

DEPARTMENT OF "International Communication and Media Research"
COURSE SYLLABUS

Course Details				
Code		Academic Year		Semester
ICMR109		2021-2022		1
Title		T	A	L
Current Perspectives in Media Reception and Effects Research		2	0	0
ECTS		5		
Language	English			
Level	Graduate	x	Postgraduate	
Department / Program	International Communication and Media Research			
Forms of Teaching and Learning	Face-to-Face (60%), Distance Learning (40%)			
Course Type	Compulsory	x	Elective	
Objectives	Knowledge and skills in the field of reception and effects research in an international and digitized context are a necessity for a professional career either in communication science or in economics. Future academics need to comprehend societal developments that originate from media consumption by applying elaborated theoretical frameworks and thus contributing to a scientific understanding of the media landscape.			
Content	<p>The lecture focuses on current developments in the context of digital media reception and effects research, such as digital stress, algorithmic communication, filter bubbles, media trust, fake news and misinformation in the digital age or environmental communication (discrete issue may vary depending on current developments in society). All approaches focus problems of social or political relevance.</p> <p>Based on literature work, the seminar teaches theories and methods of (digital) media reception and effects research. These are discussed, reflected and applied in various forms such as literature reviews, discussions, presentations, creative tasks or research outlines.</p>			
Prerequisites	This course requires a basic understanding in the field of media reception and effects research. Basic knowledge in empirical methods is helpful.			
Coordinator	–			
Lecturer(s)	Dr. Christina Schumann			
Assistant(s)	-			
Work Placement	–			
Recommended or Required Reading				
Books / Lecture Notes	<p>Hefner, D., & Vorderer, P. (2018). Digital stress: Permanent connectedness and multitasking. In L. Reinecke & M. B. Oliver (Eds.), <i>The Routledge handbook of media use and well-being: International perspectives on theory and research on positive media effects</i> (pp. 237–249). New York, London: Routledge.</p> <p>Rainie, L. & Anderson, J. (2017). <i>Code-Dependent: Pros and Cons of the Algorithm Age</i>. Pew Research Center. Numbers, Facts and Trends Shaping The World.</p>			

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COURSE SYLLABUS**

	<p>http://www.pewinternet.org/2017/02/08/code-dependent-pros-and-cons-of-the-algorithm-age</p> <p>Bozdag, E., & van den Hoven, J. (2015). Breaking the filter bubble: Democracy and design. <i>Ethics and Information Technology</i>, 17(4), 249–265. https://doi.org/10.1007/s10676-015-9380-y</p> <p>Hancock, J. T., Naaman, M. & Levy, K. (2020). AI-Mediated Communication: Definition, Research Agenda, and Ethical Considerations. <i>Journal of Computer-Mediated Communication</i>, 25(1), 89–100. https://doi.org/10.1093/jcmc/zmz022</p> <p>Tsfati, Y. (2010). Online News Exposure and Trust in the Mainstream Media: Exploring Possible Associations. <i>American Behavioral Scientist</i>, 54(1), 22–42. https://doi.org/10.1177/0002764210376309</p> <p>Ognyanova, K. (2019). The Social Context of Media Trust: A Network Influence Model. <i>Journal of Communication</i>, 69(5), 539–562. https://doi.org/10.1093/joc/jqz031</p> <p>Lewandowsky, S., Ecker, U., Seifert, C., Schwarz, N., & Cook, J. (2012). Misinformation and Its Correction: Continued Influence and Successful Debiasing. <i>Psychological Science in the Public Interest</i> 13(3), 106 –131. https://doi.org/10.1177/1529100612451018</p> <p>Spohr, D. (2017). Fake news and ideological polarization. <i>Business Information Review</i>, 34(3), 150–160. https://doi.org/10.1177/0266382117722446</p> <p>Feldman, L., & Hart, P. S. (2018). Broadening exposure to climate change news? How framing and political orientation interact to influence selective exposure. <i>Journal of Communication</i>, 68(3), 503–524. https://doi.org/10.1093/joc/jqy011</p> <p>Becker, A., & Anderson, A. A. (2019). Using humor to engage the public on climate change: The effect of exposure to one-sided vs. two-sided satire on message discounting, elaboration and counterarguing. <i>Journal of Science Communication</i>, 18(4) https://doi.org/10.22323/2.18040207</p>	
Other Sources	–	
Additional Course Material		
Documents	–	
Assignments	–	
Exams	–	
Course Composition		
Social Sciences		100%
Natural Sciences		%
Engineering Sciences		%
Expert Knowledge		%

DEPARTMENT OF "International Communication and Media Research"
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Assessment		
Activity	Count	Percentage (%)
Midterm Exam		
Quiz		
Assignments	5	5
Attendance	14	5
Recitations	1	10
Projects	1	30
Final Exam	1	50
Total		100

ECTS Points and Work Load			
Activity	Count	Duration	Work Load (Hours)
Lectures	14	2	28
Self-Study	14	1	14
Assignments	5	3	15
Presentation / Seminar Preparation			
Midterm Exam			
Recitations	1	20	20
Laboratory			
Projects	1	30	30
Final Exam	1	50	45
Total Work Load			152
ECTS Points (Total Work Load / 30)			5

Learning Outcomes	
1	With the attendance of the lecture, students understand, apply and compare recent approaches and theories in media content, media reception and media effects research.
2	They relate and evaluate developments and empirical results from current publications, predominantly empirical research papers.
3	Students apply the theories and the results of current research to identify and solve actual problems in media and communication practice and communication science. They formulate assumptions and outline solutions.
4	Students recognize and weight up the advantages and disadvantages of different approaches, theories and methods against each other and evaluate them. Students correctly assess the applicability of various approaches for scientific or practical purposes.

Weekly Content	
1	Introduction to the class
2	Digital Stress I

DEPARTMENT OF "International Communication and Media Research"
COURSE SYLLABUS

3	Digital Stress II
4	Algorithmic Communication I
5	Algorithmic Communication II
6	Algorithmic Communication III
7	Media (Dis)trust I
8	Media (Dis)trust II
9	Fake News and Misinformation in the digital age I
10	Fake News and Misinformation in the digital age II
11	Fake News and Misinformation in the digital age III
12	Environmental Communication I
13	Environmental Communication II
14	Closing session: Information about the term paper and course evaluation

Contribution of Learning Outcomes to Program Objectives (1-5)

	P1	P2	P3	P4	P5	P6
1	5	1	4	4	5	3
2	5	2	5	3	5	4
3	4	1	5	3	4	4
4	5	1	3	4	5	5

Contribution Level 1: Low 2: Low-intermediate 3: Intermediate 4: High 5: Very High

<https://obs.tau.edu.tr/oibs/bologna/progProfile.aspx?lang=en&curSunit=6028>

Compiled by:	Dr. Christina Schumann
Date of Compilation:	20. 06. 2021

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