



Hochschule  
Bonn-Rhein-Sieg

# Module Manual

for the  
Master's Program

## “International Media Studies” (Master of Arts)

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## Curriculum

1st Semester	2nd Semester	3rd Semester	4th Semester
<b>Media and Development (6 CP)</b> <ul style="list-style-type: none"> <li>Comparative Media Systems 2 SWS</li> <li>Media and Development Cooperation 2 SWS</li> <li>Academic Work 1 SWS</li> </ul>	<b>Media Practice / Digital Media Practice (1 of 3) (4 CP)</b> Media Project I 3 SWS <ul style="list-style-type: none"> <li>Digital Multimedia</li> <li>Smart Tools for Videoconferencing and Cyber Security</li> <li>Programming</li> </ul>	<b>Elective II (1 of 3) (4 CP), e.g.</b> <ul style="list-style-type: none"> <li>Media Project II/ III - New Journalism, AI and Robot Use 3 SWS</li> <li>Leadership Workshop 3 SWS</li> <li>Research Project 3 SWS</li> </ul>	<b>Master Thesis</b>  +  <b>Colloquium</b>  <b>(30 CP)</b>
	<b>Media, Politics and Society II (6 CP)</b> <ul style="list-style-type: none"> <li>Media Concentration and Media Governance 3 SWS</li> <li>Media in Conflict and Crisis Situations 3 SWS</li> </ul>		
<b>Media, Education and Communication (6 CP)</b> <ul style="list-style-type: none"> <li>Media Literacy 4 SWS</li> <li>Intercultural Communication and Competence 2 SWS</li> </ul>	<b>Media and Communication Science / Media Theory and Methodology (8 CP)</b> <ul style="list-style-type: none"> <li>Media and Communication Science 2 SWS</li> <li>Empirical Methods I 2 SWS</li> <li>Research Seminar Empirical Methods I 2 SWS</li> <li>New Media and Media Convergence 2 SWS</li> </ul>	<b>Digital Project Work (6 CP)</b> Digital Project Work 2 SWS	
<b>Media, Politics and Society I/ Transformation of Society (6 CP)</b> <ul style="list-style-type: none"> <li>Political Communication 2 SWS</li> <li>Media Ethics 1 SWS</li> <li>Media Law 1 SWS</li> <li>Media and Globalisation 1 SWS</li> </ul>			
<b>Journalism (6 CP)</b> <ul style="list-style-type: none"> <li>Journalism Theory 1 SWS</li> <li>Forms of Journalistic Writing 2 SWS</li> <li>Research 2 SWS</li> </ul>	<b>Media Management (8 CP)</b> <ul style="list-style-type: none"> <li>Controlling 2 SWS</li> <li>Human Resource Management 2 SWS</li> <li>Marketing/Public Relations 2 SWS</li> </ul>	<b>Empirical Methods II (6 CP)</b> <ul style="list-style-type: none"> <li>Advanced Empirical Methods 2 SWS</li> <li>Research Practice 1 SWS</li> <li>Research Evaluation and Presentation 1 SWS</li> </ul>	
<b>Media Economics (6 CP)</b> <ul style="list-style-type: none"> <li>General Media Economics 3 SWS</li> <li>Media Organization 1 SWS</li> </ul>	<b>Elective I (1 of 3) (4 CP), e.g.</b> <ul style="list-style-type: none"> <li>Media Project II - 360 Degree Video 3 SWS</li> <li>Technology Lab 3 SWS</li> <li>Big Data, Data Journalism and Programming 3 SWS</li> </ul>	<b>Applied Research Projects (6 CP)</b> <ul style="list-style-type: none"> <li>Master Seminar 2 SWS</li> <li>Methodology Workshop 2 SWS</li> </ul>	

## Study Schedule

Module	Classes	CT	Language	Examination	1.	CP	2.	CP	3.	CP	4.	CP	
Media and Development	Comparative Media Systems	L	Eng.		2								
	Media and Development Cooperation	L	Eng./Ger.	ME	2	6							
	Academic Work	E	Eng.		1								
Media, Education and Communication	Media Literacy	S	Eng.	PME	4	6							
	Intercultural Communication and Competence	E	Eng.	PME	2								
Media, Politics and Society I / Transformation of Society	Political Communication	L	Eng.		2								
	Media Ethics	L	Eng.	ME	1	6							
	Media Law	L	Ger.		1								
	Media and Globalization	S	Eng.		1								
Journalism	Journalism Theory	S	Eng.		1								
	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 / Digital Media Practice - Media Project I (1 of 3) e.g.	Digital Multimedia Smart Tools for Videoconferencing and Cyber Security Programming	P (Block)	Eng./Ger.	PR			3	4					
Media, Politics and Society II	Media Concentration and Media Governance	S	Eng.	ME			3	6					
	Media in Conflict and Crisis Situations	Ü	Ger.		3								
Media and Communication Science / Media Theory and Methodology	Media and Communication Science	L	Eng.	ME			2	8					
	Empirical Methods I	L	Ger.		2								
	Research Seminar Empirical Methods I	S	Ger.		2								
	New Media and Media Convergence	S	Eng.		2								
Media Management	Controlling	S	Ger.	ME			2	8					
	Human Resource Management	S	Eng.		2								
	Marketing/Public Relations	S	Eng.		2								
Elective I (1 of 3), e.g.	Media Project II – 360-Degree Video Technology Lab	P (Block)	Eng./Ger.	PR			3	4					
	Big Data, Data Journalism and Programming												
Elective II (1 of 3), e.g.	Media Project II/III – New Journalism, AI and Robot Use			PR					3	4			
	Leadership Workshop	P (Block)	Eng./Ger.										
	Research Project: Media in Conflict, Digital Newsroom, International Journalistic Standards												
Management Techniques	Editorial Management	S	Eng.	ME					2	8			
	Project Management	S	Eng.		2								
	Media Planning	S	Ger.		2								
Digital Project Work	Digital Project Work	P (Block)	Eng./Ger.	ME					2	6			
Empirical Methods II	Advanced Empirical Methods	L	Ger.	ME					2	6			
	Research Practice	E	Ger.		1								
	Research Evaluation and Presentation	E	Ger.		1								
Applied Research Projects	Master Seminar	S	Eng.	PPR					2	6			
	Methodology Workshop	E	Eng.	PPR					2				
Master Thesis + Colloquium	Master Thesis Colloquium		Eng./Ger.								2	30	
Final Master's Examination (Total)													
<b>Updated: November 2019</b>	<b>Total CP: 120</b>				<b>25</b>	<b>30</b>	<b>26</b>	<b>30</b>	<b>19</b>	<b>30</b>	<b>2</b>	<b>30</b>	

CT = Class Type

Lecture (L)

Seminar (S)

Exercise (E)

Project (P)

Examination

Module exam (ME, graded)

Partial module exam (PME, graded)

Performance record (PR, not graded)

Partial performance record (PPR, not graded)

<b>Media and Development</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
A1	180 h	6	1st semester	Every winter semester	1 semester
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>	<b>Independent study</b>	<b>Group size</b>
	a) <u>Lecture</u> : Comparative Media Systems		2 SWS / 30 h	In total 105 h	30 Students
	b) <u>Lecture</u> : Media and Development Cooperation		2 SWS / 30 h		
	c) <u>Seminar</u> : Academic Work		1 SWS / 15 h		
<b>2</b>	<b>Learning outcomes / competencies</b>				
	<p>a) The students accumulate basic knowledge about media systems and the role of the media in development. They know which impact media have, especially on development work; how media systems in different countries and regions are distinct from each other; which significance these differences may have for the reception of media and for the development of society as well as which dynamics may lead to modified media systems. Media systems and journalism practices in all world regions will be discussed.</p> <p>b) The students are familiar with development theories and fields of action within development politics. They are able to identify development and culture within a historic context and learn about the impact of media development work via case studies.</p> <p>c) Students acquire the necessary competencies to independently write academic papers (term papers, research project papers, master theses) as well as academically evaluate the works of other authors on formalities while recognizing and naming the relevant norms and standards. They can adequately deal with academic literature and navigate through the systems of a university library (e.g. catalogues, databases).</p>				
<b>3</b>	<b>Module Contents</b>				
	<p>a) Comparative Media Systems</p> <ul style="list-style-type: none"> <li>• International Media Systems in Comparison (Notions and Classifications)</li> <li>• Types of Media Systems</li> <li>• Journalism Cultures in International Comparison</li> <li>• Concepts of Intercultural, International and Global Communication</li> <li>• Media Markets in Comparison (Africa, Asia, Europe, North- and Latin America, Arabic World)</li> <li>• Case Studies (Historic and Current Transformation Processes)</li> <li>• Selected Topics, e.g. Gender and International Media Systems</li> </ul> <p>b) Media and Development Cooperation</p> <ul style="list-style-type: none"> <li>• Introduction to Development Theories</li> <li>• Modernisation, Dependency and World System Theory</li> <li>• Core Fields of Action in Development Politics</li> <li>• Policies of Selected Bi- and Multilateral Donors and Actors, Ethical and Cultural Aspects</li> <li>• Knowledge for Development</li> <li>• Fundamentals of Media Development Cooperation</li> <li>• German and European Development Cooperation and Areas of Application</li> <li>• Evaluation and Monitoring of Development Cooperation</li> </ul> <p>c) Academic Work</p> <ul style="list-style-type: none"> <li>• Introduction to the Philosophy of Science</li> <li>• Researching, Evaluating and Structuring Literature</li> <li>• Citations and Bibliographies</li> <li>• Reading Techniques</li> <li>• Conceptualizing and Structuring Academic Works</li> <li>• Types of Academic Texts and Evaluating Sources</li> <li>• Basic Patterns for Disputation und Argumentation</li> <li>• Academic Writing und Excerpting</li> <li>• Avoiding Plagiarism</li> </ul>				

<b>4</b>	<b>Participation Requirements</b> None
<b>5</b>	<b>Method of Examination</b> Written module exam for all three subjects (exam duration is 120 minutes).
<b>6</b>	<b>Credit Points Requirement</b> Pass the module exam.
<b>7</b>	<b>Weight of Grade for Final Score</b> Graded according to § 22 Para. 2 of the examination regulations (MPO).
<b>8</b>	<b>Module Representative and Lecturer(s)</b> a) Eira Martens-Edwards b) Dr. Esther Dorn-Fellermann / Dr. Oliver Pye c) Prof. Dr. Christoph Schmidt (module representative)
<b>9</b>	<p><b>Selected Literature</b> Further reading material will be shared at the beginning of the course:</p> <p>a) Comparative Media Systems</p> <ul style="list-style-type: none"> <li>• Hallin, Daniel C.; Mancini, Paolo (2004): Comparing media systems. Three models of media and politics. Cambridge et al.: Cambridge University Press.</li> <li>• Hallin, Daniel C.; Mancini, Paolo (eds.) (2012): Comparing media systems beyond the western world. Cambridge et al.: Cambridge University Press.</li> <li>• Hanitzsch, Thomas; Hanusch, Folker, Ramaprasad, Jyotika, De Beer, Arnold S. (eds.) (2019): Worlds of Journalism. Journalistic Cultures Around the Globe. New York: Colombia University Press.</li> <li>• Hardy, Jonathan (2008): Western Media Systems. London and New York: Routledge.</li> <li>• McMillin, Divya (2007): International Media Studies. Malden, Mass et al.: Blackwell Publication.</li> <li>• McQuail, Denis (2009): McQuail's mass communication theory. Los Angeles et al. : Sage.</li> <li>• Thussu, Daya Kishan (2006): International communication. London: Arnold.</li> <li>• Voltmer, Katrin (2013): The media in transitional democracies. Cambridge, U.K.: Polity Press.</li> <li>• Weaver, David H.; Willnat, Lars (eds.) (2014): The Global Journalist in the 21<sup>st</sup> Century. New York: Routledge.</li> </ul> <p>b) Media and Development Cooperation</p> <ul style="list-style-type: none"> <li>• Ahrens, Heinz (ed.) (2005): Development cooperation. Evaluation and new approaches. Berlin: Duncker &amp; Humblot.</li> <li>• Chari, S.; Corbridge, S. (eds.) (2008): The Development Reader. London: Routledge.</li> <li>• Mody, Bella (ed.) (2003): International and Development Communication: A 21<sup>st</sup> century perspective. London et al.: SAGE.</li> <li>• Peet, Richard; Hartwick, Elaine (2009): Theories of development: Contentions, arguments, alternatives. New York and London: Guilford Press.</li> <li>• Schech, S.; Haggis, J. (2000): Culture and Development. A critical introduction. Oxford: Blackwell Publications.</li> <li>• Servaes, Jan (ed.) (2008): Communication for Development and Social Change. Los Angeles et al.: SAGE.</li> <li>• Klußmann, Jürgen (ed.) (2006): Democratization. A central task for media development cooperation. Bonn: Evangelische Akademie im Rheinland.</li> <li>• Visvanathan, Nalini et al. (eds.) (2011): The Women, Gender and Development Reader. 2<sup>nd</sup> Edition. London and New York: Zed Books.</li> </ul> <p>c) Academic Work</p> <ul style="list-style-type: none"> <li>• Bailey, Stephen (2006): Academic writing. A handbook for international students. 2<sup>nd</sup> Edition. London (u. a.): Routledge.</li> <li>• Ecans, David; Gruba, Paul; Zobel, Justin (2011): How to write a better thesis. 3<sup>rd</sup> Edition, Victoria: Melbourne University Press.</li> <li>• MLA (2009): MLA Handbook for Writers of Research Papers. 7<sup>th</sup> Edition, New York: The Modern Language Association of America.</li> <li>• Oshima, Alice; Hogue, Ann (2006): Writing Academic English. 4<sup>th</sup> Edition, New York: Pearson.</li> </ul>

<b>Media, Education and Communication</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
B1	180 h	6	1st Semester	Every winter semester	1 Semester
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>	<b>Independent study</b>	<b>Group size</b>
	a) <u>Seminar</u> : Media Literacy		4 SWS / 60 h	90 h	30 Students
	b) <u>Seminar</u> : Intercultural Communication and Competence		2 SWS / 30 h		
<b>2</b>	<b>Learning outcomes / competencies</b>				
	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, are able to anticipate cultural differences and deal with them in a professional manner. They understand intercultural methods and strategies for conflict solutions. In addition, they learn cultural and communication theories apply the knowledge in practical exercises and develop awareness for themes of cognitive and affective rules as well as for intercultural norms of behaviour.				
<b>3</b>	<b>Module Contents</b>				
	a) Media Literacy				
	<ul style="list-style-type: none"> <li>• Fundamentals of Educational Sciences</li> <li>• Overview of General Teaching and Learning Methods</li> <li>• Introduction of Media Competence Concepts (incl. Lifelong Learning)</li> <li>• Basic Knowledge in Methodology and Didactics</li> <li>• Practice of Presentation Techniques</li> <li>• Getting to Know Multimedia-Based Learning Environments</li> <li>• Planning and Implementation of Lesson Plans</li> <li>• Evaluation Processes of Trainings</li> </ul>				
	b) Intercultural Communication and Competence				
	<ul style="list-style-type: none"> <li>• Theory and Practice of Intercultural Communication</li> <li>• Approaches of Anthropology</li> <li>• Ethnocentricity and Attribution</li> <li>• Intercultural Facilitation of Verbal and Non-Verbal Communication</li> <li>• International media as intercultural communication</li> <li>• Value Orientation and Cultural Norms (Case Studies)</li> <li>• Ethnographic Exercises and Empirical Observation</li> <li>• Collaboration in Multicultural Teams (MBI Model)</li> </ul>				
<b>4</b>	<b>Participation Requirements</b>				
	None				
<b>5</b>	<b>Method of Examination</b>				
	Two-part module examination: weight of grade for final score a) 60%, b) 40%				
	a) Term Paper				
	b) Portfolio				
<b>6</b>	<b>Credit Points Requirement</b>				
	Pass the two-part module exam according to § 10 MPO.				
<b>7</b>	<b>Weight of Grade for Final Score</b>				
	Graded according to § 22 Para. 2 of the examination regulations (MPO).				
<b>8</b>	<b>Module Representative and Lecturer(s)</b>				
	a) Dr. Leon Tsvasman (module representative)				
	b) Rebecca Schwarz				
<b>9</b>	<b>Selected Literature</b>				

Further reading material will be shared at the beginning of the course:

a) Media Literacy

- Hoehsman, M., Poyntz, S. R. (2012): Media Literacies. A critical introduction. West Sussex: Wiley-Blackwell.
- Frechette, Julie; Williams, Rob (eds.) (2016): Media Education for a Digital Generation. New York and London: Routledge.
- Matheson, David (ed.) (2008): An introduction to the study of education. London: Routledge.
- Mayer, Richard (2005): The Cambridge Handbook of Multimedia Learning. Cambridge University Press.
- Moon; Ben-Perez; Brown (2000): Routledge international companion to education. London and New York: Routledge.
- Olson, M.; Hergenhahn, B. (2009): An introduction to theories of learning. New Jersey: Pearson Prentice Hall.
- Potter, James (2016): Media Literacy. 8<sup>th</sup> Edition. Los Angeles et al.: SAGE.
- Pritchard, Alan (2009): Ways of learning. London: Routledge.
- Siddons, Suzy (2008): The complete presentation skills handbook. London et al.: Kogan Page.

b) Intercultural Communication and Competence

- Asante, Molefi Kete; Gudykunst, Willima B. (eds.) (1989): Handbook of international and intercultural communication. Newbury Park et al.: Sage Publications.
- Hofstede, Geert (2001): Culture's Consequences. Comparing Values, Behaviours, Institutions and Organizations across Nations. 2<sup>nd</sup> Edition. Thousand Oaks et al.: Sage Publications.
- Hofstede, Geert et al. (2010): Cultures and Organizations. Software of the Mind. 3<sup>rd</sup> Edition. New York: McGraw-Hill.
- Holliday, Adrian; Hyde, Martin; Kullman, John (2004): Intercultural Communication: An Advanced Resource Book. New York: Routledge.
- Kotthoff, Helga; Spencer-Oatey, Helen (eds.) (2009): Handbook of Intercultural Communication. Berlin and New York: Mouton de Gruyter.
- Thomas, Alexander et al. (eds.) (2010): Handbook of Intercultural Communication and Cooperation. Basics and Areas of Application. 2<sup>nd</sup> Edition. Göttingen and Oakville: Vandenhoeck & Ruprecht.
- Trompenaars, Fons; Hampden-Turner, Charles (1997): Riding the wave of culture. London: Nicholas Brealey.



<b>Media, Politics and Society I / Transformation of Society</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
C1	180 h	6	1st Semester	Every winter semester	1 Semester
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>	<b>Independent study</b>	<b>Group size</b>
	a) <u>Lecture</u> : Political Communication		2 SWS / 30 h	105 h	30 Students
	b) <u>Lecture</u> : Media Ethics		1 SWS / 15 h		
	c) <u>Lecture</u> : Media Law		1 SWS / 15 h		
	d) <u>Seminar</u> : Media and Globalisation		1 SWS / 15 h		
<b>2</b>	<b>Learning outcomes / competencies</b>				
	a) The students understand the importance of mediatized political communication. They know the specific institutional characteristics and their functions in democratic processes. They know the essential characteristics of mass media and "social media" and are familiar with their structures, functions and forms of reception. Especially the effects of media communication on politics and society are reflected upon by the participants.				
	b) The students are able to 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 are able to 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 possibilities and limitations of media globalization. They debate different globalization theories and can compare them with each other. Global media formats with international audiences, global news flows and forms of digital communication as well as supranational organization are also considered. In addition, the students analyze the role of media in globalization processes on the basis of current case studies.				
<b>3</b>	<b>Module Contents</b>				
	a) Political Communication				
	<ul style="list-style-type: none"> <li>• Theoretical Approaches to the Role of the Media in Politics and Society</li> <li>• Media as Political Actors of Political Communication</li> <li>• Role of the Media in Democratic Systems (Information, Articulation, Participation, Education, Entertainment and Control)</li> <li>• Basic Principles of Media Freedom and Media Control</li> <li>• Current Studies, Country Studies</li> <li>• Selected Topics, including Media and Elections, Media and Lobbying</li> </ul>				
	b) Media Ethics				
	<ul style="list-style-type: none"> <li>• Basic Concepts of Ethics</li> <li>• Approaches in Media Ethics</li> <li>• Professional Ethics, International Standards (Understanding of Journalistic Roles and Principles of Operation, Acceptance of Research Methods, Presentation and Editing of Journalistic Products)</li> <li>• Selection Theories</li> <li>• Internet and Computer Ethics</li> <li>• Media Scandals and Limits of Media Ethics</li> </ul>				
	c) Media Law				
	<ul style="list-style-type: none"> <li>• Basic Concepts of Media Law in International Comparison</li> <li>• Structures and Actors of Media Regulation on National, European and Global Level</li> <li>• Universal Principles of Press Freedom and Freedom of Information</li> </ul>				
	d) Media and Globalization				
	<ul style="list-style-type: none"> <li>• Theories of Globalisation and Research Traditions</li> <li>• Media Imperialism</li> <li>• Approaches and Limits of Media Globalisation</li> <li>• Economic, Political and Cultural Aspects of Media and Globalisation</li> <li>• Actors and Institutions of Global Communication (e.g. EU, OSCE, WTO, ITU, UNESCO)</li> <li>• Selected Topics, e.g. Global News Flow and International TV Formats</li> <li>• Globalisation, Internet, Digital Media and Internet Governance</li> <li>• Current Case Studies</li> </ul>				
<b>4</b>	<b>Participation Requirements</b>				

	None
<b>5</b>	<b>Method of Examination</b> Written module exam for all four subjects (exam duration is 120 minutes).
<b>6</b>	<b>Credit Points Requirement</b> Pass the module exam.
<b>7</b>	<b>Weight of Grade for Final Score</b> Graded according to § 22 Para. 2 of the examination regulations (MPO).
<b>8</b>	<b>Module Representative and Lecturer(s)</b> a) Dr. Esther Dorn-Fellermann (module representative) b) Prof. Dr. Caja Thimm c) Dr. Peter Niepalla d) Prof Dr. Oliver Ruf
<b>9</b>	<b>Selected Literature</b> Further reading material will be shared at the beginning of the course: a) Political Communication: <ul style="list-style-type: none"> <li>• Davis, Aeron (2010): Political Communication and Social Theory. London and New York: Routledge.</li> <li>• Esser, Frank; Pfetsch, Barbara (ed.) (2004): Comparing political communication. Theories, Cases, and Challenges. Cambridge et al.: Cambridge University Press.</li> <li>• Kaid, Lynda Lee; Holtz-Bacha, Christina (eds.) (2008): Encyclopedia of political communication. Los Angeles et al.: Sage.</li> <li>• McNair, Brian (2007): An introduction to political communication. 4<sup>th</sup> Edition, London and New York: Routledge.</li> <li>• Voltmer, Katrin (ed.) (2009): Mass media and political communication in new democracies. London et al.: Routledge, 2009.</li> </ul> b) Media Ethics <ul style="list-style-type: none"> <li>• Bertrand, Claude-Jean (2002): Media ethics &amp; accountability systems. New Brunswick, N J: Transaction Publ.</li> <li>• Hafez, Kai (ed.) (2003): Media ethics in the dialogue of cultures. Hamburg: Deutsches Orient-Institut.</li> <li>• Patterson, Philipp (ed.) (2008): Media ethics. Boston, Mass. Et al.: McGraw-Hill.</li> <li>• Wilkins, Lee; Christians, Clifford G. (eds.) (2008): Handbook of Mass Media Ethics. New York: Routledge.</li> <li>• Ess, Charles (2014): Digital media ethics. 2<sup>nd</sup> Edition. Cambridge and Malden: Polity Press.</li> <li>• Ward, Stephen J.A. (2015): Radical Media Ethics. A Global Approach. West Sussex: John Wiley&amp;Sons.</li> </ul> c) Media Law <ul style="list-style-type: none"> <li>• Becker, Eberhard, Buhse, W., Günnewig, D., Rump, N. (Eds.) (2003): Digital Rights Management. Technological, Economic, Legal and Political Aspects. Berlin: Springer.</li> <li>• Lucena, Cláudio (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. Heidelberg et al.: Springer Cham.</li> <li>• May, Christopher (2007): Digital Rights Management: The Problem of Expanding Ownership Rights. Oxford: Chandlers Publishing.</li> <li>• Oster, Jan (2017): European and International Media Law. Cambridge: Cambridge University Press.</li> <li>• Savin, Andrej (2017): EU Internet Law. Cheltenham: Edward Elgar Publishing Limited. 2nd ed.</li> <li>• Van Tassel, Joan M., Poe-Howfield, Lisa (2010): Managing Electronic Media: Making, Marketing, and Moving Digital Content. Massachusetts: Focal Press.</li> </ul> d) Media and Globalisation <ul style="list-style-type: none"> <li>• Boyd-Barret, Oliver; Rantanen, Terhi (eds.) (1998): The globalization of news. London et al.: Sage Publications.</li> <li>• Hafez, Kai (2007): The myth of globalization. Cambridge: Polity Press.</li> <li>• McPhail, Thomas L. (2014): Global Communication. Theories, Stakeholders, and Trends. 4<sup>th</sup> Edition. Malden et al.: Blackwell Publishing.</li> <li>• Oren, Tasha; Shahaf, Sharon (eds.) (2012): Global television formats. Understanding television across borders. New York and London: Routledge.</li> <li>• Sparks, Colin (2007): Globalization, Development and the Mass Media. Los Angeles et al.: Sage Publications.</li> <li>• Thussu, Daya Kishan (ed.) (2007): Media on the move. Global flow and contra-flow. London and New York: Routledge.</li> <li>• Volkmer, Ingrid (ed.) (2012): The handbook of global media research. West Sussex: Wiley-Blackwell.</li> </ul>

<b>Journalism</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
D1	180 h	6	1st Semester	Every winter semester	1 Semester
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>	<b>Independent study</b>	<b>Group size</b>
	a) <u>Seminar</u> : Journalism Theory		1 SWS / 15 h	105 h	30 Students
	b) <u>Seminar</u> : Research		2 SWS / 30 h		
	c) <u>Seminar</u> : Forms of Journalistic Writing		2 SWS / 30 h		
<b>2</b>	<b>Learning outcomes / competencies</b>				
	<p>Graduates have in-depth knowledge of key findings from media and journalism research. These are mainly the areas that form the scientific background for practical work in the media. Examples include: theories of news selection, media-user typologies, and important results of impact research. Students are able to professionally use and evaluate different journalistic forms of presentation: news, interviews, reports, comments, and presentation. They have advanced knowledge of how to plan, organize and produce programs. They know that topics require different formats depending on the situation. The students master the most important techniques of quality control in editorial offices, know how constructive and sustainable broadcasting critique is done and can apply the appropriate criteria for the evaluation of different broadcast content and forms. Themes such as research, editorial mission statement and the training of journalists are familiar to them. Furthermore, the students reflect journalistic quality standards and develop research strategies. They strengthen their research skills and are sensitized to the accuracy in dealing with facts and the orientation towards a goal of objectivity.</p>				
<b>3</b>	<b>Module Contents</b>				
	<p>a) Journalism Theory</p> <ul style="list-style-type: none"> <li>• Definition and Functions of Journalism</li> <li>• Historical and Legal Foundations</li> <li>• Journalism as a Research Field</li> <li>• Journalism as a Profession</li> <li>• Broadcasting as a Public Duty</li> <li>• Journalistic Reporting Models (Information Journalism, Interpretive Journalism, Investigative Journalism, Social Science Journalism)</li> <li>• Journalism and Public Relations</li> <li>• Journalistic Quality Investigation</li> </ul> <p>b) Research</p> <ul style="list-style-type: none"> <li>• Journalistic Responsibility as a Basis for Research</li> <li>• Legal Framework</li> <li>• Insight into Research Methods and Tools</li> <li>• Check Sources</li> <li>• Create Survey Plan and Search Report</li> <li>• Conduct a Research Interview</li> <li>• Introduction to Internet Research</li> <li>• Investigative Journalism: Reflecting on Case Studies</li> <li>• Research Exercises</li> </ul> <p>c) Forms of Journalistic Writing</p> <ul style="list-style-type: none"> <li>• News Formats (Statement, Report)</li> <li>• Narrative Forms (Feature, Reportage, Portrait)</li> <li>• Commenting Forms (Editorial, Commentary, Gloss)</li> <li>• Forms of Utility (Service Formats)</li> <li>• Dialogical Forms (Interview, Discussion, Conversation)</li> <li>• Special Features of Journalistic Forms of Presentation in Radio, Television, Print and Online Media</li> </ul>				
<b>4</b>	<b>Participation Requirements</b>				
	None				
<b>5</b>	<b>Method of Examination</b>				
	Portfolio				

6	<b>Credit Points Requirement</b> Pass the portfolio exams.
7	<b>Weight of Grade for Final Score</b> Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	<b>Module Representative and Lecturer(s)</b> a) Dr. Hao Gui b) Petra Kohnen (module representative) c) Grahame Lucas
9	<b>Selected Literature</b> Further reading material will be shared at the beginning of the course: <ul style="list-style-type: none"> <li>• Boyd, Andrew (2003): Broadcast journalism: Techniques of radio and television news. 5. ed. Oxford (u. a.): Focal Press.</li> <li>• Burns, Lynette Sheridan (2013): Understanding Journalism. SAGE Publications, London (2).</li> <li>• Clegg, Brian (2006): Studying using the web. London (u.a.): Routledge.</li> <li>• Creswell, J. W. (2008): Educational Research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.). Upper Saddle River: Pearson.</li> <li>• De Burgh, Hugo (u.a.)(2001): Investigative Journalism. London: Routledge.</li> <li>• Hargeaves, Ian: Journalism – A very short introduction. Oxford.</li> <li>• Lippmann, Walter (2004): Public Opinion. New York: Courier Dover Publications.</li> <li>• Mc Combs, Maxwell (2004): Setting the Agenda. Malden MA.</li> <li>• Postman, Neil (2005): Amusing ourselves to death. New York: Methuen Publishing Ltd..</li> <li>• Quinn, Stephen; Lamble, Stephen (2008): Online Newsgathering. Amsterdam (u.a.): Focal Press.</li> <li>• Rudin, Richard; Ibbotson, Trevor (2005): An introduction to journalism. Amsterdam (u. a.): Focal Press.</li> <li>• Shuttleworth, Martyn (2011): "Definition of Research". Experiment-Research.com.</li> </ul>

<b>Media Economics</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
E1	180 h	6	1st Semester	Every winter semester	1 Semester
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>	<b>Independent study</b>	<b>Group size</b>
	a) <u>Lecture</u> : General Media Economics		3 SWS / 45 h		30 Students
	b) <u>Seminar</u> : Media Organization		1 SWS / 15 h	120 h	
<b>2</b>	<b>Learning outcomes / competencies</b>				
	<p>a) Media and economics are essential elements in society and have a strong correlation with each other. Media are a notable economic factor and businesses depend on media as channels for public perception. Students have a deep understanding of basic economic models and their functional linkages. They can apply them to workflows in media companies and are knowledgeable about media economy structures as well as legal framework conditions. Students recognize special features of media companies from an economic and operational perspective, including sector-specific organization structures and operation methods. They can characterize media companies as a unique business and in contrast to other industries.</p> <p>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 are able to 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.</p>				
<b>3</b>	<b>Module Contents</b>				
	<p>a) General Media Economics</p> <ul style="list-style-type: none"> <li>• Definition and Classification</li> <li>• Media Markets and Media Products</li> <li>• Media Markets (Programme Markets, Procurement and Distribution Markets, Finance Markets, Job and Training Markets)</li> <li>• Media Enterprises, Sales Systems, Revenue Models, Core Competencies</li> <li>• Strategic Management of Media Enterprises</li> <li>• Procurement Management and Production Management</li> <li>• Marketing and Personnel Management</li> <li>• Newspaper and und Magazine Market</li> <li>• Broadcasting Market</li> <li>• Internet Market</li> <li>• Selected Topics of Media Economics</li> </ul> <p>b) Media Organization</p> <ul style="list-style-type: none"> <li>• Principles of Organization (Organization und Enterprises, Effectiveness and Efficiency)</li> <li>• Structural and Procedural Organization (Features, Types, Merging und Coordination of Organizational Units)</li> <li>• Organizational Differentiation and Integration</li> <li>• Organizational Units as Elements of Structural Organization</li> <li>• Organization Concepts (Functional, Divisional, Matrix, Tensor and Holding Organization)</li> <li>• Change Management – Shaping organizational processes</li> <li>• Entrepreneurship and Start-Up Management</li> </ul>				
<b>4</b>	<b>Participation Requirements</b>				
	None				
<b>5</b>	<b>Method of Examination</b>				
	Written module exam for both subjects (exam duration is 120 minutes).				
<b>6</b>	<b>Credit Points Requirement</b>				
	Pass the module exam.				
<b>7</b>	<b>Weight of Grade for Final Score</b>				
	Graded according to § 22 Para. 2 of the examination regulations (MPO).				

8	<b>Module Representative and Lecturer(s)</b> a) + b) Prof. Dr. Christoph Schmidt (Module representative )
9	<b>Selected Literature</b> Further reading material will be shared at the beginning of the course: <p>a) General Media Economics</p> <ul style="list-style-type: none"> <li>• Albarran, Alan B.(2002): Media Economics. Understanding Markets, Industries and Concepts Ames: Iowa State Univ.-Press, 2. ed.</li> <li>• Albarran, A., Chan-Olmsted, S. M. &amp; Wirth, M. O. (Eds.) (2006): Handbook of Media Management and Economics. Mahwah, NJ: Lawrence Erlbaum Associates.</li> <li>• Albarran, Alan B.(2017): Management of Electronic and Digital Media. Boston: Cengage Learning. 6th e.d.</li> <li>• Alexander, Alison (2004): Media Economics: Theory and Practice Mahwah, New Jersey: Erlbaum Association.</li> <li>• Aris, A., Bughin, J. (2005): Managing Media Companies: Harnessing Creative Value. Chichester, England; Hoboken, NJ: John Wiley &amp; Sons.</li> <li>• Hollifield, C.A, Leblanc-Wicks, J., Sylvie, G. (Eds.) (2016): Media Management. A Casebook Approach. New York: Routledge. 5<sup>th</sup> ed.</li> <li>• Picard, R. G. (Ed.)(2002): Media Firms: Structures, Operations, and Performance. Mahwah, NJ: Lawrence Erlbaum Associates.</li> <li>• Picard, Robert G. (2011): The Economics and Financing of Media Companies. New York: Fordham University Press. 2<sup>nd</sup> ed.</li> </ul> <p>b) Media Organization</p> <ul style="list-style-type: none"> <li>• Anderson, Donald L. (2012): Organization Development. The Process of Leading Organizational Change. California: Sage.2<sup>nd</sup> ed.</li> <li>• Carnall, Colin (2007): Managing Change in Organizations; Financial Times Prentice Hall, 5th edition.</li> <li>• Child, John. (2005): Organization. Contemporary Principles and Practice. Massachusetts: Blackwell Publishing.</li> <li>• Hang, Min (2016): Media Corporate Entrepreneurship. Singapore: Springer Publications.</li> <li>• Hisrich, R., Ramadani, V. (2017): Effective Entrepreneurial Management. Cham: Springer International Publishing AG.</li> <li>• Schmidt, Christoph (ed.) (2019): Viability of Alternative Online News Media Organizations in Developing and Transformation Countries. Baden-Baden: Nomos Verlagsgesellschaft/EditionReinhard Fischer.</li> <li>• Thompson, P., McHugh, D. (2002): Work Organizations. A Critical Introduction. Hampshire: Palgrave. 3<sup>rd</sup> ed.</li> <li>• Will, A., Brüntje, D., &amp; Gossel, B. (2016): Entrepreneurial Venturing and Media Management. In Managing Media Firms and Industries (pp. 189-206). Cham: Springer International Publishing AG.</li> <li>• Wu, B., Knott, A. M. (2006): Entrepreneurial risk and market entry. In: Management Science. Vol. 52, No.9 (: pp. 1315-1330). Maryland: INFORMS. <a href="https://www.effectuation.org/wp-content/uploads/2017/05/Entrepreneurial-Risk-and-Market-Entry-1.pdf">https://www.effectuation.org/wp-content/uploads/2017/05/Entrepreneurial-Risk-and-Market-Entry-1.pdf</a></li> </ul>

<b>Media Practice / Digital Media Practice</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
A2	120 h	4	2nd semester	Every summer semester	1 Semester
<b>1</b>	<b>Classes</b> <u>Media Project I (1 of 3)</u> a) Digital Multimedia b) Smart Tools for Videoconferencing and Cyber Security c) Programming		<b>Contact hours per week</b> 3 SWS / 45 h	<b>Independent study</b> 75 h	<b>Group size</b> 30 Students
<b>2</b>	<b>Learning outcomes / competencies</b> 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.				
<b>3</b>	<b>Module Contents</b>				
	a) Media Project - Digital Multimedia <ul style="list-style-type: none"> <li>• Usability of Online Media</li> <li>• Design Rules (Multimedia Design)</li> <li>• Planning of Online Research</li> <li>• CMS and Blog Software (e.g. WordPress)</li> <li>• Community Management</li> <li>• Online Marketing (including Search Engine Optimization)</li> <li>• Online Texts</li> <li>• Use of Links, Design of Start and Rubric Pages</li> <li>• Online Specials (Audio Slideshows, Specialist Blogs, Online Dossiers)</li> </ul>				
	b) Media Project - Smart Tools for Videoconferencing and Cybersecurity <ul style="list-style-type: none"> <li>• Introduction to the Possibilities of Video- and Audioconferencing</li> <li>• Introduction to Camera Technology and Sound Engineering</li> <li>• Introduction to Various Editing Systems</li> <li>• Remote Work</li> <li>• Cybersecurity Systems</li> </ul>				
	c) Media Project - Programming <ul style="list-style-type: none"> <li>• Introduction: Why Coding for Journalists?</li> <li>• Overview: Which Languages are There and Which One is for What?</li> <li>• Setup: Which Coding Tools Do We Need?</li> <li>• Getting Started: Learning Coding (a Few HTML and CSS Exercises)</li> </ul>				

	<ul style="list-style-type: none"> <li>• Introduction to Illias: Tasks and Quizzes</li> <li>• Goal: Developing an Own Program at the End of the Phase</li> <li>• Construction: Basics First, Scrape Data, Visualize Data</li> </ul>
4	<p><b>Participation Requirements</b></p> <p>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.</p>
5	<p><b>Method of Examination</b></p> <p>Performance record in the form of a product / work piece or application-oriented work accompanied by documentation.</p>
6	<p><b>Credit Points Requirement</b></p> <p>Successful provision of a performance record.</p>
7	<p><b>Weight of Grade for Final Score</b></p> <p>None, the module is not graded.</p>
8	<p><b>Module Representative and Lecturer(s)</b></p> <p>a) Petra Kohnen (module representative)  b) Prof. Dr. Katharina Seuser  c) Prof. Dr. Susanne Keil, Martin Schmidt</p>
9	<p><b>Selected Literature</b></p> <p>Further reading material will be shared at the beginning of the course:</p> <p>a) Media Project Digital Multimedia</p> <ul style="list-style-type: none"> <li>• DeWolk, Roland (2001): Introduction to online journalism. Publishing news and information. Boston (u. a.): Allyn and Bacon.</li> <li>• Rusch, Doris Carmen (2006): Online Journalismus. Frankfurt am Main (u. a.): Lang.</li> <li>• Krug, Steve (2006): Don't make me think. A common sense approach to web usability. Berkeley: News Riders Publishing.</li> <li>• Quinn, Stephen (2005): Convergent journalism. The Fundamentals of Multimedia Reporting. New York (u.a.): Lang.</li> </ul> <p>b) Media Project Smart Tools for Videoconferencing and Cyber Security</p> <ul style="list-style-type: none"> <li>• Reading material and references will be shared in class.</li> </ul> <p>c) Media Project Programming</p> <ul style="list-style-type: none"> <li>• Reading material and references will be shared in class.</li> </ul>



<b>Media, Politics and Society II</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
B2	180 h	6	2nd semester	Every summer semester	1 Semester
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>	<b>Independent study</b>	<b>Group size</b>
	a) <u>Lecture</u> : Media Concentration and Media Governance		3 SWS / 45 h		30 Students
	b) <u>Seminar</u> : Media in Conflict and Crisis Situations		3 SWS / 45 h	90 h	
<b>2</b>	<b>Learning outcomes / competencies</b>				
	a) The students have profound knowledge of the interdependencies between media and media governance. They are able to analyse how media influence democratic processes in different countries and they can evaluate tendencies in media concentration. On the basis of 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 analyze 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.				
<b>3</b>	<b>Module Contents</b>				
	a) Media Concentration and Media Governance <ul style="list-style-type: none"> <li>• Terminologies and Differentiations</li> <li>• Presentation of Media Concentration Developments</li> <li>• Cross-Media Ownership, Media Quality and Consequences for the Access to Information</li> <li>• Impact of Media Concentration and Media Power</li> <li>• Comparison of Media Concentration in Different Countries</li> <li>• Media Governance (Regulation of Media, Voluntary Commitment, International Actors of Regulation, Regulation Structures in International Comparison)</li> <li>• Internet Governance (Criteria and Approaches for Sector-Specific and Comprehensive Regulation)</li> <li>• Work of International Actors and Supranational Organizations on the Basis of Case Studies (Selected Institutions, Organizations and Associations Related to Media Freedom, Media Responsibility and Criminal Prosecution Towards Media Workers)</li> </ul>				
	b) Media in Conflict and Crisis Situations <ul style="list-style-type: none"> <li>• Introduction to Conflict and Peace Analysis</li> <li>• The Emergence of Conflicts and Forms of Conflict Resolution</li> <li>• Methods of Civil Conflict Transformation and Conflict Prevention</li> <li>• Conflict-Sensitive Journalism and the Role of the Media in Conflicts</li> <li>• Analysis of Selected Case Studies of Crisis and War Reporting (Experiences, Effects and International Principles)</li> <li>• Planning and Conception of a Media Project in Conflict Regions</li> <li>• Activities of International Organizations and Lessons Learned</li> </ul>				
<b>4</b>	<b>Participation Requirements</b>				
	<b>Formal:</b> None				
	<b>Content:</b> This module builds upon these previous modules DA1, DB1 und DC1.				
<b>5</b>	<b>Method of Examination</b>				
	Module examination for one of the subjects in the form of a term paper.				
<b>6</b>	<b>Credit Points Requirement</b>				
	Pass the module exam.				
<b>7</b>	<b>Weight of Grade for Final Score</b>				
	Graded according to § 22 Para. 2 of the examination regulations (MPO).				
<b>8</b>	<b>Module Representative and Lecturer(s)</b>				
	a) Dr. Leon Tsvasman (module representative)				
	b) Dr. Esther Dorn-Fellermann				
<b>9</b>	<b>Selected Literature</b>				

	<p>Further reading material will be shared at the beginning of the course:</p> <p>a) Media Concentration and Media Governance</p> <ul style="list-style-type: none"><li>• Baker, Edwin (2007): Media Concentration and Democracy. Why ownership matters. Cambridge: Cambridge University Press.</li><li>• Bevir, Mark (ed.) (2011): The SAGE Handbook of Governance. Los Angeles et al.: SAGE Publications.</li><li>• Brown, Ian (ed.) (2013): Research Handbook of Governance of the Internet. Cheltenham and Northampton: Edward Elgar.</li><li>• Lunt, Peter; Livingstone, Sonja (2012): Media Regulation. Governance and the Interests of Citizens and Consumers. Los Angeles et al.: SAGE Publications.</li><li>• McQuail, Denis (2010): McQuail's Mass Communication Theory. 6<sup>th</sup> Edition, London: SAGE Publications.</li><li>• Ó Siochru, Seán; Girard, Bruce; Mahan, Amy (2002): Global Media Governance. A Beginner's Guide. Lanham: Rowman &amp; Littlefield Publishers.</li><li>• Snow, Nancy; Taylor, Philip M. (eds.) (2009): Routledge Handbook of Public Diplomacy. New York and London: Routledge.</li></ul> <p>b) Media in Conflict and Crisis Situations</p> <ul style="list-style-type: none"><li>• Becker, Jörg (2004): Der Beitrag der Medien zu Krisenprävention und Konfliktbereinigung. Contributions by the media to crisis prevention and conflict settlement. In: conflict &amp; communication online, Vol. 3, No. 1 &amp; 2; <a href="http://www.cco.regener-online.de">www.cco.regener-online.de</a>.</li><li>• Lynch, Jake, McGoldrick (2005): Peace Journalism. Hanthorn Press.</li><li>• Matheson, Donald; Stuart, Allan (2009): Digital War Reporting. Digital Media and Society Series. Cambridge: Polity Press.</li><li>• Spencer, Graham (2007): The Media and Peace. From Vietnam to the „War on Terror“. Palgrave.</li></ul>
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<b>Media and Communication Science / Media Theory and Methodology</b>						
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>	
C2	240 h	8	2nd semester	Every summer semester	1 Semester	
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>		<b>Independent study</b>	<b>Group size</b>
	a) <u>Lecture</u> : Media and Communication Science		2 SWS / 30 h		120 h	30 students
	b) <u>Lecture</u> : Empirical Methods I		2 SWS / 30 h			
	c) <u>Seminar</u> : Research Seminar Empirical Methods I		2 SWS / 30 h			
	d) <u>Seminar</u> : New Media and Media Convergence		2 SWS / 30 h			
<b>2</b>	<b>Learning outcomes / competencies</b>					
	a) The students acquire knowledge about important theoretical concepts, which are necessary for the understanding of media communication. They are familiar with conceptual and theoretical thinking patterns, know basic theoretical concepts and models in media science and have profound knowledge in the field of media effects, including the concept of public opinion.					
	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 have the ability to develop and work on a concrete question in empirical media research in a methodologically appropriate way (using the appropriate methods). The students can prepare and carry out field research.					
	d) The students acquire profound knowledge about digital media communication and are aware of the functions and challenges regarding communication on the internet, for example the establishment of net cultures in news groups and forums. They deal with the phenomenon of media convergence as well as with journalistic, social, economic and political consequences of the production and usage of digital media. They are able to plan and apply strategic and innovative decisions in their media environment more effectively. In addition, on the basis of selected case studies they get to know the topics algorithms and machine journalism.					
<b>3</b>	<b>Module Contents</b>					
	a) Media and Communication Science					
	<ul style="list-style-type: none"> <li>• Notions, Fields and Processes</li> <li>• Research Approaches and Models in Communication Science</li> <li>• System Theory and Constructivism</li> <li>• Media Effects and Media Effects Research</li> <li>• Perspectives of Media and Communication Science</li> <li>• The Concept of Public Opinion</li> <li>• Current Questions and Debates within Media Science</li> <li>• International Research Projects</li> </ul>					
	b) Empirical Methods I					
	<ul style="list-style-type: none"> <li>• Definitions and Basic Concepts of Empirical Research</li> <li>• Philosophy of Science, Research Logic and Indicators</li> <li>• Hypothesis and Theory Formation</li> <li>• Operationalization and Measurement Theory</li> <li>• Quantitative and Qualitative Research Approaches</li> <li>• Method Catalog of Empirical Social Research (e.g., Survey, Content Analysis, Observation, Experiment)</li> <li>• Selection Procedure (Sample Design)</li> <li>• Method of Reception and Media Usage Research</li> <li>• Market / Opinion Research</li> <li>• Online Research</li> <li>• Classical Qualitative Instruments and Procedures and their Limitations</li> <li>• Practical Exercises, e.g., Conception of Qualitative and or Quantitative Research Designs</li> <li>• Application in Typical Fields: Individual Interview, Group Discussions, Experimental Research Designs</li> </ul>					
	c) Research Seminar Empirical Methods I					
	<ul style="list-style-type: none"> <li>• Conception of a Research Project</li> <li>• Division into Groups with Different Research Questions</li> <li>• Developing and Pretesting the Questionnaire</li> <li>• Creation of Input Mask (SPSS)</li> <li>• Conducting the Survey</li> <li>• Data Entry into SPSS</li> <li>• Creation of the Complete Data Set</li> </ul>					
	d) New Media and Media Convergence					

	<ul style="list-style-type: none"> <li>• Concepts, Definitions and Differentiations</li> <li>• History of Online Media and Media Convergence</li> <li>• Theories of Media Convergence</li> <li>• Traditional Media and Online Formats in Comparison</li> <li>• Impact of Media Convergence on Journalism</li> <li>• Global Media Communication and Digital Divide</li> <li>• Sociality on the Internet and Network Theories</li> <li>• Online Media and Business Strategies</li> <li>• New Tools, Services and Devices</li> <li>• Strategies for Mobile Communication with a Focus on Developing Countries</li> <li>• Trends of Social Media, Algorithms and Machine Journalism</li> </ul>
<b>4</b>	<b>Participation Requirements</b> None
<b>5</b>	<b>Method of Examination</b> Written module exam for all four subjects (exam duration is 120 minutes).
<b>6</b>	<b>Credit Points Requirement</b> Pass the module exam.
<b>7</b>	<b>Weight of Grade for Final Score</b> Graded according to § 22 Para. 2 of the examination regulations (MPO).
<b>8</b>	<b>Module Representative and Lecturer(s)</b> a) Eira Martens-Edwards b) Dr. Andreas Mühlichen c) Dr. Andreas Mühlichen d) Petra Kohlen (module representative)
<b>9</b>	<p><b>Selected Literature</b> Further reading material will be shared at the beginning of the course:</p> <p>a) Media and Communication Science</p> <ul style="list-style-type: none"> <li>• Baran, Stanley; Davis, Dennis (2003): Mass Communication Theory. Foundations, Ferment, and Future. 3<sup>rd</sup> Edition. Belmont et al.: Thomson Wadsworth.</li> <li>• Branston, Gil; Stafford, Roy (2006): The Media Student's Book. 4<sup>th</sup> Edition. London and New York: Routledge.</li> <li>• Devereux, Eoin (ed.) (2007): Media Studies. Key Issues and Debates. Los Angeles et al.: Sage Publications.</li> <li>• McQuail (2010): McQuail's Mass Communication Theory. 6<sup>th</sup> Edition. Los Angeles et al.: SAGE.</li> <li>• West, Richard; Turner, Lynn H. (2010): Introducing Communication Theory. Analysis and Application. 4<sup>th</sup> Edition. Boston et al.: Mc Graw-Hill.</li> <li>• Williams, Kevin (2010): Understanding Media Theory. London and New York: Bloomsbury.</li> </ul> <p>b)/c) Empirical Methods</p> <ul style="list-style-type: none"> <li>• Babbie, Earl (2012): The practice of social research. 13<sup>th</sup> Edition. Belmont: Wadsworth.</li> <li>• Berg, Bruce L.; Lune, Howard (2011): Qualitative research methods for the social sciences. 8<sup>th</sup> Edition. Boston: Allyn and Bacon.</li> <li>• Creswell, John W. (2012): Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 4<sup>th</sup> Edition. Boston: Pearson.</li> <li>• Flick, Uwe (2014): An introduction to qualitative research. 5<sup>th</sup> Edition. Los Angeles: Sage.</li> <li>• Keyton, Joann (2015): Communication research: Asking questions, finding answers. 4<sup>th</sup> Edition. Boston (Mass.): McGraw Hill Higher Education.</li> <li>• Lindlof, T. R.; Taylor, B. C. (2011): Qualitative Communication Research Methods. 3<sup>rd</sup> Edition. Thousand Oaks: Sage.</li> <li>• Silverman, David (ed.) (2016): Qualitative research. Theory, method and practice. 3<sup>rd</sup> Edition. London: Sage.</li> </ul> <p>d) New Media and Media Convergence</p> <ul style="list-style-type: none"> <li>• Bruns, Axel (2008): Blogs, Wikipedia, Second Life, and Beyond. From Production to Produsage. New York et al.: Peter Lang.</li> <li>• Castells, Manuel (2001): The Internet Galaxy. Reflections on the Internet, Business and Society. New York. Oxford University Press.</li> <li>• Lister, Martin et al. (2009): New Media. A critical introduction. 2<sup>nd</sup> Edition. Milton Park: Routledge.</li> <li>• Macnamara, Jim (2010): The 21<sup>st</sup> century media (r)evolution. Emergent communication practices. New York et al.: Peter Lang.</li> <li>• Pavlik, John; McIntosh, Shawn (2011): Converging Media. A new introduction to mass communication. 2<sup>nd</sup> Edition. New York and Oxford: Oxford University Press.</li> <li>• Franklin, Bob (ed.) (2016): The future of journalism: In an age of digital media and economic uncertainty. London and New York: Routledge.</li> <li>• Witschge, Tamara et al. (eds.) (2016): The SAGE Handbook of Digital Journalism. Los Angeles et al.: SAGE.</li> <li>• Goggin, G., Hjorth, L. (eds.) (2014): The mobile media companion. New York: Routledge.</li> </ul>

<b>Media Management</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
D2	240 h	8	2nd semester	Every summer semester	1 Semester
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>	<b>Independent study</b>	<b>Group size</b>
	a) <u>Seminar</u> : Controlling		2 SWS / 30 h	150 h	30 Students
	b) <u>Seminar</u> : Human Resource Management		2 SWS / 30 h		
	c) <u>Seminar</u> : Marketing/ Public Relations		2 SWS / 30 h		
<b>2</b>	<p><b>Learning outcomes / competencies</b></p> <p>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.</p> <p>a) Students possess the necessary basic theoretical knowledge, are acquainted with the characteristics of different controlling concepts and are able to 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, analyze 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.</p> <p>b) Students know the areas of operation and success factors of Human Resource Management and Development in media enterprises. They are able to perform personnel requirement and staff analyses as well as initiate personnel recruitment processes and conduct job interviews. Furthermore, students are familiar with the instruments of personnel development and are aware of the specific challenges of international human resource management. In addition, they are also acquainted with the organization of personnel units and the use of personnel controlling as a management tool. Further, students are familiar with the ethical aspects of Human Resource Management.</p> <p>c) More and more media are competing for the attention of their recipients, and only those who are able to capture it can succeed on the media market. Students know the interrelations between production, design and marketing. They are able to analyze 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.</p>				
<b>3</b>	<p><b>Module Contents</b></p> <p>a) Controlling</p> <ul style="list-style-type: none"> <li>• Definition and Classification</li> <li>• Functions of Controlling</li> <li>• Controlling and Business Administration in Media Enterprises</li> <li>• Concepts and Systems of Controlling (integrated and multi-dimensional Controlling)</li> <li>• Cost Accounting as an Instrument of Controlling</li> <li>• Operative Planning und Budgeting (Finance Planning und Budget Planning in Media Enterprises)</li> <li>• Target Costing und Process Cost Accounting</li> <li>• Investment Controlling, Production Controlling</li> <li>• Key Indicators</li> <li>• Contrasting Controlling in Media Enterprises</li> <li>• Case Studies</li> </ul> <p>b) Human Resource Management</p> <ul style="list-style-type: none"> <li>• Definition of Terms and Categorization (HRM, HRD)</li> <li>• Strategic Human Resource Management in Media Enterprises</li> <li>• Applied Personnel Management (Personnel Planning, Personnel Recruitment, Personnel Placement, Personnel Cost Management, Personnel Management, Personnel Controlling)</li> <li>• Requirement Profiles for Employee and Management Positions in the Media Sector</li> <li>• Personnel Marketing</li> <li>• Characteristics and Requirements of International Human Resource Management</li> <li>• Human Resource Development (Career Planning and Promotion, Educational/Training Needs, Company Apprenticeships and Further Training - Concepts and Trends)</li> <li>• Controlling and Evaluation of Educational and Training Activities</li> </ul>				

	<ul style="list-style-type: none"> <li>• Performance Management (Target Agreements, Appraisal Systems, Bottom-Up Feedback, 360° Feedback, Performance Review)</li> <li>• Instruments for Identifying Potential (Assessment, Self-Assessment, Management Audit)</li> <li>• The Learning Organization: Knowledge Management</li> </ul> <p>c) Marketing/Public Relations</p> <ul style="list-style-type: none"> <li>• Scope and Functions</li> <li>• Marketing Planning</li> <li>• Marketing Dimensions in the Media Sector (Philosophy, Method, Resources)</li> <li>• Marketing Instruments</li> <li>• Marketing-Mix (Product, Price, Distribution and Communication Policies) in Media Enterprises</li> <li>• Selected Case Studies</li> <li>• Media Marketing and Branding Management</li> <li>• Corporate Communication and Public Relations</li> </ul>
<b>4</b>	<p><b>Participation Requirements</b></p> <p><b>Formal:</b> None</p> <p><b>Content:</b> The module builds upon „Media Economics“.</p>
<b>5</b>	<p><b>Method of Examination</b></p> <p>Written module exam for all three subjects (exam duration is 120 minutes).</p>
<b>6</b>	<p><b>Credit Points Requirement</b></p> <p>Pass the module exam.</p>
<b>7</b>	<p><b>Weight of Grade for Final Score</b></p> <p>Graded according to § 22 Para. 2 of the examination regulations (MPO).</p>
<b>8</b>	<p><b>Module Representative and Lecturer(s)</b></p> <p>a) Dr. Michael Sprenger-Menzel</p> <p>b) Prof. Dr. Christoph Schmidt (module representative )</p> <p>c) Petra Kohnen</p>
<b>9</b>	<p><b>Selected Literature</b></p> <p>Further reading material will be shared at the beginning of the course:</p> <p>a) Controlling</p> <ul style="list-style-type: none"> <li>• Weber, J./Schäffer, U. (2008): Introduction to Controlling. Stuttgart: Schäffer-Poeschel.</li> <li>• Kerzner, Harold (2009): Project Management - A Systems Approach to Planning, Scheduling, and Controlling. 10th Edition. New Jersey: Wiley.</li> </ul> <p>b) Human Resource Management</p> <ul style="list-style-type: none"> <li>• Armstrong, M.(2012): Armstrong’s Handbook of Human Resource Management Practice. 12th edition. London, GB: Kogan Page.</li> <li>• Appleby, R.C. (1994): Modern Business Administration. 6th edition. Harlow, GB: Pearson 1994.</li> <li>• Bratton, J./Gold, J. (2017): Human Resource Management. Theory and Practice. 6th Edition. London: Palgrave and Macmillan.</li> <li>• Gilmore, S./Williams, S.(2013): Human Resource Management. 2nd Edition, Oxford University Press.</li> <li>• Torrington, D./Hall, L., Taylor, S./ Atkinson, C.(2011): Human Resource Management. 8th edition. Harlow, GB: Pearson.</li> </ul> <p>c) Marketing/Public Relations</p> <ul style="list-style-type: none"> <li>• Anderson, Chris (2007): The long tail. München: Hanser.</li> <li>• Harlow (2009): Marketing management: Pearson/Prentice Hall.</li> <li>• Katz, Helen (2010): THE MEDIA HANDBOOK. New York: Routledge.</li> <li>• Kotler, Philip/Keller; Kevin L. (Hrsg.)(2007): Marketing Management. 12. Aufl.- Upper Saddle River NJ: Pearson Prentice Hall. Katz, Helen (2010): THE MEDIA HANDBOOK. New York: Routledge.</li> <li>• Kotler, Philip/Keller; Kevin L. (Hrsg.)(2007): Marketing Management. 12. Aufl.- Upper Saddle River NJ: Pearson Prentice Hall.</li> </ul>

<b>Elective I: Media Project II – 360-Degree Video</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
E2	120 h	4	2nd semester	Every summer semester	1 Semester
<b>1</b>	<b>Class</b> <u>Elective I (1 of x):</u> Here: Media Project II – 360-Degree Video		<b>Contact hours per week</b> 3 SWS / 45 h	<b>Independent study</b> 75 h	<b>Group size</b> 15 Students
<b>2/3</b>	<b>Learning outcome / competencies:</b> Students can produce 360 degrees videos. They start developing an idea and compose a story out of it.				
<b>4</b>	<b>Participation Requirements</b> 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.				
<b>5</b>	<b>Method of Examination</b> Performance record in the form of a product or application-oriented work accompanied by documentation or a presentation.				
<b>6</b>	<b>Credit Points Requirement</b> Successful provision of a performance record.				
<b>7</b>	<b>Weight of Grade for Final Score</b> None, the module is not graded.				
<b>8</b>	<b>Module Representative and Lecturer</b> Petra Kohnen				
<b>9</b>	<b>Selected Literature</b> Further reading material will be shared at the beginning of the course: <ul style="list-style-type: none"> <li>• Boyd, Andrew/Stewart, Peter/Alexander, Ray (2008): Broadcast Journalism. Amsterdam (u.a.): Focal Press.</li> <li>• Katz, Stephen (1991): Film directing shot by shot. Michael Wiese Productions.</li> <li>• Thompson, Roy/Bowen, Christopher (2009): Grammar of the shot. Amsterdam (u.a.): Focal Press.</li> </ul>				

<b>Elective I: Big Data, Data Journalism and Programming</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
E2	120 h	4	2nd semester	Every summer semester	1 Semester
<b>1</b>	<b>Class</b> <u>Elective I (2 of x):</u> Here: Big Data, Data Journalism and Programming		<b>Contact hours per week</b>  3 SWS / 45 h	<b>Independent study</b>  75 h	<b>Group size</b>  15 Students
<b>2/3</b>	<p><b>Learning outcomes / competencies</b></p> <p>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.</p> <p><b>Module Contents</b></p> <ul style="list-style-type: none"> <li>• Introduction to Data Journalism and Programming</li> <li>• Essential Data Journalism Skills</li> <li>• Essential Programming Skills for Journalists</li> <li>• Case Studies about Investigative Researches</li> <li>• Build Reusable and Easy Tools</li> <li>• Data Journalism Strategy for Newsrooms with Limited Resources</li> <li>• Best Practices for Data Journalism Storytelling</li> </ul>				
<b>4</b>	<p><b>Participation Requirements</b></p> <p>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.</p>				
<b>5</b>	<p><b>Method of Examination</b></p> <p>Proof of the performance in the form of a product or application-oriented work accompanied by documentation or a presentation.</p>				
<b>6</b>	<p><b>Credit Points Requirement</b></p> <p>Successful provision of a performance record.</p>				
<b>7</b>	<p><b>Weight of Grade for Final Score</b></p> <p>None, the module is not graded.</p>				
<b>8</b>	<p><b>Module Representative and Lecturer</b></p> <p>Mirko Lorenz, Petra Kohnen (module representative)</p>				
<b>9</b>	<p><b>Additional Information</b></p> <p>Further references will be announced in class.</p>				



<b>Elective I: Technology Lab</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
E2	120 h	4	2nd semester	Every summer semester	1 Semester
<b>1</b>	<b>Class</b> <u>Elective I (3 of x):</u> Here: Technology Lab		<b>Contact hours per week</b>  3 SWS / 45 h	<b>Independent study</b>  75 h	<b>Group size</b>  15 Students
<b>2/3</b>	<b>Learning outcomes / competencies / Module Contents</b> 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.				
<b>4</b>	<b>Participation Requirements</b> 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.				
<b>5</b>	<b>Method of Examination</b> Proof of the performance in the form of a product or application-oriented work accompanied by documentation or a presentation.				
<b>6</b>	<b>Credit Points Requirement</b> Successful provision of a performance record.				
<b>7</b>	<b>Weight of Grade for Final Score</b> None, the module is not graded.				
<b>8</b>	<b>Module Representative and Lecturer</b> Petra Kohnen (module representative), Andreas Giefer				
<b>9</b>	<b>Further Information</b> Further references will be announced in class.				

<b>Elective II: Media Project II/III – New Journalism, AI and Robot Use</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
A3	120 h	4	3rd semester	Every winter semester	1 Semester
<b>1</b>	<b>Classes</b> <u>Elective II (1 of x):</u> Here: Media Project II/III – New Journalism, AI and Robot Use		<b>Contact hours per week</b> 3 SWS / 45 h	<b>Independent study</b> 75 h	<b>Group size</b> 15 Students
<b>2/ 3</b>	<b>Learning outcomes / competencies / Module Contents</b> 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 actually 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.				
<b>4</b>	<b>Participation Requirements</b> 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.				
<b>5</b>	<b>Method of Examination</b> Proof of the performance in the form of a product or application-oriented work accompanied by documentation or a presentation.				
<b>6</b>	<b>Credit Points Requirement</b> Successful provision of a performance record.				
<b>7</b>	<b>Weight of Grade for Final Score</b> None, the module is not graded.				
<b>8</b>	<b>Module Representative and Lecturer</b> Dr. Linda Rath-Wiggins, Petra Kohnen (module representative)				
<b>9</b>	<b>Additional Information</b> Further references will be announced in class.				

<b>Elective II: Leadership Workshop</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
A3	120 h	4	3rd semester	Every winter semester	1 Semester
<b>1</b>	<b>Class</b> <u>Elective II (2 of x):</u> Here: Leadership Workshop		<b>Contact hours per week</b>  3 SWS / 45 h	<b>Independent study</b>  75 h	<b>Group size</b>  20 Students
<b>2/3</b>	<b>Learning outcomes / competencies / module contents</b> Students revise basic leadership theories and are able to 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, the students are 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.				
<b>4</b>	<b>Participation Requirements</b> 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.				
<b>5</b>	<b>Method of Examination</b> Performance will to be assessed based on the ability to successfully participate in the practical project, accompanied by documentation or a presentation.				
<b>6</b>	<b>Credit Points Requirement</b> Successful provision of a performance record.				
<b>7</b>	<b>Weight of Grade for Final Score</b> None, the module is not graded.				
<b>8</b>	<b>Module Representative and Lecturer</b> Prof. Dr. Oliver Ruf				
<b>9</b>	<b>Additional Information</b> Further references will be announced in class.				

<b>Elective II: Research Project e.g. Media in Conflict, Digital Newsroom, International Journalistic Standards</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
A3	120 h	4	2nd/3rd semester	Every summer semester	2 Semester
<b>1</b>	<b>Classes</b> <u>Elective II (3 of x):</u> Here: Research Project e.g. Media in Conflict, Digital Newsroom, International Journalistic Standards		<b>Contact hours per week</b> 3 SWS / 45 h	<b>Independent study</b> 75 h	<b>Group size</b> 10 Students
<b>2/ 3</b>	<b>Learning outcomes / competencies / module contents</b> 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 project week in October. Based on these presentations, further steps for the research project will be determined.				
<b>4</b>	<b>Participation Requirements</b> 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.				
<b>5</b>	<b>Method of Examination</b> Performance will to be assessed based on the ability to analyze a current topic, research and present the study results.				
<b>6</b>	<b>Credit Points Requirement</b> Successful provision of a performance record.				
<b>7</b>	<b>Weight of Grade for Final Score</b> None, the module is not graded.				
<b>8</b>	<b>Module Representative and Lecturer</b> Prof. Dr. Christoph Schmidt				
<b>9</b>	<b>Selected Literature</b> Literature will be provided at the beginning of the course. Particularly relevant further reading will be compiled in a reader for the participants.				

<b>Management Techniques</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
B3	240 h	8	3rd semester	Every summer semester	1 Semester
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>	<b>Independent study</b>	<b>Group size</b>
	a) <u>Seminar</u> : Editorial Management		2 SWS / 30 h	150 h	30 Students
	b) <u>Seminar</u> : Project Management		2 SWS / 30 h		
	c) <u>Seminar</u> : Media Planning		2 SWS / 30 h		
<b>2</b>	<b>Learning outcomes / competencies</b>				
	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, analyze and evaluate project management methods and tools. Taking into consideration factors that influence a project's structure, students are aware of the exogenous and behavioral 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 analyze media research data and draw the necessary conclusions. Furthermore, they can plan and commission marketing campaigns.				
<b>3</b>	<b>Module Contents</b>				
	a) Editorial Management				
	<ul style="list-style-type: none"> <li>• Instruments and Methods of Editorial Management</li> <li>• Editorial Systems and Organization</li> <li>• Editorial Marketing</li> <li>• Quality Management in the Newsroom</li> <li>• Journalistic Quality and Economic Pressures</li> <li>• Change Management</li> <li>• Communicating with Groups (including Running and Facilitating Meetings)</li> <li>• Leadership Theories</li> <li>• Leadership Styles, Methods and Techniques</li> <li>• Conflict Management Strategies</li> </ul>				
	b) Project Management				
	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Managing Media Projects (Target Development and Definition, Project Organization, Decision-Making Hierarchy, Project Phases, Schedule Management, Opportunity-and Risk Analysis)</li> <li>• Developing Project Contracts and Objectives (Client Specifications and Guidelines)</li> <li>• Instruments/Methods of Project Planning (Project Structure, Project Environment Analysis, Network Scheduling Techniques, Milestone Analysis, Project Handbook)</li> <li>• Motivating Project Teams (Models and Scope of Influence)</li> <li>• Success and Failure Factors of Project Management</li> <li>• Project Controlling (Cost Management, Quality Management, Reporting and Documentation of Projects)</li> <li>• Managing International Project Teams (Role of Cultural Differences)</li> <li>• MS-Project – Software Tool to Support Project Work</li> <li>• Case Studies – Media Projects</li> </ul>				
	c) Media Planning				
	<ul style="list-style-type: none"> <li>• Media-Analysis</li> <li>• Planning Media Campaigns</li> </ul>				

	<ul style="list-style-type: none"> <li>• Program Contents and Advertisement Placement</li> <li>• Demands of the Advertising Industry for Market Research and Evaluation Departments</li> <li>• Methods of Empirical Market and Media Research</li> <li>• Quantitative Approach (Representative Studies, Peoplemeter, Customer Surveys, Online-Surveys etc.)</li> <li>• Quantitative Methods (In-depth Interviews, Focus Groups, Delphi-Method/ Expert Survey, Usability-Studies)</li> <li>• Applying Methodic Approaches for National and International Market and Media Research</li> <li>• Case Studies</li> </ul>
<b>4</b>	<b>Participation Requirements</b> None
<b>5</b>	<b>Method of Examination</b> Written module exam for all three subjects (exam duration is 120 minutes).
<b>6</b>	<b>Credit Points Requirement</b> Pass the module exam.
<b>7</b>	<b>Weight of Grade for Final Score</b> Graded according to § 22 Para. 2 of the examination regulations (MPO).
<b>8</b>	<b>Module Representative and Lecturer(s)</b> a) Prof. Dr. Christoph Schmidt (module representative) b) Petra Kohnen c) Barbara Cholewa
<b>9</b>	<b>Selected Literature</b> Further reading material will be shared at the beginning of the course: a) Editorial Management <ul style="list-style-type: none"> <li>• Carnall, Colin (2010): Managing Change in Organizations. 5th Edition. Prentice Hall. Harlow, 2007.</li> <li>• Giles, Robert H. (1991): Newsroom Management. A Guide to History and Practice. Media Management Books. Detroit.</li> <li>• Hembrick, Donald C./Fredrickson, James W.(2001): Are you sure you have a strategy? Academy of Management Executive. 15. No. 4.</li> <li>• Küng, Lucy (2011): Strategic Management in the Media - From Theory to Practice. SAGE. London.</li> <li>• Sylvie, George/Wicks, Jan et al. (2008): Media Management - A Casebook Approach. 4th Edition. Routledge. New York.</li> </ul> b) Project Management <ul style="list-style-type: none"> <li>• PMI (Hrsg.) (2002): Project Management. Body of Knowledge. A Guide to Project Management. B &amp; T, 2004.</li> <li>• Richman, Larry: Project management step-by-step. New York (u. a.): AMACOM.</li> </ul> c) Media Planning <ul style="list-style-type: none"> <li>• Frey, L. R./Botan, C. H./Kreps, G. L. (2005): Investigating communication. An introduction to research methods. 3rd Ed. – Boston (u. a.): Allyn &amp; Bacon.</li> <li>• Katz, H. (2016): The media handbook. A complete guide to advertising media selection, planning, research, and buying. – 6th Ed – Mahwah, N.J.: Routledge.</li> <li>• Preiss, R. W. (Editor)(2007): Mass media effects research. Advances through media-analysis. Mahwah, N.J.: Erlbaum, 2007.</li> </ul>

<b>Digital Project Work</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
C3	180	6	3rd semester	Every winter semester	1 Semester
<b>1</b>	<b>Classes</b> Digital Project Work	<b>Contact hours per week</b> 2 SWS / 30 h	<b>Independent study</b> 150 h	<b>Group size</b> 30 Students	
<b>2</b>	<b>Learning outcomes / competencies</b> <p>The students are able to develop a comprehensive written concept for a digital media product. The knowledge acquired in previous elective courses is implemented in the project work both theoretically and practically. Alternatively, the students can develop a concept for a start-up or a program. The students are able to edit and professionally create self-selected journalistic tasks ready for publication both for the net and in any media genre. They can demonstrate adequate journalistic competences to potential employers in the form of a comprehensive work sample. With the acquired programming skills, they know the codes behind the respective blogs or apps for journalistic work.</p>				
<b>3</b>	<b>Module Contents</b> <p>The project work consists of two components:</p> <p>(1) Preparation / practical part: research and media implementation of journalistic content with innovative technologies for example 360-degree video, mobile reporting, podcasting (70% of the overall grade).</p> <p>(2) Written discussion / theoretical part: written concept with reference to the practical part (marketing or - business concept) and / or paper for classification in the media landscape (30% of the overall grade).</p>				
<b>4</b>	<b>Participation Requirements</b> <b>Formal:</b> None <b>Content:</b> Knowledge acquired in the course of the program and corresponding journalistic skills.				
<b>5</b>	<b>Method of Examination</b> A module exam in the form of project work.				
<b>6</b>	<b>Credit Points Requirement</b> Pass the module exam.				
<b>7</b>	<b>Weight of Grade for Final Score</b> Graded according to § 22 Para. 2 of the examination regulations (MPO).				
<b>8</b>	<b>Module Representative and Lecturer</b> Petra Kohnen				
<b>9</b>	<b>Selected Literature</b> The progress of the project is supported by regular consultations.				

<b>Empirical Methods II</b>						
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>	
D3	180 h	6	3rd semester	Every winter semester	1 Semester	
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>		<b>Independent study</b>	<b>Group size</b>
	a) <u>Lecture</u> : Advanced Empirical Methods		2 SWS / 30 h		180 h	30 Students
	b) <u>Seminar</u> : Research Practice		1 SWS / 15 h			
	c) <u>Seminar</u> : Research Evaluation and Presentation		1 SWS / 15 h			
<b>2</b>	<b>Learning outcomes / competencies</b>					
	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 analyze more complex data, tables and graphics as well as to critically analyze 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 have the ability to process and develop more complex issues of empirical media research in methodologically appropriate ways. In order to carry out own field research and to present results, during a tutorial the students acquire knowledge of common softwares (e.g. SPSS).					
<b>3</b>	<b>Module Contents</b>					
	a) Advanced Empirical Methods					
	<ul style="list-style-type: none"> <li>• Descriptive Statistics: Graphical Representation of Data, Measures of Central Tendency: Mode, Median, Arithmetic Mean, Measures of Variability: Range, Standard Deviation, Variance, Validity, Reliability</li> <li>• Probability: Normal Distribution and Standard Normal Distribution</li> <li>• Inferential Statistics: Hypothesis Test, Significance, Correlation and Regression</li> <li>• Multivariate Methods, such as Factor Analysis and Cluster Analysis</li> </ul>					
	b) Research Practice					
	<ul style="list-style-type: none"> <li>• Exercises on Descriptive Statistics</li> <li>• Probability Theory and Probability Distribution</li> <li>• Formulation and Verification of Hypotheses and Multivariate Methods</li> <li>• 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.</li> </ul>					
	c) Research Evaluation and Presentation					
	<ul style="list-style-type: none"> <li>• Introduction to SPSS: Data Entry, Processing and Evaluation</li> <li>• Analysis of Research Questions</li> <li>• Creating Cross-Tabulations for the Research Questions</li> <li>• Evaluation and Presentation of Empirical Results</li> <li>• Report (Management Summary, Research Question and Methodology, Results of the Study, Discussion)</li> </ul>					
<b>4</b>	<b>Participation Requirements</b>					
	<b>Formal:</b> None					
	<b>Content:</b> Knowledge acquired during the program					
<b>5</b>	<b>Method of Examination</b>					
	Written module exam for all three subjects (exam duration is 120 minutes).					
<b>6</b>	<b>Credit Points Requirement</b>					
	Pass the module exam.					
<b>7</b>	<b>Weight of Grade for Final Score</b>					
	Graded according to § 22 Para. 2 of the examination regulations (MPO).					
<b>8</b>	<b>Module Representative and Lecturer</b>					
	a), b), c) Dr. Andreas Mühlichen					
<b>9</b>	<b>Selected Literature</b>					
	Further reading (additional literature will be shared at the beginning of the course):					
	<ul style="list-style-type: none"> <li>• Babbie, E. (2016). The practice of social research (17th Ed). Belmont: Wadsworth.</li> <li>• Cairo, A. (2016): The truthful art. Data, charts, and maps for communication (1st Ed.). Pearson.</li> <li>• Creswell, J. W. (2018): Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th Ed). Boston: Pearson.</li> </ul>					



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|  | <ul style="list-style-type: none"><li>• Flick, U. (2018): An introduction to qualitative research (6th Ed). Los Angeles: Sage.</li><li>• Keyton, J. (2014): Communication research: Asking Questions, Finding Answers (4th Ed). Boston (Mass.): McGraw Hill Higher Education.</li><li>• Lune, H.; Berg, B. L.; (2017): Qualitative research methods for the social sciences (9th Ed). Pearson.</li><li>• Rumsey, D. (2015): Statistics for dummies (3rd Ed). Hoboken, N.J.: Wiley.</li><li>• Salkind, Neil J. (2019): Statistics for people who (think they) hate statistics (7th Ed). Thousand Oaks: Sage.</li><li>• Salkind, N. J. (2017). Study Guide to Accompany Neil J. Salkind's Statistics for People Who (Think They) Hate Statistics. Thousand Oaks: Sage.</li></ul> |
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<b>Applied Research Projects</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
E3	180	6	3rd semester	Every winter semester	1 Semester
<b>1</b>	<b>Classes</b>		<b>Contact hours per week</b>	<b>Independent study</b>	<b>Group size</b>
	a) Master Seminar		2 SWS / 30 h	120 h	30 Students
	b) Methodology Workshop		2 SWS / 30 h		
<b>2</b>	<b>Learning outcomes / competencies</b>				
	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.				
<b>3</b>	<b>Module Contents</b>				
	a) Master Seminar				
	<ul style="list-style-type: none"> <li>• Rules and Advanced Methods of Scientific Work</li> <li>• Individual Topic Classification and Selection for the Master Thesis</li> <li>• Preparation of Research Questions and Hypotheses</li> <li>• Developing an Individual Methodologically Appropriate Research Design</li> <li>• Identifying an Adequate Theoretical Framework</li> <li>• Structuring the Master Thesis and Formal Composition</li> <li>• Presentation of a Comprehensive Exposé and Reflection Based on Scientific Criteria</li> </ul>				
	b) Workshop Methodology				
	<ul style="list-style-type: none"> <li>• Selection of Qualitative and Quantitative Methods</li> <li>• Independent Topic Finding, Common Main Topic as a Basis</li> <li>• 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</li> <li>• Evaluation of Collected Data and Assessment of Different Methods</li> <li>• Written Documentation of the Results</li> <li>• Presentation in Plenary</li> </ul>				
<b>4</b>	<b>Participation Requirements</b>				
	<b>Formal:</b> None				
	<b>Content:</b> Knowledge acquired during the program and corresponding scientific competencies.				
<b>5</b>	<b>Method of Examination</b>				
	Two-part performance record:				
	a) comprehensive exposé and presentation				
	b) written documentation of results and presentation				
<b>6</b>	<b>Credit Points Requirement</b>				
	Successful provision of a performance record.				
<b>7</b>	<b>Weight of Grade for Final Score</b>				
	None, the module is not graded.				
<b>8</b>	<b>Module Representative and Lecturer(s)</b>				
	a) + b) Prof. Dr. Christoph Schmidt (module representative), Dr. Leon Tsvasman				
<b>9</b>	<b>Additional Information</b>				
	Project progress is supported through consultation meetings.				
	<b>Selected Literature</b>				

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

a) Master Seminar:

- Bui, Yvonne N. (2009): How to write a Master's Thesis. Los Angeles et al.: SAGE Publications.
- Evans, David; Gruba, Paul (2002): How to Write a Better Thesis. 2<sup>nd</sup> Edition. Australia: Melbourne University Press.

b) Methodology Workshop:

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

<b>Master Thesis and Colloquium</b>					
<b>Code</b>	<b>Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
A/B4	900 h	30	4th Semester	Every Semester	1 Semester
<b>1</b>	<b>Classes</b> <u>Colloquium. Supervision:</u> Master Thesis and Colloquium	<b>Contact hours per week</b> 2 SWS / 30 h	<b>Independent study</b> 870 h	<b>Group size</b> Individual	
<b>2</b>	<b>Learning outcomes / competencies</b> Students are able to 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, analyze 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 are able to structure, present and critically discuss complex topics within a given timeframe as well as (verbally) answer subject-related questions correctly and coherently. For details, see the Master's examination regulations §§ 14 ff.				
<b>3</b>	<b>Module Contents</b> <ul style="list-style-type: none"> <li>• Theoretical or empirical work and problem-solving using scientific methods</li> <li>• Academic work and methodology along with the application of theoretical and analytical skills to given tasks</li> <li>• Comprehensive result-oriented written elaborations</li> <li>• Adequate usage of visualization techniques in texts</li> <li>• Demonstrating subject-specific competencies when tackling assignments</li> </ul> <p>The master thesis must contain an abstract written in English summarizing the contents of the thesis.</p>				
<b>4</b>	<b>Participation Requirements</b> <b>Formal:</b> Registration and admission for the dissertation in accordance with the examination regulations. <b>Content:</b> Knowledge and academic competencies acquired during the program.				
<b>5</b>	<b>Method of Examination</b> Written composition (master thesis) and presentation/discussion of results during the colloquium.				
<b>6</b>	<b>Credit Points Requirement</b> 1. Pass the master thesis. 2. Pass the colloquium.				
<b>7</b>	<b>Weight of Grade for Final Score</b> Graded according to § 22 Para. 2 of the examination regulations (MPO).				
<b>8</b>	<b>Module Representative and Lecturer(s)</b> Appointed lecturers in relevant academic discipline.				
<b>9</b>	<b>Additional Information</b> Independent study is encouraged and monitored through meetings with supervisors.				