop / Research Project (e.g. Media in Conflict, Digital Newsroom, International Journalistic Standards)	P (Block)	Eng.	PR					3	4		
Management Techniques	Editorial Management	S	Eng.						2			
	Project Management	S	Eng.	ME					2	8		
	Media Planning	S	Eng.						2			
Study Project	Study Project	P (Block)	Eng	ME					2	6		
Empirical Methods II	Advanced Empirical Methods	L	Eng.						2			
	Research Practice	E	Eng.	ME					1	6		
	Research Evaluation & Presentation	E	Eng.						1			
Applied Research Projects	Master Seminar	S	Eng.	PPR					2	6		
	Methodology Workshop	E	Eng.	PPR					2			
Master Thesis & Colloquium	Master Thesis / Colloquium		Eng								2	30
Final Master's Examination (Total)												
Updated: January 2025	**Total CP: 120**				**25**	**30**	**26**	**30**	**19**	**30**	**2**	**30**

CT = Class Type

Lecture (L)
Seminar (S)
Exercise (E)
Project (P)

Contact Hours per Week (CHpW)

Examination

Module Exam (ME, graded)

Partial Module Exam (PME, graded)

Performance Record (PR, not graded)
Partial Performance Record (PPR, not graded)

Media & Development

Code		Workload	Credits	Semester	Frequency	Duration
A1		180 h	6	1st semester	Every winter semester	1 semester

1	Classes		Contact hours per week	Independent study	Group size
	a) Lecture: Comparative Media Systems		2 SWS / 30 h	In total 105 h	30 Students
	b) Lecture: Media and Development I		1 SWS / 15 h		
	c) Lecturer: Media and Development II		1 SWS / 15 h		
	d) Seminar: Academic Work		1 SWS / 15 h		

2	Learning outcomes / competencies
	a) The students will develop an understanding of media systems and their role in development. They will learn how media systems differ across regions and explore the significance of these differences for media reception and societal development. Students will also examine the dynamics that drive changes in media systems and gain insight into essential concepts such as press freedom, journalism cultures and media accountability. Through discussions about media systems and journalism practices from around the world, students will be equipped to analyse the complex interconnections.
	b) Students learn about the different approaches, principles and effects of media development.
	c) Students are familiar with development theories and fields of action within development politics. They can identify development and culture within a historic context and learn to critically examine the different concepts in relation to different schools of development theory. Throughout the seminar, ideas about sustainable development will be measured against the reality on the ground. Students will be encouraged to use their journalistic skills to prepare concise presentations of in-depth studies, influential books and various case studies.
	d) Students acquire the necessary competencies to differentiate between various scientific principles and independently write academic papers (term papers, excerpts, discussion papers, research project papers, master theses). In addition, they evaluate the works of other authors on formalities while recognizing and naming the relevant norms and standards. Students can adequately deal with academic literature and navigate through the systems of a university library (e.g. catalogues, databases), and they will accumulate knowledge of how to avoid plagiarism.

3	Module Content
	a) Comparative Media Systems

- Press Freedom and Democracy
- Journalism cultures
- Media Systems – Definition and basis connections
- Comparing Media Systems – Typology
- Media System Theories
- Free Press, Media Accountability and Human Development
- International Broadcaster
- Regional Perspectives (Africa, Asia, North- and Latin America, Arabic World)

b) Media and Development I

- Media development versus media for development
- Human rights-based approach
- Media freedom and media freedom indices
- Media viability

c) Media and Development II – Sustainable Development as Promise and Paradox

- Introduction to Development Theories
- Modernisation Theory, Dependency Theory, Livelihood Approach
- Concept of Sustainable Development as a promise and a paradox
- Key declarations of sustainable development by the UN Conference on Environment and Development (UNCED), Sustainable Development Goals (SDGs), the United Nations Framework Convention on Climate Change (UNFCCC)
- Key ideas from feminist, post-development and Marxist development theory in relation to the environment.

	d) Academic Work
	    • Scientific Principles and Standards
	    • Conceptualizing and Structuring Academic Works
	    • Types of Academic Texts
	    • Research Process and Research Typology
	    • Source Selection, Citation and Reference List
	    • Academic Writing und Excerpting
	    • Avoiding Plagiarism

4	**Participation Requirements** None
5	**Method of Examination** a) + b) + c): Written exam (exam duration is 100 minutes) d): Portfolio
6	**Credit Points Requirement** Pass the module exam.
7	**Weight of Grade for Final Score** Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	**Module Representative and Lecturer(s)** a) Prof. Dr. Christoph Schmidt (module representative) b) Dr. Esther Dorn-Fellermann c) Dr. Oliver Pye d) Dr. Charmaine Voigt

9	**Selected Literature**
	Further reading material will be shared at the beginning of the course:
	
	a) Comparative Media Systems
	    • Esser, F.; Hanitzsch, T. (2012). On the Why and How of Comparative Inquiry in Communication Studies. In: Esser, F.; Hanitzsch, T. (Eds.). Handbook of Comparative Communication Research. Routledge.
	    • Hallin, D. C.; Mancini, P. (2004). Comparing media systems. Three models of media and politics. Cambridge University Press.
	    • Hallin, D. C.; Mancini, P. (Eds.). (2012). Comparing media systems beyond the western world. Cambridge University Press.
	    • Hanitzsch, T.; Hanusch, F.; Ramaprasad J.; De Beer, A.S. (Eds.). (2019). Worlds of Journalism. Journalistic Cultures Around the Globe. Columbia University Press.
	    • Hardy, J. (2008). Western Media Systems. Routledge.
	    • McMillin, D. (2007). International Media Studies. Blackwell Publication.
	    • McQuail, D. (2009). McQuail's mass communication theory. Sage.
	    • Thussu, D. K. (2006). International communication. Arnold.
	    • Voltmer, K. (2013). The media in transitional democracies. Polity Press.
	    • Weaver, D. H.; Willnat, L. (Eds.). (2014). The Global Journalist in the 21st Century. Routledge.
	
	b) Media and Development I
	    • Scott, M. (2014). Media Development – Development matters. Zed Books.
	    • Manyozo, L. (2012). Media, Communication and Development. Three Approaches. Sage.
	    • Vokes, R. (2018). Media and Development. Routledge.
	
	c) Media and Development II
	    • Ahrens, H. (Ed.) (2005). Development cooperation. Evaluation and new approaches. Duncker & Humblot.
	    • Chari, S.; Corbridge, S. (Eds.) (2008). The Development Reader. Routledge.
	    • Mody, B. (Ed.). (2003). International and Development Communication: A 21st century perspective. SAGE.
	    • Peet, R.; Hartwick, E. (2009). Theories of development: Contentions, arguments, alternatives. Guilford Press.
	    • Schech, S.; Haggis, J. (2000). Culture and Development. A critical introduction. Blackwell Publications.
	    • Servaes, J. (Ed.). (2008). Communication for Development and Social Change. SAGE.
	    • Klußmann, J. (Ed.). (2006). Democratization. A central task for media development cooperation. Evangelische Akademie im Rheinland.
	    • Visvanathan, N.; et al. (Eds.). (2011). The Women, Gender and Development Reader (2nd ed.). Zed Books.

	d) Academic Work
	- American Psychological Association. (2020). Publication Manual of the American Psychological Association. The official guide of APA style (7th ed.). - Bailey, S. (2022). Academic writing. A handbook for university students. Routledge. - Bryman, A. (2021). Social Research Methods (6th ed.). Oxford University Press. - Bui, Y. N. (2020). How to write a master's thesis (3rd ed.). Sage Publications. - Creswell, J. W. (2020). Educational Research: Planning, Conduction, and Evaluation of Quantitative and Qualitative Research. Pearson. - Ecans, D.; Gruba, P.; Zobel, J. (2011). How to write a better thesis (3rd ed.). Melbourne University Press. - Flick, U. (2019). An Introduction to Qualitative Research (6th ed.). Sage Publications. - Skern, T. (2011). Writing Scientific English. A Workbook. Facultas Verlags – und Buchhandels AG. - Zemach, D. E.; Rumisek, L. A. (2011). Academic writing from paragraph to essay. Macmillian.

Media, Education & Communication					
Code	**Workload**	**Credits**	**Semester**	**Frequency**	**Duration**
B1	180 h	6	1st Semester	Every winter semester	1 Semester

1	**Classes**	**Contact hours per week**	**Independent study**	**Group size**
	a) Seminar: Media Literacy	4 SWS / 60 h	90 h	30 Students
	b) Seminar: Intercultural Communication and Competence	2 SWS / 30 h		

2	**Learning outcomes / competencies**
	a) Upon completion of the module the students have acquired basic knowledge about media pedagogics, educational studies, and media didactics. They are familiar with practical educational processes and e-learning concepts and have gained profound knowledge about the importance and the possibilities of the use of multimedia-based learning aids. The students are aware of the use of media in learning processes in general and in selected learning areas and they increase their media competence. They can identify different learning theories, have basic knowledge in cognition psychology and are able to develop learning concepts. In addition, they can clarify and evaluate learning systems. The aim is also to improve presentation skills of a developed learning unit and reflect it critically.
	b) The students have profound intercultural competences, have a dynamic and complex understanding of culture and cultural differences and deal with them in a professional manner. They are familiar with intercultural methods and strategies and can apply them to solve conflict, they learn about cultural and communication theories and apply them in practical exercises. They develop an awareness of cognitive and affective rules and intercultural norms of behaviour. They are sensitized to culturalization and cultural stereotypes to avoid simple attributions of difference. Overall, the practical module supports the participants to work and live efficiently in diverse groups as well as contexts different from their own, to stretch their comfort zone, to be open and self-reflective and to resolve critical communication situations constructively for sustainable relationship building.

3	**Module Content**
	a) Media Literacy
	• Fundamentals of Educational Sciences
	• Overview of General Teaching and Learning Methods
	• Introduction of Media Competence Concepts (incl. Lifelong Learning)
	• Basic Knowledge in Methodology and Didactics
	• Practice of Presentation Techniques
	• Getting to Know Multimedia-Based Learning Environments
	• Planning and Implementation of Lesson Plans
	• Evaluation Processes of Trainings
	b) Intercultural Communication and Competence
	• Theory and Practice of Communication, Culture and Intercultural Competence
	• Value Orientation and Cultural Norms (Case Studies)
	• Differences of Verbal and Non-Verbal Communication
	• Ethnocentricity and Attribution, Culturalization and Stereotypes
	• Intercultural communication in the field of media, journalism and education
	• Collaboration in Multicultural Teams
	• Ethnographic Exercises such as Observations and Interviews
	• Analysis of case studies and ´critical incidents´

4	**Participation Requirements**
	None

5	**Method of Examination**
	Two-part module examination: weight of grade for final score: a) 60%, b) 40%
	a) Term Paper
	b) Portfolio

6	**Credit Points Requirement**
	Pass the two-part module exam according to § 10 MPO.

7	**Weight of Grade for Final Score**
	Graded according to § 22 Para. 2 of the examination regulations (MPO).

8	**Module Representative and Lecturer(s)**
	a) Dr. Maryann Egbujor (module representative)
	b) Mira Keßler
9	**Selected Literature**
	Further reading material will be shared at the beginning of the course:
	a) Media Literacy
	• Hoechsmann, M., Poyntz, S. R. (2012). Media Literacies. A critical introduction. Wiley-Blackwell.
	• Frechette, J.; Williams, R. (Eds.). (2016). Media Education for a Digital Generation. Routledge.
	• Matheson, D. (Ed.) (2008). An introduction to the study of education. Routledge.
	• Mayer, R. (2005). The Cambridge Handbook of Multimedia Learning. Cambridge University Press.
	• Moon B.; Ben-Perez, M.; Brown, S. (2000). Routledge international companion to education. Routledge.
	• Olson, M.; Hergenhahn, B. (2009). An introduction to theories of learning. Pearson Prentice Hall.
	• Potter, J. (2016). Media Literacy (8th ed.). SAGE.
	• Pritchard, A. (2009). Ways of learning. Routledge.
	• Siddons, S. (2008). The complete presentation skills handbook. Kogan Page.
	b) Intercultural Communication and Competence
	• Asante, M. K.; Gudykunst, W. B. (Eds.). (1989). Handbook of international and intercultural communication. Sage Publications.
	• Bolten, J. (2020). Rethinking Interculturality: Structure-Process Perspectives. https://www.researchgate.net/publication/339726754_Rethinking_Interculturality_Structure-Process_Perspectives)
	• Berninghausen, J.; Hecht-El Minshawi, B. (2009). Intercultural Competence. Managing Cultural Diversity. Kellner Publishing House.
	• Cushner, K.; Brislin, R. W. (1996). Intercultural Interactions. A Practical Guide. Sage Publications.
	• Hofstede, G. et al. (2010). Cultures and Organizations. Software of the Mind (3rd ed.). McGraw-Hill.
	• Holliday, A.; Hyde, M.; Kullman, J. (2004). Intercultural Communication: An Advanced Resource Book. Routledge.
	• Kotthoff, H.; Spencer-Oatey, H. (Eds.). (2009). Handbook of Intercultural Communication. Mouton de Gruyter.
	• Ogay, T.; Edelmann, D. (2016). 'Taking culture seriously': implications for intercultural education and training. European Journal of Teacher Education. DOI:10.1080/02619768.2016.1157160.
	• Spencer-Oatey, H. (2021). What is Culture? A compilation of quotations for the intercultural field. GPC Core Concept Compilations. Revised November 2021. www.globalpeopleconsulting.com/insights (https://globalpeopleconsulting.com/what-is-culture).
	• Thomas, A. et al. (Eds.). (2010). Handbook of Intercultural Communication and Cooperation. Basics and Areas of Application. (2nd ed.). Göttingen and Oakville: Vandenhoek & Ruprecht.
	• Trompenaars, F.; Hampden-Turner, C. (1997). Riding the wave of culture. London: Nicholas Brealey.

Media, Politics & Society I					
Code	**Workload**	**Credits**	**Semester**	**Frequency**	**Duration**
C1	180 h	6	1st Semester	Every winter semester	1 Semester

1	**Classes**		**Contact hours per week**	**Independent study**	**Group size**
	a) <u>Lecture:</u> Political Communication		2 SWS / 30 h		
	b) <u>Lecture:</u> Media Ethics		1 SWS / 15 h		30 Students
	c) <u>Lecture:</u> Media Law		1 SWS / 15 h	105 h	
	d) <u>Seminar:</u> Media and Globalization		1 SWS / 15 h		

2	**Learning outcomes / competencies**
	a) The purpose of this lecture is to provide an overview of the role of communication in politics and society, with a particular focus on the role of digital media. Students know the essential characteristics of mass media and social media and are familiar with their structures, functions, and forms of reception. The lecture gives insights into the functions of political communication, frameworks, processes, information environment, and relevant theories. The students know about the emerging developments and challenges in the media landscape, including the impact of Artificial Intelligence, rumour, fake news, and misinformation on the actors of political communication.
	b) The students can understand and discuss themes rooted in media ethics, which are part of media, politics and society. They explore moral principles of media in democratic systems and are aware of questions related to media ethics and international standards of the journalistic profession.
	c) The students discuss topics connected to the field of media, politics and society in the context of media law and regulations and they know how to deal with legal questions in the media. They can identify judicial principles of media in democratic systems and are familiar with media law questions in national and international environments.
	d) The students understand the significance of mass media from a global perspective and can identify potentials and limitations of media globalization. They discuss different globalization theories and can compare them with each other. Global media formats with international audiences, global news flows and forms of global digital communication, for instance about climate crisis matters, including the impact of supranational media organization are also considered. In addition, the students analyse the role of media in globalization processes based on current case studies.

3	**Module Content**
	a) Political Communication
	• Theoretical Approaches to the Role of the Media in Politics and Society
	• Political Communication Frameworks and Actors
	• Basic Principles of Media Freedom and Media Control
	• Internet, Social Media, AI and Politics
	• Selected Topics, including Media and Elections, Media and Lobbying
	b) Media Ethics
	• Basic Concepts of Ethics
	• Approaches in Media Ethics
	• Professional Ethics, International Standards (Understanding of Journalistic Roles and Principles of Operation, Acceptance of Research Methods, Presentation and Editing of Journalistic Products)
	• Selection Theories
	• Internet and Computer Ethics
	• Media Scandals and Limits of Media Ethics
	c) Media Law
	• Basic concepts of Media Law in international comparison
	• Structures and actors of media regulation on national, European and global level
	• Universal principles of Press Freedom and Freedom of Information
	• Selected legal issues of journalistic work
	d) Media and Globalization
	• Theories of Globalization and Research Traditions, incl. Media Imperialism
	• Economic, Political and Cultural Aspects of Media and Globalization
	• Actors and Institutions of Global Communication (e.g. EU, OSCE, ITU, UNESCO)
	• Global News Flows and Contra-Flows, Climate Crisis Communication
	• De-Westernization of Media Communication
	• Globalization and Digital Media Trends

4	**Participation Requirements**
	None
5	**Method of Examination**
	Written module exam for all four subjects (exam duration is 120 minutes).
6	**Credit Points Requirement**
	Pass the module exam.
7	**Weight of Grade for Final Score**
	Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	**Module Representative and Lecturers**
	a) Dr. Merga Bula b) Prof. Dr. Caja Thimm c) Dr. Peter Niepalla d) Dr. Almuth Schellpeper (module representative)
9	**Selected Literature**
	Further reading material will be shared at the beginning of the course: a) Political Communication: - Davis, A. (2010). Political Communication and Social Theory. Routledge. - Esser, F.; Pfetsch, B. (Eds.). (2004). Comparing political communication. Theories, Cases, and Challenges. Cambridge University Press. - Kaid, L.-L.; Holtz-Bacha, C. (Eds.). (2008). Encyclopedia of political communication. Sage. - McNair, B. (2007). An introduction to political communication. (4th ed.). Routledge. - Voltmer, K. (Ed.). (2009). Mass media and political communication in new democracies. Routledge. - Scheufele, D.; Tewksbury, D. (2006). Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models. Journal of communication 57, no. 1: 9-20. - Negrine, R.; Stanyer, J. (Eds.). (2007). The Political Communication Reader. Routledge. b) Media Ethics - Bertrand, C.-J. (2002). Media ethics & accountability systems. Transaction Publ. - Hafez, K. (Ed.). (2003). Media ethics in the dialogue of cultures. Deutsches Orient-Institut. - Patterson, P. (Ed.). (2008). Media ethics. McGraw-Hill. - Wilkins, L.; Christians, C. G. (Eds.). (2008). Handbook of Mass Media Ethics. Routledge. - Ess, C. (2014). Digital media ethics (2nd ed.). Polity Press. - Ward, S.J.A. (2015). Radical Media Ethics. A Global Approach. John Wiley & Sons. c) Media Law - Lucena, C. (2015). Collective Rights and Digital Content: The Legal Framework for Competition, Transparency and Multi-territorial Licensing of the New European Directive on Collective Rights Management. Springer Cham. - Oster, J. (2017). European and International Media Law. Cambridge University Press. - Savin, A. (2017). EU Internet Law (2nd ed.). Edward Elgar Publishing Limited. - Van Tassel, J.M.; Poe-Howfield, L. (2010). Managing Electronic Media: Making, Marketing, and Moving Digital Content. Focal Press. d) Media and Globalization - Artz, L. (ed.). (2024). Global Media Dialogues. Industries, Politics, and Culture. Routledge. - Boyd-Barret, O.; Rantanen, T. (Eds.) (1998). The globalization of news. Sage Publications. - Hafez, K. (2007): The myth of globalization. Polity Press. - Hansen, A.; Cox, R. (Eds.) (2015). The Routledge Handbook of Environment and Communication. Routledge. - McPhail, T. L. (2014). Global Communication. Theories, Stakeholders, and Trends (4th ed.). Blackwell Publishing. - Oren, T.; Shahaf, S. (Eds.) (2012). Global television formats. Understanding television across borders. Routledge. - Sparks, C. (2007). Globalization, Development and the Mass Media. Sage Publications. - Thussu, D. K. (Ed.) (2007). Media on the move. Global flow and contra-flow. Routledge. - Volkmer, I. (Ed.) (2012). The handbook of global media research. Wiley-Blackwell.

Journalism

Code	Workload	Credits	Semester	Frequency	Duration
D1	180 h	6	1st Semester	Every winter semester	1 Semester

1	Classes		Contact hours per week	Independent study	Group size
	a) <u>Seminar</u>: Journalism Theory		2 SWS / 30 h		
	b) <u>Seminar</u>: Research		2 SWS / 30 h		30 Students
	c) <u>Seminar</u>: Forms of Journalistic Writing		2 SWS / 30 h	90 h	

2	Learning outcomes / competencies
	Graduates have in-depth knowledge of key findings from media and journalism research and practices. These are mainly the areas that form the scientific background for practical work in the media. Examples include besides theories of news selection media-user typologies, different journalism cultures, digital tools and important results of impact research. Students can professionally use and evaluate different journalistic forms of presentation: news, interviews, reports, comments, and presentation. They have advanced knowledge on practical research tools and how to plan, organize and produce them. They know that topics require different formats depending on the situation. The students master the most important techniques of quality control in editorial offices, inclusion of diversity, they know how constructive and viable broadcasting critique is done and can apply the appropriate criteria for the evaluation of different broadcast content and forms. Themes such as journalistic research, editorial mission statement and the training of journalists are familiar to them. Furthermore, the students reflect different journalistic quality standards and can develop research strategies. They strengthen their research skills – on- and offline- and are sensitized to the requirements in dealing with facts and the orientation towards a goal of objectivity. Furthermore, they are aware of different journalistic role understandings and practices and how it influences daily work practices. Against this background, participants can work in different contexts and in a participatory manner, especially regarding regionalisation and contextualisation.

3	Module Contents
	a) Journalism Theory

- Definition and Functions of Journalism
- Historical and Legal Foundations
- Journalism as a Research Field
- Journalism as a Profession
- Broadcasting as a Public Duty
- Journalistic Reporting Models (Information Journalism, Interpretive Journalism, Investigative Journalism, Social Science Journalism, Constructive and Solution journalism, Development journalism)
- Journalism cultures
- Journalism and Public Relations
- Journalistic Quality Investigation

b) Research

- Basics of journalistic research, how to find a research topic and to develop a story
- Insight into digital and non-digital Research Methods and Tools, such as Interviews
- Checking Sources and Facts
- Creating a Survey Plan and Search Report
- Introduction to Internet Research
- Different journalistic approaches, such as Investigative Journalism and Constructive Journalism
- Diversity and Blind Spots in Journalism
- Practical Research Exercises and Discussion of Case Studies

c) Forms of Journalistic Writing

- News Formats (Statement, Report)
- Narrative Forms (Feature, Reportage, Portrait)
- Commenting Forms (Editorial, Commentary, Gloss)
- Forms of Utility (Service Formats)
- Dialogical Forms (Interview, Discussion, Conversation)
- Special Features of Journalistic Forms of Presentation in Radio, Television, Print and Online Media

4	**Participation Requirements**
	None
5	**Method of Examination**
	a) + b) + c): Portfolio
6	**Credit Points Requirement**
	Pass the portfolio exams.
7	**Weight of Grade for Final Score**
	Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	**Module Representative and Lecturer(s)**
	a) Dr. Hao Gui b) Mira Keßler (module representative) c) Grahame Lucas
9	**Selected Literature**
	Further reading material will be shared at the beginning of the course. a) Journalism Theory • Bruns, L. S. (2013). Understanding Journalism. Sage. • Conboy, M. (2012). Journalism studies, the basics. Routledge. • Fenton, N. (Ed.) (2010). New media, old news. Journalism and Democracy in the Digital Age. Sage. • Freedman, W. (2003). It takes more than good looks: To Succeed at Television News Reporting. Bonus books. • Lippmann, W. (1922). The Public Opinion. New York (et al.): Transaction Publishers. • McCombs, M. (2004). Setting the Agenda. Polity. • McLuhan, M. (2013). Understanding Media: The Extensions of Man. Gingko Press. • Postman, N. (2005). Amusing ourselves to death. Methuen Publishing Ltd. • Randall, D. (2021). The universal journalist. London: Pluto. • Wahl-Jorgensen, K.; Hanitzsch, T. (2019). The Handbook of Journalism Studies. Routledge. b) Research • Edwards, V. (2016). Research Skills for Journalists. Routledge. • Löffelholz, M.; Weaver, D. (Eds.) (2008). Global Journalism Research. Theories, Methods, Findings, Future. Blackwell Publishing. • Waisbord, S. (2013). Reinventing Professionalism. Journalism and News in Global Perspective. Polity Press. • De Burgh, H. et al. (2001). Investigative Journalism. Context and Practice. Routledge. • Hunter, M.L. et al. (2011). Story-Based Inquiry. A manual for investigative journalists. UNESCO Publishing. Tow Center for Digital Journalism, Columbia and University of Oxford. • McIntyre Hopkinson, K.; Dahmen, N., S. (2021). Reporting Beyond the Problem. From Civic Journalism to Solutions Journalism. Peter Lang. • Bossio, D. (2017). Journalism and Social Media. Practitioners, Organisations and Institutions. Palgrave Macmillan. • Friend, C.; Singer, J.B. (2007). Online Journalism Ethnics. Traditions and Transitions. M.E. Sharpe. • Simon, F.M. (2023). Artificial Intelligence in the News. How AI Retools, Rationalizes, and Reshapes Journalism and the Public Arena. Tow Center for Digital Journalism Columbia University: New York. https://www.cjr.org/tow_center_reports/artificial-intelligence-in-the-news.php • Ventures, S.; Bhattarai, S. (Eds.) (2022). How to Identify and Counter Online Gendered Disinformation. A handbook. Panos South Asia. c) Forms of Journalistic Writing • Boyd, A. (2003). Broadcast journalism: Techniques of radio and television news. (5th ed). Focal Press. • Burns, L.S. (2013). Understanding Journalism. SAGE Publications. • Clegg, B. (2006). Studying using the web. Routledge. • Hargeaves, I. (2005). Journalism – A very short introduction. Oxford. • Quinn, Stephen; Lamble, Stephen (2008). Online Newsgathering. Focal Press. • Rudin, R.; Ibbotson, T. (2005). An introduction to journalism. Focal Press.

Media Economics

Code	Workload	Credits	Semester	Frequency	Duration
E1	180 h	6	1st Semester	Every winter semester	1 Semester

1	Classes	Contact hours per week	Independent study	Group size
	a) Lecture: General Media Economics	3 SWS / 45 h		30 Students
	b) Seminar: Media Organization	1 SWS / 15 h	120 h	

2	Learning outcomes / competencies
	a) Media and economics are interconnected, with each playing a pivotal role in society. Media not only serve as significant economic factors but also function as essential channels for shaping public perception, upon which businesses heavily rely. Students develop a comprehensive understanding of fundamental economic models and their application within media companies, along with gaining knowledge of the structures that govern the media economy. The course covers the unique characteristics of media companies from both economic and operational perspectives, including industry-specific organizational structures and operational methods. Students learn to distinguish media companies as unique business entities and gain insights into key business management approaches, such as SWOT analysis and DISG, and explore the challenges and opportunities presented by digital business models.
	b) Students have knowledge of organization structures in media companies and are familiar with various roles and decision-making processes within media enterprises. During excursions to different media enterprises students encounter the peculiarities of the respective organization structures. In addition, students can analyze management processes and their sub-functions as well as demonstrate knowledge of structural and procedural organization. Furthermore, students can initiate decision-making processes on an applied scientific basis (e.g. change management processes). Students are also equipped with entrepreneurial knowledge (e.g. creative innovate thinking, developing sustainable business models and the concept of media viability) required for creating and successfully operating high-growth-potential and profitable media start-ups and other enterprises.

3	Module Content
	a) General Media Economics
	• Definition and Classification
	• Media Markets and Media Products
	• Media Markets (Program Markets, Procurement and Distribution Markets, Finance Markets, Job Markets)
	• Media Enterprises, , Revenue Models, Core Competencies
	• Strategic Management of Media Enterprises
	• Procurement Management and Production Management
	• Newspaper and und Magazine Market
	• Broadcasting Market
	• Internet Market
	• Selected Topics of Media Economics
	b) Media Organization
	• Principles of Organization (Organization und Enterprises, Effectiveness and Efficiency)
	• Structural and Procedural Organization (Features, Types, Merging und Coordination of Organizational Units)
	• Organizational Differentiation and Integration
	• Organizational Units as Elements of Structural Organization
	• Organization Concepts (Functional, Divisional, Matrix, Tensor and Holding Organization)
	• Entrepreneurship and Start-Up Management

4	Participation Requirements
	None

5	Method of Examination
	Written module exam for both subjects (exam duration is 120 minutes).

6	Credit Points Requirement
	Pass the module exam.

7	**Weight of Grade for Final Score**
	Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	**Module Representative and Lecturer**
	a) + b): Dr. Janara Nicoletti
9	**Selected Literature**
	Further reading material will be shared at the beginning of the course: a) General Media Economics • Albarran, A.B. (2002). Media Economics. Understanding Markets, Industries and Concepts Ames (2nd ed.).: Iowa State Univ.-Press. • Albarran, A., Chan-Olmsted, S. M. & Wirth, M. O. (Eds.) (2006). Handbook of Media Management and Economics. Mahwah, NJ: Lawrence Erlbaum Associates. • Albarran, A.B. (2017). Management of Electronic and Digital Media (6th ed.). Cengage Learning. • Alexander, A. (2004). Media Economics: Theory and Practice Mahwah, New Jersey: Erlbaum Association. • Altmeppen, K.-D.; Hollifield, A.C.; van Loon, J. (2017). Value-Oriented Media Management. Decision Management between Profit and Responsibility. Springer International Publishing. • Aris, A., Bughin, J. (2005). Managing Media Companies: Harnessing Creative Value. John Wiley & Sons. • Hollifield, C.A, Leblanc-Wicks, J., Sylivie, G. (Eds.) (2016). Media Management. A Casebook Approach (5th ed.). Routledge. • Picard, R.G. (Ed.) (2002). Media Firms: Structures, Operations, and Performance. Lawrence Erlbaum Associates. • Picard, R.G. (2011). The Economics and Financing of Media Companies (2nd ed.). Fordham University Press. • Wirtz, B.W. (2020). Business Model Management (2nd ed.). Springer. b) Media Organization • Anderson, D.L. (2012). Organization Development. The Process of Leading Organizational Change (2nd ed.). Sage. • Carnall, C. (2007). Managing Change in Organizations (5th ed.). Financial Times Prentice Hall. • Child, J. (2005). Organization. Contemporary Principles and Practice. Blackwell Publishing. • Hang, M. (2016). Media Corporate Entrepreneurship. Springer Publications. • Hisrich, R., ; Ramadani, V. (2017). Effective Entrepreneurial Management. Springer International Publishing AG. • Schmidt, C. (Ed.) (2019). Viability of Alternative Online News Media Organizations in Developing and Transformation Countries. Nomos Verlagsgesellschaft/Edition Reinhard Fischer. • Thompson, P., McHugh, D. (2002). Work Organizations. A Critical Introduction. (3rd ed.). Palgrave. • Will, A.; Brüntje, D.; Gossel, B. (2016). Entrepreneurial Venturing and Media Management. In: Brown, C.; Lowe, G.F. (Eds.). Managing Media Firms and Industries (pp. 189-206). Springer International Publishing AG. • Wu, B., Knott, A. M. (2006). Entrepreneurial risk and market entry. In: Management Science. Vol. 52, No.9 (pp. 1315-1330). Maryland: INFORMS. https://www.effectuation.org/wp-content/uploads/2017/05/Entrepreneurial-Risk-and-Market-Entry-1.pdf

Media Practice

Code	Workload	Credits	Semester	Frequency	Duration
A2	120 h	4	2nd semester	Every summer semester	1 Semester

1	Classes			Contact hours per week	Independent study	Group size
	Media Practice (1 of 3), e.g. a) Digital Multimedia b) Smart Tools for Videoconferencing and Cyber Security c) Programming			3 SWS / 45 h	75 h	30 Students

2	Learning outcomes / competencies
	Students have advanced media literacy, skills and abilities in the fields of digital multimedia, video / audio and programming. Within one of the media genres of digital multimedia, video / audio and programming for journalists, students create products for the web. The students are sensitized to the aesthetic and technical conditions of practical media production and have the competence to create high-quality digital products on a professional basis. a) Media Project - Digital Multimedia The students have advanced media-practical knowledge of multimedia design and production. They know different graphics, audio and video formats as well as authoring systems and databases. The students have the ability to realize demanding multimedia applications and are able to independently design and prototype multimedia applications. They, furthermore, know the advantages and disadvantages of the functions of smart speakers. These voice command devices offer interactive actions and hands-free activation with the help of one "hot word". The students know the function of components such as Wi-Fi and Bluetooth connectivity that customers need to interact with the tool. They know the programming behind the smart speaker as a device that informs about the weather and traffic, functions as a dictionary and serves as a 'home assistant' that can provide control of common household tasks and more. b) Media Project – Smart Tools for Videoconferencing and Cyber Security The students can deal with modern enterprise video communications, with easy, reliable cloud platforms for video and audio conferencing, chat, and webinars. They acquire skills to create advanced video and audio pieces. They also gain the expertise to safeguard themselves from cyber-attacks. c) Media Project - Programming How do computers think? Software applications, apps and algorithms are increasingly determining our life. The students get practical insight into the work of programmers and how applications can be designed. The seminar helps them implement small projects and improve management of larger projects.

3	Module Content
	a) Media Project - Digital Multimedia - Usability of Online Media - Design Rules (Multimedia Design) - Planning of Online Research - CMS and Blog Software - Community Management - Online Marketing (including Search Engine Optimization) - Online Texts - Use of Links, Design of Start and Rubric Pages - Online Specials (Audio Slideshows, Specialist Blogs, Online Dossiers) b) Media Project - Smart Tools for Videoconferencing and Cybersecurity - Introduction to the Possibilities of Video- and Audioconferencing - Introduction to Camera Technology and Sound Engineering - Introduction to Various Editing Systems - Remote Work - Cybersecurity Systems c) Media Project - Programming - Introduction: Why Coding for Journalists? - Overview: Which Languages are There and Which One is for What? - Setup: Which Coding Tools Do We Need? - Getting Started: Learning Coding (a Few HTML and CSS Exercises) - Introduction to Illias: Tasks and Quizzes

	• Goal: Developing an Own Program at the End of the Phase • Construction: Basics First, Scrape Data, Visualize Data
4	**Participation Requirements** The media projects the students can register for are announced at the beginning of the respective semester. The project work takes place as a block event.
5	**Method of Examination** Performance record in the form of a product / work piece or application-oriented work accompanied by documentation.
6	**Credit Points Requirement** Successful provision of a performance record.
7	**Weight of Grade for Final Score** None, the module is not graded.
8	**Module Representative and Lecturer(s)** a) N.N. b) N.N. c) N.N.

9	**Selected Literature**
	Further reading material will be shared at the beginning of the course:
	
	a) Media Project Digital Multimedia
	  • DeWolk, R. (2001). Introduction to online journalism. Publishing news and information. Allyn and Bacon.
	  • Rusch, D.C. (2006). Online-Journalismus. Lang.
	  • Krug, S. (2006). Don't make me think. A common-sense approach to web usability. News Riders Publishing.
	  • Quinn, S. (2005). Convergent journalism. The Fundamentals of Multimedia Reporting. Lang.
	
	b) Media Project Smart Tools for Videoconferencing and Cyber Security
	  • Reading material and references will be shared in class.
	
	c) Media Project Programming
	  • Reading material and references will be shared in class.

Media, Politics & Society II

Code	Workload	Credits	Semester	Frequency	Duration
B2	180 h	6	2nd semester	Every summer semester	1 Semester

1	Classes			Contact hours per week	Independent study	Group size
	a) Lecture: Media Concentration and Media Governance			3 SWS / 45 h		30 Students
	b) Seminar: Media in Conflict and Crisis Situations			3 SWS / 45 h	90 h	

2	Learning outcomes / competencies
	a) The students have profound knowledge of the interdependencies between media and media governance. They can analyse how media influence democratic processes in different countries, and they can evaluate tendencies in media concentration. Based on selected case studies, the students also learn to identify media governance initiatives.
	b) Students learn about the function of the media in conflict and crisis situations and are familiar with the current state of scientific research in conflict communication. They learn to analyse conflicts, critically reflect on the role of media in conflict and crisis situations and develop their own ideas for a media development project in a conflict area.

3	Module Contents
	a) Media Concentration and Media Governance • Terminologies and Differentiation • Media Concentration developments, cross-media ownership and media quality • Consequences for access to information and comparison in different countries • Media Governance (regulation of media, voluntary commitment, international actors of regulation, regulation structures in international comparison) • Internet Governance (approaches for sector-specific and comprehensive regulation) and Digital Rights • Measuring Governance, Indicators for Good Governance and Sustainable Development Goals (SDGs) • Media Accountability b) Media in Conflict and Crisis Situations • Introduction to Conflict and Peace Analysis • The Emergence of Conflicts and Forms of Conflict Resolution • Methods of Civil Conflict Transformation and Conflict Prevention • Conflict-Sensitive Journalism and the Role of the Media in Conflicts • Analysis of Selected Case Studies of Crisis and War Reporting (Experiences, Effects and International Principles) • Planning and Conception of a Media Project in Conflict Regions • Activities of International Organizations and Lessons Learned

4	Participation Requirements
	Formal: None **Content:** This module builds upon these previous modules DA1, DB1 und DC1.

5	Method of Examination
	Module examination for one of the subjects in the form of a term paper.

6	Credit Points Requirement
	Pass the module exam.

7	Weight of Grade for Final Score
	Graded according to § 22 Para. 2 of the examination regulations (MPO).

8	Module Representative and Lecturer(s)
	a) Dr. Almuth Schellpeper (module representative) b) Dr. Esther Dorn-Fellermann

9	**Selected Literature**
	Further reading material will be shared at the beginning of the course:

a) Media Concentration and Media Governance
- Baker, E. (2007). Media Concentration and Democracy. Why ownership matters. Cambridge University Press.
- Bevir, M. (Ed.) (2011). The SAGE Handbook of Governance. SAGE Publications.
- Brown, I. (Ed.) (2013). Research Handbook of Governance of the Internet. Edward Elgar.
- Lunt, P.; Livingstone, S. (2012). Media Regulation. Governance and the Interests of Citizens and Consumers. SAGE Publications.
- McQuail, D. (2010). McQuail's Mass Communication Theory (6th ed.). SAGE Publications.
- Ò Siochru, S.; Girard, B.; Mahan, A. (2002). Global Media Governance. A Beginner's Guide. Rowman & Littlefield Publishers.
- Snow, N.; Taylor, P.M. (Eds.) (2009). Routledge Handbook of Public Diplomacy. Routledge.

b) Media in Conflict and Crisis Situations
- Becker, J. (2004). Der Beitrag der Medien zu Krisenprävention und Konfliktbereinigung. Contributions by the media to crisis prevention and conflict settlement. In: conflict & communication online, Vol. 3, No. 1 & 2; www.cco.regener-online.de.
- Lynch, J.; McGoldrick, A. (2005). Peace Journalism. Hanthorn Press.
- Matheson, D.; Stuart, A. (2009). Digital War Reporting. Digital Media and Society Series. Polity Press.
- Spencer, G. (2007). The Media and Peace. From Vietnam to the „War on Terror". Palgrave.

Media & Communication Science						
Code	**Workload**	**Credits**	**Semester**		**Frequency**	**Duration**
C2	240 h	8	2nd semester		Every summer semester	1 Semester

1	**Classes**	**Contact hours per week**	**Independent study**	**Group size**
	a) <u>Lecture:</u> Media and Communication Science	2 SWS / 30 h		
	b) <u>Lecture:</u> Empirical Methods I	2 SWS / 30 h		30 students
	c) <u>Seminar:</u> Research Seminar Empirical Methods I	2 SWS / 30 h	120 h	
	d) <u>Seminar:</u> New Media and Media Convergence	2 SWS / 30 h		

2	**Learning outcomes / competencies**
	a) The students acquire knowledge about important theoretical concepts, which are necessary for the understanding of media and communication. They are familiar with conceptual and theoretical ways of thinking about media, especially mass media, and communication from the perspective of the producer and the recipient. They can apply the basic theories to their own research interests and media consumption and production. They will have profound knowledge of concepts and models of mass communication, the communicator, media content and the audience.
	b) In the field of empirical methods, students get to know the methods of empirical social research (selection procedures, survey methods and evaluation methods). They can understand and use quantitative and qualitative methods. Furthermore, they have basic knowledge of sampling theory and scaling and have developed an awareness of measurement problems and empirical distributions.
	c) After the research seminar, students can develop and work on a concrete question in empirical media research in a methodologically appropriate way (using the adequate methods). The students can prepare and carry out field research.
	d) In this seminar students will accumulate knowledge about the concept and elements of "new" media, focusing on the profound influence of technology on media landscapes. They will explore the functions and challenges associated with communication on the internet, considering the cultural effects that arise from these digital interactions. The phenomenon of media convergence will be examined in depth, alongside its related consequences for both traditional and digital media forms. Students will also delve into the concept of innovation, understanding its role in shaping the evolution of media technologies. Beyond knowledge acquisition, students will critically assess competing theories concerning technology and culture, positioning these within the context of current debates in media studies. The course will emphasize the practical application of these theories, encouraging students to apply their insights to concrete examples and case studies, thereby bridging theoretical understanding with real-world media practices.

3	**Module Content**
	a) Media and Communication Science
	• History of Mass Media
	• Research Approaches and Models in Communication Science
	• System Theory and Constructivism
	• Research on Audience and Media Effects
	• The Concept of Public Opinion
	• Current Questions and Debates within Media Science
	• International Research Projects
	b) Empirical Methods I
	• Definitions and Basic Concepts of Empirical Research
	• Philosophy of Science, Research Logic and Indicators
	• Hypothesis and Theory Formation
	• Operationalization and Measurement Theory
	• Quantitative and Qualitative Research Approaches
	• Method Catalog of Empirical Social Research (e.g., Survey, Content Analysis, Observation, Experiment)
	• Selection Procedure (Sample Design)
	• Method of Reception and Media Usage Research
	• Market / Opinion Research
	• Classical Qualitative Instruments and Procedures and their Limitations
	• Practical Exercises, e.g., Conception of Qualitative and or Quantitative Research Designs
	• Application in Typical Fields: Individual Interview, Group Discussions, Experimental Research Designs

		c) Research Seminar Empirical Methods I • Conception of a Research Project • Division into Groups with Different Research Questions • Developing and Pretesting the Questionnaire • Creation of Input Mask (PSPP) • Conducting the Survey • Data Entry into PSPP • Creation of the Complete Data Set d) New Media and Media Convergence • New Media (Definition, Characteristics, Types, New Media vs Old Media) • New Media: Determining or determined • Impact of Technology on Journalism (Journalistic Practices, News content, Newsroom Systems, Audience Relation) • Network Society • Media Convergence • Impact of digitalisation on journalistic business models • Public Sphere • Filter Bubble - Algorithms – Echo chambers - Criticism on Social Media • New forms of Journalism • Fake News and Verification, Digital Surveillance and Data Protection • Gamification of Journalism • Media Innovation • Perspective into the future of journalism
4		**Participation Requirements** None
5		**Method of Examination** Written module exam for all four subjects (exam duration is 120 minutes).
6		**Credit Points Requirement** Pass the module exam.
7		**Weight of Grade for Final Score** Graded according to § 22 Para. 2 of the examination regulations (MPO).
8		**Module Representative and Lecturer(s)** a) Mira Keßler b) N.N. c) N.N. d) N.N.

9	**Selected Literature**
	Further reading material will be shared at the beginning of the course: a) Media and Communication Science • Baran, S.; Davis, D. (2003). Mass Communication Theory. Foundations, Ferment, and Future (3rd ed.) Thomson Wadsworth. • Branston, G.; Stafford, R. (2006). The Media Student's Book (4th ed.) Routledge. • Devereux, E. (Ed.) (2007). Media Studies. Key Issues and Debates. Sage Publications. • McQuail, D. (2010). McQuail's Mass Communication Theory (6th ed.) SAGE. • West, R.; Turner, L.H. (2010). Introducing Communication Theory. Analysis and Application (4th ed.) Mc Graw-Hill. • Williams, K. (2010). Understanding Media Theory. Bloomsbury. • Loisen, J.; Joye, S. (2017). On Media & Communication. An Introduction to Communication Sciences: Theory and Research. Acco Leuven. b)/c) Empirical Methods • Babbie, E. (2012). The practice of social research (13th ed.) Wadsworth. • Berg, B.L.; Lune, H. (2011). Qualitative research methods for the social sciences (8th ed.) Allyn and Bacon. • Creswell, J.W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.) Pearson. • Flick, U. (2014). An introduction to qualitative research (5th ed.) Sage. • Keyton, J. (2015). Communication research: Asking questions, finding answers (4th ed.) McGraw Hill Higher Education. • Lindlof, T.R.; Taylor, B.C. (2011). Qualitative Communication Research Methods (3rd ed.) Sage. • Silverman, D. (Ed.) (2016). Qualitative research. Theory, method and practice (3rd ed.) Sage. d) New Media and Media Convergence • Bruns, A. (2008). Blogs, Wikipedia, Second Life, and Beyond. From Production to Produsage. Peter Lang. • Castells, M. (2001). The Internet Galaxy. Reflections on the Internet, Business and Society. Oxford University Press. • Conill, R.F; Karlsson, M. (2015). The Gamification of Journalism. In: Gangadharbatla, H.; Davis, D.Z. (Eds): Emerging Research and Trends in Gamification. PA: IGI Global. • Franklin, B. (Ed.) (2016). The future of journalism: In an age of digital media and economic uncertainty. Routledge. • Lister, M. et al. (2009). New Media. A critical introduction (2nd ed.) Routledge. • Goggin, G., Hjorth, L. (Eds.) (2014). The mobile media companion. Routledge. • Macnamara, J. (2010). The 21st century media (r)evolution. Emergent communication practices. Peter Lang. • Newman, N. (2023). Journalism, Media, and Technology Trends and Predictions 2023. Digital News Project. Reuters Institute for the Study of Journalism. University of Oxford. • Pavlik, J.; McIntosh, S. (2011). Converging Media. A new introduction to mass communication. (2nd ed.) Oxford University Press. • Tandoc Jr., E.C. et al (2018). Defining "Fake News". A typology of scholarly definitions. Digital Journalism, 6:2. • Vos, T.P.; Perreault, G.P. (2020). The discursive construction of the gamification of journalism. In: Convergence, 26(3). • Witschge, T. et al. (Eds.) (2016). The SAGE Handbook of Digital Journalism. SAGE. • Uskali, T.; Gynnild, A.; Jones, S.; Sirkkunen, E. (Eds.) (2020). Immersive Journalism as Storytelling: Ethics, Production, and Design. New York: Routledge, [Introduction: What is immersive journalism?

Media Management

Code	Workload	Credits	Semester	Frequency	Duration
D2	240 h	8	2nd semester	Every summer semester	1 Semester

1	Classes		Contact hours per week	Independent study	Group size
	a) Seminar: Controlling		2 SWS / 30 h		
	b) Seminar: Human Resource Management		2 SWS / 30 h		30 Students
	c) Seminar: Marketing/Public Relations		2 SWS / 30 h	150 h	

2	Learning outcomes / competencies
	The module builds on first the semester module „Media Economics"and equips students with key competences in these three areas of media economics: Controlling, Human Resource Management and Marketing/Public Relations, with which they are enabled to recognize decision-making alternatives and correlations in the three academic disciplines. Students gain profound scientific knowledge as well as applied practical skills in media management, which they acquire within the scope of case study presentations.
	a) Students possess the necessary basic theoretical knowledge, are acquainted with the characteristics of different controlling concepts and can apply the management functions of controlling using the relevant controlling instruments. They have a good command of essential terms and functions of cost-benefit calculations and can establish interconnections between the balance of accounts as well as profit and loss calculations. Furthermore, they acquire the competence to conduct planning and prognosis calculations for media enterprises, analyse target-performance variances as well as carry out feasibility studies/profitability assessments using benchmark comparisons. Through media-related exercises students are familiarized with the particularities of Controlling in media enterprises.
	b) In this seminar, students will gain a comprehensive understanding of Human Resource Management (HRM) and Development, particularly within the context of media enterprises. They will explore the key areas of operation and the critical success factors necessary for effective HRM. Students will learn what HRM and Personnel Management entail, emphasizing knowledge that is particularly valuable for future executives in the media industry. The seminar will equip students with the skills needed to systematically analyse and assess personnel-related issues and develop appropriate solutions. They will learn how to perform personnel requirement and staff analyses, initiate recruitment processes, and conduct job interviews. Additionally, students will become familiar with the tools and strategies of personnel development, while also understanding the ethical aspects of HRM. Special attention will be given to the concept of the "war for talent," which highlights the competitive landscape for attracting and retaining top talent. Students will also explore the roles of HR professionals in managing this talent and the application of Theory X and Theory Y in managing and motivating employees.
	c) More and more media outlets are competing for the attention of their recipients, and only those who can capture it can succeed on the media market. Students know the interrelations between production, design and marketing. They can analyse these interrelations and develop individual strategies for their "product". They have in-depth knowledge of the subject matter and the instruments of marketing as a market-oriented management tool for media enterprises. Special attention is paid to the instruments of the marketing-mix and students can evaluate the specific types of a marketing-mix in media enterprises. Students have knowledge of the various facets of essential public relations instruments.

3	Module Contents
	a) Controlling
	• Definition and Classification
	• Functions of Controlling
	• Controlling and Business Administration in Media Enterprises
	• Concepts and Systems of Controlling (integrated and multi-dimensional Controlling)
	• Cost Accounting as an Instrument of Controlling
	• Operative Planning and Budgeting (Finance Planning und Budget Planning in Media Enterprises)
	• Target Costing und Process Cost Accounting
	• Investment Controlling, Production Controlling
	• Key Indicators
	• Contrasting Controlling in Media Enterprises
	• Case Studies
	b) Human Resource Management
	• Definition of Terms and Categorization (HRM, HRD)
	• Strategic Human Resource Management in Media Enterprises
	• Applied Personnel Management (Personnel Planning, Personnel Recruitment, Personnel Placement, Personnel Cost Management, Personnel Management, Personnel Controlling)
	• Requirement Profiles for Employee and Management Positions in the Media Sector
	• Personnel Marketing

	• Human Resource Development (Career Planning and Promotion, Educational/Training Needs, Company Apprenticeships and Further Training - Concepts and Trends) • Performance Management (Target Agreements, Appraisal Systems, Bottom-Up Feedback, 360° Feedback, Performance Review) • Instruments for Identifying Potential (Assessment, Self-Assessment, Management Audit) • The Learning Organization: Knowledge Management c) Marketing/Public Relations • Scope and Functions • Marketing Planning • Marketing Dimensions in the Media Sector (Philosophy, Method, Resources) • Marketing Instruments with focus on Digital and Online Marketing in the media sector • Marketing-Mix (Product, Price, Distribution and Communication Policies) in Media Enterprises • Selected Case Studies and Practical Exercises • Media Marketing and Brand Management for media enterprises • Public Relations
4	**Participation Requirements** **Formal:** None **Content:** The module builds upon „Media Economics".
5	**Method of Examination** Written module exam for all three subjects (exam duration is 120 minutes).
6	**Credit Points Requirement** Pass the module exam.
7	**Weight of Grade for Final Score** Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	**Module Representative and Lecturer(s)** a) Dr. Michael Sprenger-Menzel b) Prof. Dr. Christoph Schmidt (module representative) c) Tessa vom Hagen
9	**Selected Literature** Further reading material will be shared at the beginning of the course: a) Controlling • Weber, J.; Schäffer, U. (2008). Introduction to Controlling. Schäffer-Poeschel. • Kerzner, H. (2009). Project Management - A Systems Approach to Planning, Scheduling, and Controlling. (10th ed.). Wiley. b) Human Resource Management • Armstrong, M. (2014). Armstrong's Handbook of Human Resource Management Practice (12th ed.). Kogan Page. • Appleby, R.C. (1994). Modern Business Administration (6th ed.). Pearson. • Beardwell, I.; Holden, L.; Claydon, T. (2004). Human Resource Management (4th ed.). Pearson. • Bratton, J.; Gold, J. (2017). Human Resource Management. Theory and Practice (6th ed.). Palgrave and Macmillan. • Gilmore, S.; Williams, S. (2013). Human Resource Management (2nd ed.). Oxford University Press. • Price, A. (2015). Human Resource Management (4th ed). Hampshire. • Rue, L.W.; Ibrahim, N.A.; Byars, L.L. (2016). Human Resource Management (11th ed.). McGraw-Hill. • Torrington, D.; Hall, L.; Taylor, S.; Atkinson, C. (2011). Human Resource Management (8th ed.). Pearson. c) Marketing/Public Relations • Baines, P.; Fill, C.; Page, K. (2013). Essentials of marketing. Oxford University Press. • Kotler, P.; Keller, K.L.; Opresnik, M.O. (Eds.) (2007): Marketing Management. (12th ed.) Pearson. • Kotler, P.; Armstrong, G. (2018). Principles of Marketing. (17th edition). Pearson. • Kotler, P.; Armstrong, G.; Opresnik, M. (2020). Marketing: An Introduction. (14th edition). Pearson.

Elective I: 360-Degree Video

Code	Workload	Credits	Semester	Frequency	Duration
E2	120 h	4	2nd semester	Every summer semester	1 Semester

1	Class			Contact hours per week	Independent study	Group size
	Elective I (1 of 3): 360-Degree Video			3 SWS / 45 h	75 h	15 Students

2/3	**Learning outcome / competencies:** Students can produce 360 degrees videos. They start developing an idea and compose a story out of it.
4	**Participation Requirements** None. The electives students can register for are announced at the beginning of the respective semester. The students work on their projects during a block event, held in the mandatory elective week.
5	**Method of Examination** Performance record in the form of a product or application-oriented work accompanied by documentation or a presentation.
6	**Credit Points Requirement** Successful provision of a performance record.
7	**Weight of Grade for Final Score** None, the module is not graded.
8	**Module Representative (and Lecturer)** Dr. Almuth Schellpeper (module representative)
9	**Selected Literature** Further reading material will be shared at the beginning of the course: • Boyd, A.; Stewart, P.; Alexander, R. (2008). Broadcast Journalism. Focal Press. • Katz, S. (1991). Film directing shot by shot. Michael Wiese Productions. • Thompson, R.; Bowen, C. (2009). Grammar of the shot. Focal Press.

Elective I: Big Data, Data Journalism and Programming

Code	Workload	Credits	Semester	Frequency	Duration
E2	120 h	4	2nd semester	Every summer semester	1 Semester

1	Class			Contact hours per week	Independent study	Group size
	Elective I (2 of 3):					
	Big Data, Data Journalism and Programming			3 SWS / 45 h	75 h	15 Students

2/3	**Learning outcomes / competencies**
	The students are aware that four different perspectives—epistemology, expertise, economics, and ethics— play an important role to understand the present and potential applications of big data for journalism's professional logic and its industrial production. These conceptual approaches, distinct yet interrelated, show "how journalists and news media organizations are seeking to make sense of, act upon, and derive value from big data." The focus of the seminar is on the practical: By searching through data in real time and extracting information based on requested categories, such as events, people, location and dates, editors can make information more accessible, simplifying the research process and providing fast and accurate fact checking. Basic programming skills complement the understanding of the techniques behind the various processes.
	Module Content
	- Introduction to Data Journalism and Programming - Essential Data Journalism Skills - Essential Programming Skills for Journalists - Case Studies about Investigative Researches - Build Reusable and Easy Tools - Data Journalism Strategy for Newsrooms with Limited Resources - Best Practices for Data Journalism Storytelling

4	**Participation Requirements**
	The electives students can register for are announced at the beginning of the respective semester. The students work on their projects during a block event, held in the mandatory elective week.

5	**Method of Examination**
	Proof of the performance in the form of a product or application-oriented work accompanied by documentation or a presentation.

6	**Credit Points Requirement**
	Successful provision of a performance record.

7	**Weight of Grade for Final Score**
	None, the module is not graded.

8	**Module Representative (and Lecturer)**
	Dr. Almuth Schellpeper (module representative)

9	**Additional Information**
	Further references will be announced in class.

Elective I: Technology Lab

Code		Workload	Credits	Semester	Frequency	Duration
E2		120 h	4	2nd semester	Every summer semester	1 Semester

1	Class			Contact hours per week	Independent study	Group size
	Elective I (3 of 3): Technology Lab			3 SWS / 45 h	75 h	15 Students

2/3	**Learning outcomes / competencies / Module Content** Students are introduced to various practices and innovations within the fields of media technology, for example in data journalism or coding. They are encouraged to apply creative ideas in the contexts of journalism, such as developing journalism start-ups or fact-checking and verification tools. Focusing on practical work and with the help of innovative thinking as well as creativity techniques, the course aims to foster curiosity and inspire students' ideas for the future of journalism in an increasingly digitalized world.
4	**Participation Requirements** The electives students can register for are announced at the beginning of the respective semester. The students work on their projects during a block event, held in the mandatory elective week.
5	**Method of Examination** Proof of the performance in the form of a product or application-oriented work accompanied by documentation or a presentation.
6	**Credit Points Requirement** Successful provision of a performance record.
7	**Weight of Grade for Final Score** None, the module is not graded.
8	**Module Representative (and Lecturer)** Dr. Almuth Schellpeper (module representative)
9	**Further Information** Further references will be announced in class.

Elective II: Media Project – New Journalism, AI and Robot Use					
Code	**Workload**	**Credits**	**Semester**	**Frequency**	**Duration**
A3	120 h	4	3rd semester	Every winter semester	1 Semester

1	**Classes**			**Contact hours per week**	**Independent study**	**Group size**
	Elective II (1 of 3): New Journalism, AI and Robot Use			3 SWS / 45 h	75 h	15 Students

2/ 3	**Learning outcomes / competencies / Module Content** The students have advanced knowledge of the tasks of new journalism that are made possible by AI. They know which AI applications are playing a role in augmenting the journalistic process, and which are replacing journalists. The students don't only have an insight into how AI technology is currently being used and the advantages it brings to the newsroom, but they also are able to use robotic reporters as assistants to help them keep up with the ever-expanding scale of global news media.
4	**Participation Requirements** The electives students can register for are announced at the beginning of the respective semester. The students work on their media projects during a block event, held in the mandatory elective week.
5	**Method of Examination** Proof of the performance in the form of a product or application-oriented work accompanied by documentation or a presentation.
6	**Credit Points Requirement** Successful provision of a performance record.
7	**Weight of Grade for Final Score** None, the module is not graded.
8	**Module Representative (and Lecturer)** Dr. Almuth Schellpeper (module representative)
9	**Additional Information** Further references will be announced in class.

Elective II: Leadership Workshop					
Code	**Workload**	**Credits**	**Semester**	**Frequency**	**Duration**
A3	120 h	4	3rd semester	Every winter semester	1 Semester

1	**Class** Elective II (2 of 3): Leadership Workshop	**Contact hours per week** 3 SWS / 45 h	**Independent study** 75 h	**Group size** 15 Students

2/3	**Learning outcomes / competencies / module content** Students revise basic leadership theories and can distinguish between management and leadership. They can critically analyse situations and employ suitable leadership styles and strategies. The students are assigned a practical project through which they can apply the leadership theories they learned. Not only do they practice the day-to-day management of a media enterprise, but the students are also imparted with fundamental leadership skills such as interpersonal communication, decision-making, strategic and analytical thinking, efficiency and effectiveness as well as inspiring and motivating their teams. This hands-on approach allows students to identify their strengths and improvement areas, so that they are better prepared for future managerial and leadership roles.
4	**Participation Requirements** The electives students can register for are announced at the beginning of the respective semester. The students work on their media projects during a block event, held in the mandatory elective week.
5	**Method of Examination** Performance will to be assessed based on the ability to successfully participate in the practical project, accompanied by documentation or a presentation.
6	**Credit Points Requirement** Successful provision of a performance record.
7	**Weight of Grade for Final Score** None, the module is not graded.
8	**Module Representative (and Lecturer)** Dr. Almuth Schellpeper (module representative)
9	**Additional Information** Further references will be announced in class.

Elective II: Research Project
(e.g. Media in Conflict, Digital Newsroom, AI and Journalism)

Code	Workload	Credits	Semester	Frequency	Duration
A3	120 h	4	2nd/3rd semester	summer/winter semester	1-2 semesters

1	Classes		Contact hours per week	Independent study	Group size
	Elective II (3 of 3): Research Project, e.g. Media in Conflict, Digital Newsroom, AI and Journalism		3 SWS / 45 h	75 h	8-10 Students

2/3	**Learning outcomes / competencies / module content** During a pre-seminar in the summer semester students are to develop the theoretical framework, research focus and research questions for the project, and further devise a corresponding methodological approach. Individual data collection, processing and evaluation should take place during the lecture-free period after the summer semester. The students' findings are then to be presented for joint discussions during the project week in October. Based on these presentations, further steps for the research project will be determined.
4	**Participation Requirements** Students taking part in the research project are expected to delve into the topic in-depth and collect empirical data with their own individual research focus.
5	**Method of Examination** Performance will to be assessed based on the ability to analyse a current topic, research and present the study results.
6	**Credit Points Requirement** Successful provision of a performance record.
7	**Weight of Grade for Final Score** None, the module is not graded.
8	**Module Representative (and Lecturer)** Prof. Dr. Christoph Schmidt (module representative), Dr. Almuth Schellpeper
9	**Selected Literature** Literature will be provided at the beginning of the course. Particularly relevant further reading will be compiled in a reader for the participants.

Management Techniques

Code	Workload	Credits	Semester	Frequency	Duration
B3	240 h	8	3rd semester	Every summer semester	1 Semester

1	Classes		Contact hours per week	Independent study	Group size
	a) Seminar: Editorial Management b) Seminar: Project Management c) Seminar: Media Planning		2 SWS / 30 h 2 SWS / 30 h 2 SWS / 30 h	150 h	30 Students

2	Learning outcomes / competencies
	From an organizational point of view, editorial and project management competencies along with profound knowledge of media planning and consumer research are an integral part of demanding professional and managerial positions within media enterprises. a) Students are enabled to take on strategic and operative managerial tasks in the media and communication field. They have in-depth knowledge of the theoretical, empirical and practical principles of editorial management. They are sensitized to the interrelations between editorial organization, journalistic quality and economic conditions, and know how editorial structures can contribute to ensuring and improving quality. They, further, possess profound knowledge of managing media organizations or media units and are familiar with factors for success in media organizations. Students understand leadership as a process of social influence and are able to characterize and apply alternative leadership styles. Furthermore, they are able to independently find information on current issues of editorial management in newsrooms. b) Students know the characteristic features of project management in media enterprises and are equipped with the competence to purposefully apply, analyse and evaluate project management methods and tools. Taking into consideration factors that influence a project's structure, students are aware of the exogenous and behavioural aspects of a project team and can adequately participate in project work. c) Students have in-depth knowledge of media planning and are able to carry out media research projects independently. They can analyse media research data and draw the necessary conclusions. Furthermore, they can plan and commission marketing campaigns.

3	Module Content
	a) Editorial Management • Instruments and Methods of Editorial Management • Editorial Systems and Organization • Editorial Marketing • Quality Management in the Newsroom • Journalistic Quality and Economic Pressures • Change Management • Communicating with Groups (including Running and Facilitating Meetings) • Leadership Theories • Leadership Styles, Methods and Techniques • Conflict Management Strategies b) Project Management • Managing Media Projects (Target Development and Definition, Project Organization, Decision-Making Hierarchy, Project Phases, Schedule Management, Opportunity-and Risk Analysis) • Developing Project Contracts and Objectives (Client Specifications and Guidelines) • Instruments/Methods of Project Planning (Project Structure, Project Environment Analysis, Network Scheduling Techniques, Milestone Analysis, Project Handbook) • Motivating Project Teams (Models and Scope of Influence) • Success and Failure Factors of Project Management • Project Controlling (Cost Management, Quality Management, Reporting and Documentation of Projects) • Managing International Project Teams (Role of Cultural Differences) • MS-Project – Software Tool to Support Project Work • Case Studies – Media Projects

	c)	Media Planning
		• Media-Analysis • Planning Media Campaigns • Program Contents and Advertisement Placement • Demands of the Advertising Industry for Market Research and Evaluation Departments • Methods of Empirical Market and Media Research • Quantitative Approach (e.g. Representative Studies, People meter, Customer Surveys, Online-Surveys) • Quantitative Methods (In-depth Interviews, Focus Groups, Delphi-Method/ Expert Survey, Usability-Studies) • Applying Methodic Approaches for National and International Market and Media Research • Case Studies
4	**Participation Requirements**	
	None	
5	**Method of Examination**	
	Written module exam for all three subjects (exam duration is 120 minutes).	
6	**Credit Points Requirement**	
	Pass the module exam.	
7	**Weight of Grade for Final Score**	
	Graded according to § 22 Para. 2 of the examination regulations (MPO).	
8	**Module Representative and Lecturer(s)**	
	a) Prof. Dr. Christoph Schmidt (module representative) b) Sabrina von Burgsdorff c) Barbara Cholewa	
9	**Selected Literature**	
	Further reading material will be shared at the beginning of the course: a) Editorial Management • Albarran, A.B. (2015). Management of Electronic and Digital Media (6th ed.) Cengage. • Anderson, D.L. (2012). Organization Development (2nd ed.). SAGE. • Aris, A.; Bughin, J. (2012). Managing Media Companies. John Wiles & Sons. • Avilés, J.G.; Meier, K.; Kaltenbrunner, A.; Carvajal, M.; Kraus, D. (2009). 'NEWSROOMINTEGRATION IN AUSTRIA, SPAIN AND GERMANY. Journalism Practice. https://www.academia.edu/11543647/Newsroom_integration_in_Austria_Spain_and_Germany_models_of_media_convergence • Carnall, C. (2007). Managing Change in Organizations (5th ed.). Prentice Hall. • Küng, L. (2011). Strategic Management in the Media - From Theory to Practice. SAGE. • Nahavandi, A. (2012). The Art and Science of Leadership (6th ed.). Pearson. • Northouse, P.G. (2013). Leadership (6th ed.). SAGE. • Sylvie, G.; Wicks, J.L.; Hollifield, A.C.; Lacy, S.; Sohn, A.B. (2008): Media Management - A Casebook Approach (4th ed.). Routledge. • Yukl, Gary (2013). Leadership in Organizations. Pearson. b) Project Management • PMI (Ed.) (2002). Project Management. Body of Knowledge. A Guide to Project Management. B & T. • Richman, L. (2002). Project management step-by-step. AMACOM. c) Media Planning • Frey, L. R.; Botan, C. H.; Kreps, G. L. (2005). Investigating communication. An introduction to research methods (3rd ed.). Allyn & Bacon. • Katz, H. (2016). The media handbook. A complete guide to advertising media selection, planning, research, and buying (6th ed.). Routledge. • Preiss, R. W. (Ed.) (2007). Mass media effects research. Advances through media-analysis. Erlbaum.	

Study Project

Code		Workload	Credits	Semester	Frequency	Duration
C3		180	6	3rd semester	Every winter semester	1 Semester

1	Classes	Contact hours per week	Independent study	Group size
	Study Project	2 SWS / 30 h	150 h	30 Students

2	**Learning outcomes / competencies**
	The students can develop a comprehensive concept for a digital media product. The knowledge acquired in previous elective courses is implemented in the project work both theoretically and practically. The students can create, plan, produce and edit self-selected journalistic tasks and content ready for publication both online and for any media genre (video, audio, photography, text). They can demonstrate adequate journalistic competences to potential employers in the form of a comprehensive work sample. In addition, the students will gain skills in transmedia, serial and audience-controlled story telling.

3	**Module Content**
	The project work consists of two components:
	(1) Practical Part/Preparation: research and media implementation of journalistic content with innovative technologies for example 360-degree video, mobile reporting, podcasting (70% of the overall grade).
	(2) Theoretical Part/Written discussion or research protocol with reference to the practical part (30% of the overall grade): written concept with reference to the practical part.

4	**Participation Requirements**
	Formal: None
	Content: Knowledge acquired during the program and corresponding journalistic skills.

5	**Method of Examination**
	A module exam in the form of project work.

6	**Credit Points Requirement**
	Pass the module exam.

7	**Weight of Grade for Final Score**
	Graded according to § 22 Para. 2 of the examination regulations (MPO).

8	**Module Representative and Lecturer**
	Mira Keßler

9	**Selected Literature**
	The progress of the project is supported by regular consultations.

Empirical Methods II

Code	Workload	Credits	Semester	Frequency	Duration
D3	180 h	6	3rd semester	Every winter semester	1 Semester

1	Classes		Contact hours per week	Independent study	Group size
	a) Lecture: Advanced Empirical Methods		2 SWS / 30 h	180 h	30 Students
	b) Seminar: Research Practice		1 SWS / 15 h		
	c) Seminar: Research Evaluation and Presentation		1 SWS / 15 h		

2	Learning outcomes / competencies
	a) In the field of empirical methods, students have acquired advanced knowledge of descriptive and inductive statistics. They also have advanced knowledge of statistical analysis methods, for example in international comparative market research or audience research. Furthermore, they have the competence to analyse more complex data, tables and graphics as well as to critically analyse data. The interlocking of theoretical knowledge and methodical-analytical understanding enables them to independently plan and carry out empirical surveys.
	b) and c) The students have deepened their knowledge of quantitative methods of empirical social research in practical applications. They can use advanced quantitative methods and can process and develop more complex issues of empirical media research in methodologically appropriate ways. To carry out own field research and to present results, during a tutorial the students acquire knowledge of common software (e.g. PSPP).

3	Module Contents
	a) Advanced Empirical Methods
	• Descriptive Statistics: Graphical Representation of Data, Measures of Central Tendency: Mode, Median, Arithmetic Mean, Measures of Variability: Range, Standard Deviation, Variance, Validity, Reliability
	• Probability: Normal Distribution and Standard Normal Distribution
	• Inferential Statistics: Hypothesis Test, Significance, Correlation and Regression
	• Multivariate Methods, such as Factor Analysis and Cluster Analysis
	b) Research Practice
	• Exercises on Descriptive Statistics
	• Probability Theory and Probability Distribution
	• Formulation and Verification of Hypotheses and Multivariate Methods
	• Application of Advanced Quantitative Methods: e.g. Country Comparative Studies, Practical Exercises for Quantitative Data Analysis. (for example, Media User Typologies, Audience Analysis in Different Countries).
	c) Research Evaluation and Presentation
	• Introduction to PSPP: Data Entry, Processing and Evaluation
	• Analysis of Research Questions
	• Creating Cross-Tabulations for the Research Questions
	• Evaluation and Presentation of Empirical Results
	• Report (Management Summary, Research Question and Methodology, Results of the Study, Discussion)

4	Participation Requirements
	Formal: None
	Content: Knowledge acquired during the program

5	Method of Examination
	Written module exam for all three subjects (exam duration is 120 minutes).

6	Credit Points Requirement
	Pass the module exam.

7	Weight of Grade for Final Score
	Graded according to § 22 Para. 2 of the examination regulations (MPO).

8	Module Representative and Lecturer
	a), b), c): Winkate Bendig

9	Selected Literature
	Further reading (additional literature will be shared at the beginning of the course):
	• Babbie, E.R.; Mouton, J. (2001). The practice of social research. Oxford University Press.
	• Babbie, E. (2020). The practice of social research (15th ed.) Wadsworth.
	• Bryman., A.C.; Foster, L.; Sloan, L. (2022). Bryman's social research methods (6th ed.) Oxford University Press.
	• Cairo, A. (2016). The truthful art. Data, charts, and maps for communication. Pearson.

- Creswell, J.W. (2018). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.
- Flick, U. (2018). An introduction to qualitative research (6th ed.). Sage.
- Keyton, J. (2014). Communication research: Asking Questions, Finding Answers (4th ed). McGraw Hill Higher Education.
- Lune, H.; Berg, B.L.; (2017). Qualitative research methods for the social sciences (9th ed). Pearson.
- Rumsey, D. (2015). Statistics for dummies (3rd ed). Wiley.
- Salkind, N.J. (2019). Statistics for people who (think they) hate statistics (7th ed). Sage.
- Salkind, N.J. (2017). Study Guide to Accompany Neil J. Salkind's Statistics for People Who (Think They) Hate Statistics. Sage.
- Sarantakos, S. (2012). Social research. Palgrave Macmillan.
- Grønmo, S. (2024). Social Research Methods. Qualitative, Quantitative and Mixed Methods Approaches. (2nd ed.). Sage.

Applied Research Projects

Code	Workload	Credits	Semester	Frequency	Duration
E3	180	6	3rd semester	Every winter semester	1 Semester

1	Classes		Contact hours per week	Independent study	Group size
	a) Master Seminar		2 SWS / 30 h	120 h	30 Students
	b) Methodology Workshop		2 SWS / 30 h		

2	Learning outcomes / competencies
	a) The students get an opportunity to cement their formal and methodological knowledge as regards scientific work as well as exchange ideas and arguments on an academic basis. The core focus of the seminar is presenting one's individual master thesis project, including a relevant methodological and theoretical framework, combined with critical reflection along with fellow students. Among others, the seminar aims to offer scientific guidance for the students master theses, promote students' ability to work independently and guarantee the standard of academic quality in their works.
	b) The students get to know the entire process of empirical research. In addition to the discovery and exploitation context, they actively deal with the justification context. Through the use of different social science methods, the students get to know the data collection and evaluation process. The acquired experience in empirical methodology enables the students to assess the potential of the different methods. This enables them to select adequate empirical methods for future scientific projects.

3	Module Contents
	a) Master Seminar
	• Rules and Advanced Methods of Scientific Work
	• Individual Topic Classification and Selection for the Master Thesis
	• Preparation of Research Questions and Hypotheses
	• Developing an Individual Methodologically Appropriate Research Design
	• Identifying an Adequate Theoretical Framework
	• Structuring the Master Thesis and Formal Composition
	• Presentation of a Comprehensive Exposé and Reflection Based on Scientific Criteria
	b) Workshop Methodology
	• Selection of Qualitative and Quantitative Methods
	• Independent Topic Finding, Common Main Topic as a Basis
	• Formation of Research Teams, Formulation of Research Questions, Compilation of a List of Literature on the Main Topic, Selection of an Adequate Method and Application
	• Evaluation of Collected Data and Assessment of Different Methods
	• Written Documentation of the Results
	• Presentation in Plenary

4	Participation Requirements
	Formal: None
	Content: Knowledge acquired during the program and corresponding scientific competencies.

5	Method of Examination
	Two-part performance record:
	a) comprehensive exposé and presentation
	b) written documentation of results and presentation

6	Credit Points Requirement
	Successful provision of a performance record.

7	Weight of Grade for Final Score
	None, the module is not graded.

8	Module Representative and Lecturer(s)
	a) Prof. Dr. Christoph Schmidt (module representative), Dr. Almuth Schellpeper, b) Prof. Dr. Christoph Schmidt

9	Additional Information
	Project progress is supported through consultation meetings.

Selected Literature

Additional literature will be shared at the beginning of the course:

a) Master Seminar:
- Brennen, B.S. (2017). Qualitative Research Methods for Media Studies (2nd ed). Routledge.
- Bryman, A. et al. (2008). Social Research Methods (6th ed.). Oxford University Press.
- Bui, Y. N. (2019). How to Write a Master's Thesis. (3rd ed.). SAGE Publications.
- Creswell, J.W.; Creswell, D.J. (2018). Research Design – Qualitative, Quantitative & Mixed Methods Approaches (4th ed.). SAGE Publications.
- Evans, D.; Gruba, P. (2014). How to Write a Better Thesis (3rd ed.). Springer.
- Furseth, I.; Everett, E.L. (2013). Doing Your Master's Dissertation. Sage Publications.
- Krippendorf, K. (2019). Content Analysis. An Introduction to Its Methodology (4th ed.). SAGE Publications.
- Lindlof, T.R.; Taylor, B.C. (2019). Qualitative Communication Research Methods. SAGE Publications.
- Mayring, P. (2014). Qualitative content analysis: theoretical foundation, basic procedures and software solution. URN: http://nbn-resolving.de/urn:nbn:de:0168-ssoar-395173 .
- Paltridge, B.; Starfield, S. (2019). Thesis and Dissertation Writing in a Second Language. A Handbook for Students and Their Supervisors. Routledge.
- Schreier, M. (2012). Qualitative Content Analysis in Practice. SAGE Publications.

b) Methodology Workshop:
- Babbie, E. (2016). The practice of social research (17th ed). Wadsworth.
- Creswell, J.W. (2018). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.
- Flick, U. (2018). An introduction to qualitative research (6th ed). Sage.
- Keyton, J. (2014). Communication research: Asking Questions, Finding Answers (4th ed). McGraw Hill Higher Education.
- Lune, H.; Berg, B.L.; (2017). Qualitative research methods for the social sciences (9th ed). Pearson.

Master Thesis & Colloquium

Code	Workload	Credits	Semester	Frequency	Duration
A/B4	900 h	30	4th Semester	Every Semester	1 Semester

1	Classes		Contact hours per week	Independent study	Group size
	Colloquium, Supervision: Master Thesis and Colloquium		2 SWS / 30 h	870 h	Individual

2	Learning outcomes / competencies
	Students can independently discuss and solve a complex practice-oriented problem in the media field applying scientific methods in a structured manner and within a maximum processing period of four months. They can scientifically assess the state of media development and relevant research in writing, analyse and contextualize it in an interdisciplinary manner as well as document their work in compliance with academic norms/standards. Students have acquired the necessary subject-related expertise, methodological and systemic competencies required academic Master's level. They can structure, present and critically discuss complex topics within a given timeframe as well as (verbally) answer subject-related questions correctly and coherently. For moe details see the Master's examination regulations. §§ 14 ff.

3	Module Content
	• Theoretical or empirical work and problem-solving using scientific methods • Academic work and methodology along with the application of theoretical and analytical skills to given tasks • Comprehensive result-oriented written elaborations • Adequate usage of visualization techniques in texts • Demonstrating subject-specific competencies when tackling assignments The master thesis must contain an abstract written in English summarizing the contents of the thesis.

4	Participation Requirements
	Formal: Registration and admission for the dissertation in accordance with the examination regulations. **Content:** Knowledge and academic competencies acquired during the program.

5	Method of Examination
	Written composition (master thesis) and presentation/discussion of results during the colloquium.

6	Credit Points Requirement
	1. Pass the master thesis. 2. *Pass the colloquium.*

7	Weight of Grade for Final Score
	Graded according to § 22 Para. 2 of the examination regulations (MPO).

8	Module Representative and Lecturer(s)
	Appointed lecturers in relevant academic discipline.

9	Additional Information
	Independent study is encouraged and monitored through meetings with supervisors.