



Hochschule
Bonn-Rhein-Sieg

Module Handbook

for the
Master's Program

“International Media Studies” (Master of Arts)

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Curriculum

1st Semester	2nd Semester	3rd Semester	4th Semester
Media & Development (6 CP) - Comparative Media Systems (2 SWS) - Media & Development I (1 SWS) - Media & Development II (1 SWS) - Academic Work (1 SWS)	Media Practice (1 of 3) (4 CP) Elective (3 SWS), e.g.: - Social Video Production - Safety and Security for Journalists - Fact Checking	Elective II (1 of 3) (4 CP) Media Practice/Research (3 SWS), e.g.: - AI for Journalism - Environmental Reporting - Research Project	Master Thesis Colloquium (30 CP)
	Media, Education & Communication (6 CP) - Media Literacy (4 SWS) - Intercultural Comm. & Competence (2 SWS)	Media, Politics & Society II (6 CP) - Media Concentration & Media Governance (3 SWS) - Media in Conflict & Crisis Situations (3 SWS)	
Media, Politics & Society I (6 CP) - Political Communication (2 SWS) - Media Ethics (1 SWS) - Media Law (1 SWS) - Media & Globalization (1 SWS)	Media & Communication Science (8 CP) - Media & Communication Science (2 SWS) - Empirical Methods I (2 SWS) - Research Seminar Empirical Methods I (2 SWS) - New Media & Media Convergence (2 SWS)	Study Project (6 CP) Media Practice (2 SWS)	
Journalism (6 CP) - Journalism Theory (2 SWS) - Forms of Journalistic Writing (2 SWS) - Journalism Research (2 SWS)	Media Management (8 CP) - Controlling (2 SWS) - Human Resource Management (2 SWS) - Marketing/Public Relations (2 SWS)	Empirical Methods II (6 CP) - Advanced Empirical Methods II (2 SWS) - Research Practices II, Evaluation & Presentation of Research (2 SWS)	
Media Economics (6 CP) - General Media Economics (3 SWS) - Media Organization (1 SWS)	Elective I (1 of 3) (4 CP) Media Practice (3 SWS), e.g.: - Podcast Production - Video Explainer - Big Data and Data Journalism	Applied Research Projects (6 CP) - Master Seminar (2 SWS) - Workshop Methodology (2 SWS)	

Study Schedule

Module	Classes	CT	Language	Examination	CHpW	CP		CP		CP		CP
Media & Development	Comparative Media Systems	L	Eng.		2							
	Media & Development I	L	Eng.	ME	1	6						
	Media & Development II	L	Eng.		1							
	Academic Work	S	Eng.		1							
Media, Education & Communication	Media Literacy	S	Eng.	PME	4	6						
	Intercultural Communication & Competence	E	Eng.	PME	2							
Media, Politics & Society I	Political Communication	L	Eng.		2							
	Media Ethics	L	Eng.	ME	1	6						
	Media Law	L	Eng.		1							
	Media & Globalization	S	Eng.		1							
Journalism	Journalism Theory	S	Eng.		2							
	Forms of Journalistic Writing	S	Eng.	ME	2	6						
	Journalism Research	S	Eng.		2							
Media Economics	General Media Economics	L	Eng.	ME	3	6						
	Media Organization	S	Eng.		1							
Media Practice (Elective) 1 of 3, e.g.	Social Video Production Safety and Security for Journalists Fact Checking	P (Block)	Eng.	PR				3	4			
Media, Politics & Society II	Media Concentration & Media Governance	S	Eng.					3				
	Media in Conflict & Crisis Situations	E	Eng.	ME				3	6			
Media & Communication Science	Media & Communication Science	L	Eng.					2				
	Empirical Methods I	L	Eng.					2				
	Research Seminar Empirical Methods I	S	Eng.	ME				2	8			
	New Media & Media Convergence	S	Eng.					2				
Media Management	Controlling	S	Eng.					2				
	Human Resource Management	S	Eng.	ME				2	8			
	Marketing/Public Relations	S	Eng.					2				
Elective I (Media Practice) 1 of 3, e.g.	Podcast Production Video Explainer Big Data and Data Journalism	P (Block)	Eng.	PR				3	4			
Elective II (Media Practice/Research) 1 of 3, e.g.	AI for Journalism											
	Environmental Reporting	P (Block)	Eng.	PR					3	4		
	Research Project											
Management Techniques	Editorial Management	S	Eng.						2			
	Project Management	S	Eng.	ME					2	8		
	Media Planning	S	Eng.						2			
Study Project	Study Project	P (Block)	Eng.	ME					2	6		
Empirical Methods II	Advanced Empirical Methods	L	Eng.						2			
	Research Practices II, Evaluation & Presentation of Research	E	Eng.	ME					2	6		
Applied Research Projects	Master Seminar	S	Eng.	PPR					2	6		
	Workshop Methodology	E	Eng.	PPR					2			
Master Thesis & Colloquium	Master Thesis		Eng								2	30
	Colloquium											
Final Master's Examination (Total)												
Updated: September 2026					25	30	26	30	19	30	2	30

CT = Class Type

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

Contact Hours per Week (CHpW)

Examination

Module Exam (ME, graded)

Partial Module Exam (PME, graded)

Performance Record (PR, not graded)

Partial Performance Record (PPR, not graded)

Media & Development						
Code		Workload	Credits	Semester	Frequency	Duration
A1		180 h	6	1st semester	Every winter semester	1 semester
1	Classes			Contact hours per week	Independent study	Group size
	a) <u>Lecture</u> : Comparative Media Systems			2 SWS / 30 h	In total 105 h	30 Students
	b) <u>Lecture</u> : Media & Development I			1 SWS / 15 h		
	c) <u>Lecturer</u> : Media & Development II			1 SWS / 15 h		
	d) <u>Seminar</u> : Academic Work			1 SWS / 15 h		
2	Learning outcomes / competencies					
	a) The students will develop an understanding of media systems and their role in development. They will learn how media systems differ across regions and explore the significance of these differences for media reception and societal development. Students will also examine the dynamics that drive changes in media systems and gain insight into essential concepts such as press freedom, journalism cultures and media accountability. Through discussions about media systems and journalism practices from around the world, students will be equipped to analyse the complex interconnections.					
	b) Students learn about the different approaches, principles and effects of media development.					
	c) Students are familiar with development theories and fields of action within development politics. They can identify development and culture within a historic context and learn to critically examine the different concepts in relation to different schools of development theory. Throughout the seminar, ideas about sustainable development will be measured against the reality on the ground. Students will be encouraged to use their journalistic skills to prepare concise presentations of in-depth studies, influential books and various case studies.					
	d) Students acquire the necessary competencies to differentiate between various scientific principles and independently write academic papers (term papers, excerpts, discussion papers, research project papers, master theses). In addition, they evaluate the works of other authors on formalities while recognizing and naming the relevant norms and standards. Students can adequately deal with academic literature and navigate through the systems of a university library (e.g. catalogues, databases), and they will accumulate knowledge of how to avoid plagiarism.					
3	Module Content					
	a) Comparative Media Systems					
	• Press Freedom and Press Freedom Indices • Press Freedom and Democracy • Hallin & Mancini and the Foundations of Comparative Media Systems • Dimensions of Media Systems • Comparing Media Systems – Typology • Beyond Hallin & Mancini: Alternative Theories of Media Systems (Blumler and Gurevitch approach, Yin: Two dimensions model, Siebert et al: Four Theories of the Press) • Criticism of Western-oriented frameworks: Fuchs New Framework; Media systems in societies undergoing change • Free Press, Governance, Media Accountability and Human Development • Regional Perspectives					
	b) Media & Development I					
	• Media development versus media for development • Human rights-based approach • Media freedom and media freedom indices • Media viability					
	c) Media & Development II – Sustainable Development as Promise and Paradox					
	• Introduction to Development Theories • Modernisation Theory, Dependency Theory, Livelihood Approach • Concept of Sustainable Development as a promise and a paradox • Key declarations of sustainable development by the UN Conference on Environment and Development (UNCED), Sustainable Development Goals (SDGs), the United Nations Framework Convention on Climate Change (UNFCCC) • Key ideas from feminist, post-development and Marxist development theory in relation to the environment.					

	d) Academic Work • Scientific Principles and Standards • Conceptualizing and Structuring Academic Works • Types of Academic Texts • Research Process and Research Typology • Source Selection, Citation and Reference List • Academic Writing und Excerpting • Avoiding Plagiarism
4	Participation Requirements None
5	Method of Examination a) + b) + c): Written exam (exam duration is 100 minutes) d): Portfolio
6	Credit Points Requirement Pass the module exam.
7	Weight of Grade for Final Score Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	Module Representative and Lecturer(s) a) Prof. Dr. Christoph Schmidt (module representative) b) Dr. Esther Dorn-Fellermann c) Dr. Oliver Pye d) Dr. Charmaine Voigt
9	Selected Literature Further reading material will be shared at the beginning of the course: a) Comparative Media Systems • Esser, F.; Hanitzsch, T. (2012). <i>On the Why and How of Comparative Inquiry in Communication Studies</i>. In: Esser, F.; Hanitzsch, T. (Eds.). <i>Handbook of Comparative Communication Research</i>. Routledge. • Fuchs, C. (2025). <i>A new framework for the analysis of media systems and media organisations</i>. <i>Communication and the Public</i>, 10(2), 125–142. https://doi.org/10.1177/20570473241259195 • Hallin, D. C.; Mancini, P. (2004). <i>Comparing media systems. Three models of media and politics</i>. Cambridge University Press. • Hallin, D. C.; Mancini, P. (Eds.). (2012). <i>Comparing media systems beyond the western world</i>. Cambridge University Press. • Hanitzsch, T.; Hanusch, F.; Ramaprasad J.; De Beer, A.S. (Eds.). (2019). <i>Worlds of Journalism. Journalistic Cultures Around the Globe</i>. Columbia University Press. • Hardy, J. (2008). <i>Western Media Systems</i>. Routledge. • McMillin, D. (2007). <i>International Media Studies</i>. Blackwell Publication. • McQuail, D. (2009). <i>McQuail's mass communication theory</i>. Sage. • Thussu, D. K. (2006). <i>International communication</i>. Arnold. • Thussu, D. K., & Nordenstreng, K. (Eds.). (2020). <i>BRICS media: Reshaping the global communication order?</i> Routledge. https://doi.org/10.4324/9780429468759 • Voltmer, K. (2013). <i>The media in transitional democracies</i>. Polity Press. • Weaver, D. H.; Willnat, L. (Eds.). (2014). <i>The Global Journalist in the 21st Century</i>. Routledge. b) Media & Development I • Scott, M. (2014). <i>Media Development – Development matters</i>. Zed Books. • Manyozo, L. (2012). <i>Media, Communication and Development</i>. Three Approaches. Sage. • Vokes, R. (2018). <i>Media and Development</i>. Routledge. c) Media & Development II • Ahrens, H. (Ed.) (2005). <i>Development cooperation. Evaluation and new approaches</i>. Duncker & Humblot. • Chari, S.; Corbridge, S. (Eds.) (2008). <i>The Development Reader</i>. Routledge. • Mody, B. (Ed.). (2003). <i>International and Development Communication: A 21st century perspective</i>. SAGE. • Peet, R.; Hartwick, E. (2009). <i>Theories of development: Contentions, arguments, alternatives</i>. Guilford Press. • Schech, S.; Haggis, J. (2000). <i>Culture and Development. A critical introduction</i>. Blackwell Publications. • Servaes, J. (Ed.). (2008). <i>Communication for Development and Social Change</i>. SAGE.

- Klußmann, J. (Ed.). (2006). *Democratization. A central task for media development cooperation*. Evangelische Akademie im Rheinland.
- Visvanathan, N.; et al. (Eds.). (2011). *The Women, Gender and Development Reader* (2nd ed.). Zed Books.

d) Academic Work

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

Media, Education & Communication					
Code	Workload	Credits	Semester	Frequency	Duration
B1	180 h	6	1st Semester	Every winter semester	1 Semester
1	Classes		Contact hours per week	Independent study	Group size
	a) <u>Seminar</u> : Media Literacy		4 SWS / 60 h	90 h	30 Students
	b) <u>Seminar</u> : Intercultural Communication & Competence		2 SWS / 30 h		
2	Learning outcomes / competencies a) Upon completion of the module the students have acquired basic knowledge about media pedagogics, educational studies, and media didactics. They are familiar with practical educational processes and e-learning concepts and have gained profound knowledge about the importance and the possibilities of the use of multimedia-based learning aids. The students are aware of the use of media in learning processes in general and in selected learning areas and they increase their media competence. They can identify different learning theories, have basic knowledge in cognition psychology and are able to develop learning concepts. In addition, they can clarify and evaluate learning systems. The aim is also to improve presentation skills of a developed learning unit and reflect it critically. b) The students have profound intercultural competences, have a dynamic and complex understanding of culture and cultural differences and deal with them in a professional manner. They are familiar with intercultural methods and strategies and can apply them to solve conflict, they learn about cultural and communication theories and apply them in practical exercises. They develop an awareness of cognitive and affective rules and intercultural norms of behaviour. They are sensitized to culturalization and cultural stereotypes to avoid simple attributions of difference. Overall, the practical module supports the participants to work and live efficiently in diverse groups as well as contexts different from their own, to stretch their comfort zone, to be open and self-reflective and to resolve critical communication situations constructively for sustainable relationship building.				
3	Module Content a) Media Literacy • Fundamentals of Educational Sciences • Overview of General Teaching and Learning Methods • Introduction of Media Competence Concepts (incl. Lifelong Learning) • Basic Knowledge in Methodology and Didactics • Practice of Presentation Techniques • Getting to Know Multimedia-Based Learning Environments • Planning and Implementation of Lesson Plans • Evaluation Processes of Trainings b) Intercultural Communication & Competence • Theory and Practice of Communication, Culture and Intercultural Competence • Value Orientation and Cultural Norms (Case Studies) • Differences of Verbal and Non-Verbal Communication • Ethnocentricity and Attribution, Culturalization and Stereotypes • Intercultural communication in the field of media, journalism and education • Collaboration in Multicultural Teams • Ethnographic Exercises such as Observations and Interviews • Analysis of case studies and ‘critical incidents’				
4	Participation Requirements None				
5	Method of Examination Two-part module examination: weight of grade for final score: a) 60%, b) 40% a) Written Exam b) Portfolio				
6	Credit Points Requirement Pass the two-part module exam according to § 10 MPO.				
7	Weight of Grade for Final Score Graded according to § 22 Para. 2 of the examination regulations (MPO).				

8	Module Representative and Lecturer(s) a) Dr. Maryann Egbujor (module representative) b) Ricarda Bruder Pedroso
9	Selected Literature Further reading material will be shared at the beginning of the course: a) Media Literacy - Burr, C., Taddeo, M., & Floridi, L. (2020). <i>The ethics of digital well-being: A thematic review</i>. Science and Engineering Ethics, 26, 2313–2343. https://doi.org/10.1007/s11948-020-00175-8. - Frechette, J.; Williams, R. (Eds.). (2016). <i>Media Education for a Digital Generation</i>. Routledge. - Hoechsmann, M., Poyntz, S. R. (2012). <i>Media Literacies. A critical introduction</i>. Wiley-Blackwell. - Olson, M.; Hergenbahn, B. (2009). <i>An introduction to theories of learning</i>. Pearson Prentice Hall. - Potter, J. (2016). <i>Media Literacy</i> (8th ed.). SAGE. - Radtke, T., Apel, T., Schenkel, K., Keller, J., & von Lindern, E. (2022). <i>Digital detox: An effective solution in the smartphone era? A systematic literature review</i>. Mobile Media & Communication, 10(2), 190–215. https://doi.org/10.1177/20501579211028647. - Schneider, F. M., Lutz, S., Halfmann, A., Meier, A., & Reinecke, L. (2022). <i>How and when do mobile media demands impact well-being? Explicating the Integrative Model of Mobile Media Use and Need Experiences (IM3UNE)</i>. Mobile Media & Communication, 10(2), 251–271. https://doi.org/10.1177/20501579211054928. - Siddons, S. (2008). <i>The complete presentation skills handbook</i>. Kogan Page. - Stevic, A., Koban, K., Binder, A., & Matthes, J. (2022). <i>You are not alone: Smartphone use, friendship satisfaction, and anxiety during the COVID-19 crisis</i>. Mobile Media & Communication, 10(2), 294–315. https://doi.org/10.1177/20501579211051820. - Thomas, N. M., Choudhari, S. G., Gaidhane, A. M., & Quazi Syed, Z. (2022). <i>'Digital wellbeing': The need of the hour in today's digitalized and technology driven world!</i> Cureus, 14(8), e27743. https://doi.org/10.7759/cureus.27743 - Vanden Abeele, M. M. P., & Nguyen, M. H. (2022). <i>Digital well-being in an age of mobile connectivity: An introduction to the special issue</i>. Mobile Media & Communication, 10(2), 174–189. https://doi.org/10.1177/20501579221080899. - Yue, A., Pang, N., Torres, F. L. M., & Mambra, S. (2021, November). <i>Developing an indicator framework for digital wellbeing: Perspectives from digital citizenship</i> (NUS-CTIC Working Paper Series No. 1). Centre for Trusted Internet and Community, National University of Singapore. https://ctic.nus.edu.sg/resources/CTIC-WP-01(2021).pdf. b) Intercultural Communication & Competence - Bolten, J. (2020). <i>Rethinking interculturality: Structure-process perspectives</i>. https://www.researchgate.net/publication/339726754_Rethinking_Interculturality_Structure-Process_Perspectives. - Deardorff, D. K. (2009). <i>Synthesizing conceptualizations of intercultural competence: A summary of emerging themes</i>. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 264-270). SAGE Publications. https://doi.org/10.4135/9781412960458.n141. - Hall, E. T. (1976). <i>Beyond culture</i>. Anchor Books. - Hall, E. T., & Hall, M. R. (1990). <i>Understanding cultural differences: Germans, French and Americans</i>. Intercultural Press. - Hiller, G. G. (2018). <i>A matter of perspective: Critical incidents from the point of view of Studentenwerke and higher education institutions</i>. Deutsches Studentenwerk. - Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). <i>Cultures and organizations: Software of the mind</i> (3rd ed.). McGraw-Hill. - Kotthoff, H., & Spencer-Oatey, H. (Eds.). (2009). <i>Handbook of intercultural communication</i>. Mouton de Gruyter. - Spencer-Oatey, H., & Franklin, P. (2009). <i>Intercultural interaction: A multidisciplinary approach to intercultural communication</i>. Palgrave Macmillan. - Spencer-Oatey, H. (2021). <i>What is culture? A compilation of quotations for the intercultural field</i> (Revised November 2021). GPC Core Concept Compilations. https://globalpeopleconsulting.com/what-is-culture. - Thomas, A., Kinast, E.-U., & Schroll-Machl, S. (Eds.). (2010). <i>Handbook of intercultural communication and cooperation: Basics and areas of application</i> (2nd ed.). Vandenhoeck & Ruprecht. - Trompenaars, F., & Hampden-Turner, C. (1997). <i>Riding the waves of culture: Understanding cultural diversity in business</i>. Nicholas Brealey Publishing.

Media, Politics & Society I					
Code	Workload	Credits	Semester	Frequency	Duration
C1	180 h	6	1st Semester	Every winter semester	1 Semester
1	Classes		Contact hours per week	Independent study	Group size
	a) <u>Lecture</u> : Political Communication		2 SWS / 30 h	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 & Globalization		1 SWS / 15 h		
2	Learning outcomes / competencies				
	a) The purpose of this lecture is to provide an overview of the role of communication in politics and society, with a particular focus on the role of digital media. Students know the essential characteristics of mass media and social media and are familiar with their structures, functions, and forms of reception. The lecture gives insights into the functions of political communication, frameworks, processes, information environment, and relevant theories. The students know about the emerging developments and challenges in the media landscape, including the impact of Artificial Intelligence, rumour, fake news, and misinformation on the actors of political communication.				
	b) The students can understand and discuss themes rooted in media ethics, which are part of media, politics and society. They explore moral principles of media in democratic systems and are aware of questions related to media ethics and international standards of the journalistic profession.				
	c) The students discuss topics connected to the field of media, politics and society in the context of media law and regulations and they know how to deal with legal questions in the media. They can identify judicial principles of media in democratic systems and are familiar with media law questions in national and international environments.				
	d) The students understand the significance of mass media from a global perspective and can identify potentials and limitations of media globalization. They discuss different globalization theories and can compare them with each other. Global media formats with international audiences, global news flows and forms of global digital communication, for instance about climate crisis matters, including the impact of supranational media organization are also considered. In addition, the students analyse the role of media in globalization processes based on current case studies.				
3	Module Content				
	a) Political Communication				
	- Theoretical Approaches to the Role of the Media in Politics and Society - Political Communication Frameworks and Actors - Basic Principles of Media Freedom and Media Control - Internet, Social Media, AI and Politics - Selected Topics, including Media and Elections, Media and Lobbying				
	b) Media Ethics				
	- Basic Concepts of Ethics - Approaches in Media Ethics - Professional Ethics, International Standards (Understanding of Journalistic Roles and Principles of Operation, Acceptance of Research Methods, Presentation and Editing of Journalistic Products) - Selection Theories - Internet and Computer Ethics - Media Scandals and Limits of Media Ethics				
	c) Media Law				
	- Basic concepts of Media Law in international comparison - Structures and actors of media regulation on national, European and global level - Universal principles of Press Freedom and Freedom of Information - Selected legal issues of journalistic work				
	d) Media & Globalization				
	- Theories of Globalization and Research Traditions, incl. Media Imperialism - Economic, Political and Cultural Aspects of Media and Globalization - Actors and Institutions of Global Communication (e.g. EU, OSCE, ITU, UNESCO) - Global News Flows and Contra-Flows, Climate Crisis Communication and Risk Journalism - De-Westernization of Media Communication - Globalization and Digital Media Trends				

4	Participation Requirements None
5	Method of Examination Written module exam for all four subjects (exam duration is 120 minutes).
6	Credit Points Requirement Pass the module exam.
7	Weight of Grade for Final Score Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	Module Representative and Lecturers a) Dr. Merga Bula b) Prof. Dr. Caja Thimm c) Dr. Peter Niepalla d) Dr. Almuth Schellpeper (module representative)
9	Selected Literature Further reading material will be shared at the beginning of the course: a) Political Communication: • Davis, A. (2010). <i>Political Communication and Social Theory</i>. Routledge. • Esser, F.; Pfetsch, B. (Eds.). (2004). <i>Comparing political communication. Theories, Cases, and Challenges</i>. Cambridge University Press. • Kaid, L.-L.; Holtz-Bacha, C. (Eds.). (2008). <i>Encyclopedia of political communication</i>. Sage. • McNair, B. (2007). <i>An introduction to political communication</i>. (4th ed.). Routledge. • Voltmer, K. (Ed.). (2009). <i>Mass media and political communication in new democracies</i>. Routledge. • Scheufele, D.; Tewksbury, D. (2006). <i>Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models</i>. <i>Journal of communication</i> 57, no. 1: 9-20. • Negrine, R.; Stanyer, J. (Eds.). (2007). <i>The Political Communication Reader</i>. Routledge. b) Media Ethics • Bertrand, C.-J. (2002). <i>Media ethics & accountability systems</i>. Transaction Publ. • Hafez, K. (Ed.). (2003). <i>Media ethics in the dialogue of cultures</i>. Deutsches Orient-Institut. • Patterson, P. (Ed.). (2008). <i>Media ethics</i>. McGraw-Hill. • Wilkins, L.; Christians, C. G. (Eds.). (2008). <i>Handbook of Mass Media Ethics</i>. Routledge. • Ess, C. (2014). <i>Digital media ethics</i> (2nd ed.). Polity Press. • Ward, S.J.A. (2015). <i>Radical Media Ethics. A Global Approach</i>. John Wiley & Sons. c) Media Law • Lucena, C. (2015). <i>Collective Rights and Digital Content: The Legal Framework for Competition, Transparency and Multi-territorial Licensing of the New European Directive on Collective Rights Management</i>. Springer Cham. • Oster, J. (2017). <i>European and International Media Law</i>. Cambridge University Press. • Savin, A. (2017). <i>EU Internet Law</i> (2nd ed.). Edward Elgar Publishing Limited. • Van Tassel, J.M.; Poe-Howfield, L. (2010). <i>Managing Electronic Media: Making, Marketing, and Moving Digital Content</i>. Focal Press. d) Media & Globalization • Artz, L. (ed.). (2024). <i>Global Media Dialogues. Industries, Politics, and Culture</i>. Routledge. • Curren, J. & Park, M. (2000). <i>De-Westernizing Media Studies</i>. Routledge. • Flew, T. (2022). <i>Understanding Global Media</i>. (2nd ed.). Bloomsbury Academic. • Hafez, K. (2007). <i>The myth of globalization</i>. Polity Press. • Hansen, A. & Cox, R. (Eds.) (2015). <i>The Routledge Handbook of Environment and Communication</i>. Routledge. • McPhail, T. L. & Phipps, S. (2020). <i>Global Communication. Theories, Stakeholders, and Trends</i> (5th ed.). Wiley Blackwell. • Sparks, C. (2007). <i>Globalization, Development and the Mass Media</i>. Sage Publications. • Thussu, D. K. (Ed.) (2007). <i>Media on the move. Global flow and contra-flow</i>. Routledge. • Volkmer, I. (Ed.) (2012). <i>The handbook of global media research</i>. Wiley-Blackwell. • Volkmer, I. et al. (Eds.). (2025). <i>Ecologies of Global Risk Journalism. Conceptualizing Local Journalism in an Era of Deep Disruptions</i>. Routledge.

Journalism					
Code	Workload	Credits	Semester	Frequency	Duration
D1	180 h	6	1st Semester	Every winter semester	1 Semester
1	Classes		Contact hours per week	Independent study	Group size
	a) <u>Seminar</u> : Journalism Theory		2 SWS / 30 h	90 h	30 Students
	b) <u>Seminar</u> : Journalism Research		2 SWS / 30 h		
	c) <u>Seminar</u> : Forms of Journalistic Writing		2 SWS / 30 h		
2	Learning outcomes / competencies Graduates have in-depth knowledge of key findings from media and journalism research and practices. These are mainly the areas that form the scientific background for practical work in the media. Examples include besides theories of news selection media-user typologies, different journalism cultures, digital tools and important results of impact research. Students can professionally use and evaluate different journalistic forms of presentation: news, interviews, reports, comments, and presentation. They have advanced knowledge on practical research tools and how to plan, organize and produce them. They know that topics require different formats depending on the situation. The students master the most important techniques of quality control in editorial offices, inclusion of diversity, they know how constructive and viable broadcasting critique is done and can apply the appropriate criteria for the evaluation of different broadcast content and forms. Themes such as journalistic research, editorial mission statement and the training of journalists are familiar to them. Furthermore, the students reflect different journalistic quality standards and can develop research strategies. They strengthen their research skills – on- and offline- and are sensitized to the requirements in dealing with facts and the orientation towards a goal of objectivity. Furthermore, they are aware of different journalistic role understandings and practices and how it influences daily work practices. Against this background, participants can work in different contexts and in a participatory manner, especially regarding regionalisation and contextualisation.				
3	Module Contents a) Journalism Theory • Definition and Functions of Journalism • Historical and Legal Foundations • Journalism as a Research Field • Journalism as a Profession • Broadcasting as a Public Duty • Journalistic Reporting Models (Information Journalism, Interpretive Journalism, Investigative Journalism, Social Science Journalism, Constructive and Solution journalism, Development journalism) • Journalism cultures • Journalism and Public Relations • Journalistic Quality Investigation b) Journalism Research • Basics of journalistic research, how to find a research topic and to develop a story • Insight into digital and non-digital Research Methods and Tools, such as Interviews • Checking Sources and Facts • Creating a Survey Plan and Search Report • Introduction to Internet Research • Different journalistic approaches, such as Investigative Journalism and Constructive Journalism • Diversity and Blind Spots in Journalism • Practical Research Exercises and Discussion of Case Studies c) Forms of Journalistic Writing • News Formats (Statement, Report) • Narrative Forms (Feature, Reportage, Portrait) • Commenting Forms (Editorial, Commentary, Gloss) • Forms of Utility (Service Formats) • Dialogical Forms (Interview, Discussion, Conversation) • Special Features of Journalistic Forms of Presentation in Radio, Television, Print and Online Media				

4	Participation Requirements None
5	Method of Examination a) + b) + c): Portfolio
6	Credit Points Requirement Pass the portfolio exams.
7	Weight of Grade for Final Score Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	Module Representative and Lecturer(s) a) Dr. Hao Gui b) Dr. Merga Bula c) Ineke Mules
9	Selected Literature Further reading material will be shared at the beginning of the course. <u>Journalism Theory</u> - Bruns, L. S. (2013). <i>Understanding Journalism</i>. Sage. - Conboy, M. (2012). <i>Journalism studies, the basics</i>. Routledge. - Fenton, N. (Ed.) (2010). <i>New media, old news. Journalism and Democracy in the Digital Age</i>. Sage. - Freedman, W. (2003). <i>It takes more than good looks: To Succeed at Television News Reporting</i>. Bonus books. - Lippmann, W. (1922). <i>The Public Opinion</i>. Transaction Publishers. - McCombs, M. (2004). <i>Setting the Agenda</i>. Polity. - McLuhan, M. (2013). <i>Understanding Media: The Extensions of Man</i>. Gingko Press. - Postman, N. (2005). <i>Amusing ourselves to death</i>. Methuen Publishing Ltd. - Randall, D. (2021). <i>The universal journalist</i>. Pluto. - Wahl-Jorgensen, K.; Hanitzsch, T. (2019). <i>The Handbook of Journalism Studies</i>. Routledge. <u>Journalism Research</u> - Bossio, D. (2017). <i>Journalism and social media: Practitioners, organisations and institutions</i>. Palgrave Macmillan - Boyle, M. P., & Rainear, A. M. (Eds.). (2026). <i>Evolving journalism research methods: Applications, trends, analyses</i>. Routledge. https://doi.org/10.4324/9781032621548. - Bradshaw, P. (2018). <i>The online journalism handbook: Skills to survive and thrive in the digital age</i> (2nd ed.). Routledge. https://doi.org/10.4324/9781315761428. - Edwards, V. (2016). <i>Research skills for journalists</i>. Routledge. - Friend, C., & Singer, J. B. (2007). <i>Online Journalism Ethics. Traditions and Transitions</i>. M.E. Sharpe. - Hertzum, M. (2022). <i>How do journalists seek information from sources? A systematic review</i>. Information Processing & Management, 59(6), Article 103087. https://doi.org/10.1016/j.ipm.2022.103087. - Hunter, M.L. et al. (2011). <i>Story-Based Inquiry. A manual for investigative journalists</i>. UNESCO Publishing. Tow Center for Digital Journalism, Columbia and University of Oxford. - McIntyre Hopkinson, K., & Dahmen, N. S. (2021). <i>Reporting beyond the problem: From civic journalism to solutions journalism</i>. Peter Lang. - Löffelholz, M., & Weaver, D. (Eds.). (2008). <i>Global journalism research: Theories, methods, findings, future</i>. Blackwell Publishing. - Molla, M. A. M., & Ahsan, M. M. (2025). <i>Artificial intelligence and journalism: A systematic bibliometric and thematic analysis of global research</i>. Computers in Human Behavior Reports, 20, Article 100830. https://doi.org/10.1016/j.chbr.2025.100830. - Quandt, T. (2024). <i>Euphoria, disillusionment and fear: Twenty-five years of digital journalism (research)</i>. Journalism, 25(5), 1186-1203. https://doi.org/10.1177/14648849231192789. - Simon, F. M. (2023). <i>Artificial intelligence in the news: How AI retools, rationalizes, and reshapes journalism and the public arena</i>. Tow Center for Digital Journalism, Columbia University. https://www.cjr.org/tow_center_reports/artificial-intelligence-in-the-news.php. - Steensen, S., & Ahva, L. (2018). <i>Theories of journalism in a digital age</i>. Routledge.

Forms of Journalistic Writing

- Boyd, A. (2003). *Broadcast journalism: Techniques of radio and television news*. (5th ed). Focal Press
- Hargeaves, I. (2005). *Journalism – A very short introduction*. Oxford.
- Lawrence, D. (2022). *Digital Writing. A guide to writing for social media and the web*. Broadview Press.
- Newman, N. (2022) *How publishers are learning to create and distribute news on TikTok*. Reuters Institute / University of Oxford.
- Swaine, M.; Gilbert, H.; Allen, G. (2022). *Writing for Journalists* (4th ed.). Routledge.
- White, T. Barnas, F. (2010) *Broadcast news: Writing, reporting and producing* (5th ed.). Elsevier, Focal Press
- Zinsser, W. (2001) *On writing well: The classic guide to writing nonfiction*. Harper Resource Quill.

Media Economics					
Code	Workload	Credits	Semester	Frequency	Duration
E1	180 h	6	1st Semester	Every winter semester	1 Semester
1	Classes		Contact hours per week	Independent study	Group size
	a) <u>Lecture</u> : General Media Economics		3 SWS / 45 h		30 Students
	b) <u>Seminar</u> : Media Organization		1 SWS / 15 h	120 h	
2	Learning outcomes / competencies				
	a) Media and economics are interconnected, with each playing a pivotal role in society. Media not only serve as significant economic factors but also function as essential channels for shaping public perception, upon which businesses heavily rely. Students develop a comprehensive understanding of fundamental economic models and their application within media companies, along with gaining knowledge of the structures that govern the media economy. The course covers the unique characteristics of media companies from both economic and operational perspectives, including industry-specific organizational structures and operational methods. Students learn to distinguish media companies as unique business entities and gain insights into key business management approaches, such as SWOT analysis and DISG, and explore the challenges and opportunities presented by digital business models. b) Students have knowledge of organization structures in media companies and are familiar with various roles and decision-making processes within media enterprises. During excursions to different media enterprises students encounter the peculiarities of the respective organization structures. In addition, students can analyze management processes and their sub-functions as well as demonstrate knowledge of structural and procedural organization. Furthermore, students can initiate decision-making processes on an applied scientific basis (e.g. change management processes). Students are also equipped with entrepreneurial knowledge (e.g. creative innovate thinking, developing sustainable business models and the concept of media viability) required for creating and successfully operating high-growth-potential and profitable media start-ups and other enterprises.				
3	Module Content				
	a) General Media Economics • Basic Principles • Characteristics of the Media Market • Media Market and Media Product • Media Companies, Peripheral Systems and Revenue Models • Business Planning and Entrepreneurship • Strategic Management • Platformisation and Digital Business Models • Media Production and Resource Management • Legacy Media Markets • Platform Markets and Future Trends b) Media Organization • Principles of Organization (Organization und Enterprises, Effectiveness and Efficiency) • Structural and Procedural Organization (Features, Types, Merging und Coordination of Organizational Units) • Organizational Differentiation and Integration • Organizational Units as Elements of Structural Organization • Organization Concepts (Functional, Divisional, Matrix, Tensor and Holding Organization) • Entrepreneurship and Start-Up Management				
4	Participation Requirements				
	None				
5	Method of Examination				
	Written module exam for both subjects (exam duration is 120 minutes).				
6	Credit Points Requirement				
	Pass the module exam.				

7	Weight of Grade for Final Score Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	Module Representative and Lecturer a) + b): Prof. Dr. Christoph Schmidt
9	Selected Literature Further reading material will be shared at the beginning of the course: a) General Media Economics • Albarran, A. B. (2017). <i>Management of electronic and digital media</i> (6th ed.). Cengage Learning. • Albarran, A. B. (2024). <i>The media economy</i> (3rd ed.). Routledge. • Albarran, A. B. (2025). <i>Rethinking media economics</i>. Edward Elgar Publishing. • Albarran, A. B., Mierzejewska, B., & Jung, J. (Eds.). (2018). <i>Handbook of media management and economics</i> (2nd ed.). Routledge. • Altmepfen, K.-D., Hollifield, C. A., & van Loon, J. (2017). <i>Value-oriented media management: Decision management between profit and responsibility</i>. Springer International Publishing. • Caraway, B. (2023). <i>Digital media economics: A critical introduction</i>. SAGE Publications. • Doyle, G. (2013). <i>Understanding media economics</i> (2nd ed.). SAGE Publications. • Elavarthi, S. P., & Chitrapu, S. (2022). <i>Media economics and management</i>. Routledge. • Fuchs, C. (2024). <i>Media, economy and society: A critical introduction</i>. Routledge. https://doi.org/10.4324/9781003391203. • Küng, L. (2024). <i>Strategic management in the media: Theory to practice</i> (3rd ed.). SAGE Publications. • Picard, R. G. (2011). <i>The economics and financing of media companies</i> (2nd ed.). Fordham University Press. • Sirkkunen, E., & Cook, C. (Eds.). (2012). <i>Chasing sustainability on the net: International research on 69 journalistic pure players and their business models</i>. Tampere Research Centre for Journalism, Media and Communication. • Wirtz, B. W. (2020). <i>Media management: Strategy, business models and case studies</i> (2nd ed.). Springer. • Zhao, H., & Berman, R. (2026). <i>Strategic response of news publishers to generative AI</i> (The Wharton School Research Paper). SSRN. https://doi.org/10.2139/ssrn.5992774. b) Media Organization • Anderson, D.L. (2012). <i>Organization Development. The Process of Leading Organizational Change</i> (2nd ed.). Sage. • Carnall, C. (2007). <i>Managing Change in Organizations</i> (5th ed.). Financial Times Prentice Hall. • Child, J. (2005). <i>Organization. Contemporary Principles and Practice</i>. Blackwell Publishing. • Hang, M. (2016). <i>Media Corporate Entrepreneurship</i>. Springer Publications. • Hisrich, R., ; Ramadani, V. (2017). <i>Effective Entrepreneurial Management</i>. Springer International Publishing AG. • Schmidt, C. (Ed.) (2019). <i>Viability of Alternative Online News Media Organizations in Developing and Transformation Countries</i>. Nomos Verlagsgesellschaft/ Edition Reinhard Fischer. • Thompson, P., McHugh, D. (2002). <i>Work Organizations. A Critical Introduction</i>. (3rd ed.). Palgrave. • Will, A.; Brüntje, D.; Gossel, B. (2016). <i>Entrepreneurial Venturing and Media Management</i>. In: Brown, C.; Lowe, G.F. (Eds.). <i>Managing Media Firms and Industries</i> (pp. 189-206). Springer International Publishing AG. • Wu, B., Knott, A. M. (2006). <i>Entrepreneurial risk and market entry</i>. In: <i>Management Science</i>. Vol. 52, No.9 (pp. 1315-1330). Maryland: INFORMS. https://www.effectuation.org/wp-content/uploads/2017/05/Entrepreneurial-Risk-and-Market-Entry-1.pdf.

Media Practice					
Code	Workload	Credits	Semester	Frequency	Duration
A2	120 h	4	2nd semester	Every summer semester	1 Semester
1	Classes <u>Media Practice (1 of 3), e.g.</u> a) Social Media Production b) Video Explainer c) Fact Checking		Contact hours per week 3 SWS / 45 h	Independent study 75 h	Group size 30 Students
2	Learning outcomes / competencies Students have advanced media literacy, skills and abilities in the fields of digital multimedia, video / audio and programming. Within one of the media genres of digital multimedia, video / audio and programming for journalists, students create products for the web. The students are sensitized to the aesthetic and technical conditions of practical media production and have the competence to create high-quality digital products on a professional basis. a) Media Project – Social Media Production In this workshop students enter the world of social video production – learning everything from developing original concepts to crafting engaging content for Instagram and TikTok. This includes developing hooks to grab the audience’s attention, scriptwriting, capturing high-quality visuals, editing styles and hosting own videos. The goal is to create the most compelling stories that resonate with today’s audience. b) Media Project – Video Explainer In this workshop you will get a hands-on training for explainer videos. During the training you will learn about the different forms of explainer videos. In small groups you will produce your own pieces. From research to storytelling, camera work, editing, scripting and voicing all necessary steps will be covered. c) Media Project – Fact Checking With emerging crises all around the world and the improvement of editing programs and artificial intelligence, disinformation and misinformation are rising problems. In this workshop, you will learn how to verify digital content such as texts, images, videos, audio, and AI-generated content, as well as how to recognize propaganda. You will also receive tips on which online sources you can trust and which you cannot.				
3	Module Content a) Media Project – Social Media Production - Developing Video Concepts - Scriptwriting and Storytelling - Capturing High-Quality Visuals - Editing Styles - Hosting Own Videos b) Media Project – Video Explainer - Types of Explainer Videos - Video Production - Research - Storytelling - Camera Work - Editing - Scripting and Voicing c) Media Project – Fact Checking - What is Disinformation and Misinformation? - Verifying Digital and AI-Generated Content - Recognizing Propaganda - Evaluating Online Sources				
4	Participation Requirements The media projects the students can register for are announced at the beginning of the respective semester. The project work takes place as a block event.				
5	Method of Examination Performance record in the form of a product / work piece or application-oriented work accompanied by documentation.				

6	Credit Points Requirement Successful provision of a performance record.
7	Weight of Grade for Final Score None, the module is not graded.
8	Module Representative and Lecturer(s) a) N.N. b) N.N. c) N.N.
9	Selected Literature Further reading material will be shared at the beginning of the course: a) Media Project Social Video Production - Foust, J. C., Fink, E. J., Beskid, P., et al. (2024). <i>Video Production: Disciplines and Techniques</i>. Taylor & Francis. - Vaccaro, C. R. (2024). <i>News Writing and Reporting: A Strategic Approach to Storytelling</i>. Sage Publications. - Tee, E. (2024). <i>Beast Mode: The MrBeast Formula - A Step-by-Step Quick-Tip Guide to YouTube Stardom</i>. (2024). PublishDrive. b) Media Project Video Explainer - Reading material and references will be shared in class. c) Media Project Fact Checking - Reading material and references will be shared in class.

Media, Politics & Society II					
Code	Workload	Credits	Semester	Frequency	Duration
B2	180 h	6	2nd semester	Every summer semester	1 Semester
1	Classes a) <u>Lecture</u> : Media Concentration & Media Governance b) <u>Seminar</u> : Media in Conflict & Crisis Situations		Contact hours per week 3 SWS / 45 h 3 SWS / 45 h	Independent study 90 h	Group size 30 Students
2	Learning outcomes / competencies a) The students have profound knowledge of the interdependencies between media and media governance. They can analyse how media influence democratic processes in different countries, and they can evaluate tendencies in media concentration. Based on selected case studies, the students also learn to identify media governance initiatives. b) Students learn about the function of the media in conflict and crisis situations and are familiar with the current state of scientific research in conflict communication. They learn to analyse conflicts, critically reflect on the role of media in conflict and crisis situations and develop their own ideas for a media development project in a conflict area.				
3	Module Contents a) Media Concentration & Media Governance c) Terminologies and Differentiation d) Media Concentration developments, cross-media ownership and media quality e) Consequences for access to information and comparison in different countries f) Media Governance (regulation of media, voluntary commitment, international actors of regulation, regulation structures in international comparison) g) Internet Governance (approaches for sector-specific and comprehensive regulation) and Digital Rights h) Measuring Governance, Indicators for Good Governance and Sustainable Development Goals (SDGs) i) Media Accountability b) Media in Conflict & Crisis Situations j) Introduction to Conflict and Peace Analysis k) The Emergence of Conflicts and Forms of Conflict Resolution l) Methods of Civil Conflict Transformation and Conflict Prevention m) Conflict-Sensitive Journalism and the Role of the Media in Conflicts n) Analysis of Selected Case Studies of Crisis and War Reporting (Experiences, Effects and International Principles) o) Activities of International Organizations and Lessons Learned				
4	Participation Requirements Formal: None Content: This module builds upon the previous modules DA1, DB1 und DC1.				
5	Method of Examination Module examination for both subjects as oral examination.				
6	Credit Points Requirement Pass the module oral examination.				
7	Weight of Grade for Final Score Graded according to § 22 Para. 2 of the examination regulations (MPO).				
8	Module Representative and Lecturer(s) a) Dr. Almuth Schellpeper (module representative) b) Vanessa Bassil				

9	Selected Literature Further reading material will be shared at the beginning of the course: a) Media Concentration & Media Governance • Baker, E. (2007). <i>Media Concentration and Democracy. Why ownership matters</i>. Cambridge University Press. • Bevir, M. (Ed.) (2011). <i>The SAGE Handbook of Governance</i>. SAGE Publications. • Brown, I. (Ed.) (2013). <i>Research Handbook of Governance of the Internet</i>. Edward Elgar. • Ganter, S. A. & Badr, H. (2022). <i>Media Governance. A Cosmopolitan Critique</i>. Palgrave MacMillian. • Lunt, P. & Livingstone, S. (2012). <i>Media Regulation. Governance and the Interests of Citizens and Consumers</i>. SAGE Publications. • McQuail, D. (2010). <i>McQuail's Mass Communication Theory</i> (6th ed.). SAGE Publications. • Mungiu-Pippidi, A. (2015). <i>The Quest for Good Governance. How Societies develop control of corruption</i>. Cambridge University Press. • Ó Siochru, S.; Girard, B.; Mahan, A. (2002). <i>Global Media Governance. A Beginner's Guide</i>. Rowman & Littlefield Publishers. • Snow, N. & Taylor, P.M. (Eds.) (2009). <i>Routledge Handbook of Public Diplomacy</i>. Routledge. b) Media in Conflict & Crisis Situations • Howard, R. (2009). <i>Conflict Sensitive Journalism. International Media Support</i>. • Lederach, J. P. (2014). <i>The little book of conflict transformation</i>. GoodBooks, Skyhorse Publishing. • Lough, K. & McIntyre, K. (2018). <i>Journalists' perceptions of solution journalism and its place in the field</i>. SOJ Journal, 8 (1), pp. 33-52. • Lynch, J. & McGoldrick, A. (2005). <i>Peace Journalism</i>. Hanthorn Press. • Lynch, L. (2014). <i>A global standard for reporting conflict</i>. Routledge. • Matheson, D. & Stuart, A. (2009). <i>Digital War Reporting. Digital Media and Society Series</i>. Polity Press. • Spencer, G. (2007). <i>The Media and Peace. From Vietnam to the „War on Terror“</i>. Palgrave.
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Media & Communication Science							
Code		Workload	Credits	Semester	Frequency	Duration	
C2		240 h	8	2nd semester	Every summer semester	1 Semester	
1	Classes			Contact hours per week		Independent study	Group size 30 students
	a) <u>Lecture</u> : Media & Communication Science			2 SWS / 30 h		120 h	
	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 & Media Convergence			2 SWS / 30 h			
2	Learning outcomes / competencies						
	a) The students acquire knowledge about important theoretical concepts, which are necessary for the understanding of media and communication. They are familiar with conceptual and theoretical ways of thinking about media, especially mass media, and communication from the perspective of the producer and the recipient. They can apply the basic theories to their own research interests and media consumption and production. They will have profound knowledge of concepts and models of mass communication, the communicator, media content and the audience.						
	b) In the field of empirical methods, students get to know the methods of empirical social research (selection procedures, survey methods and evaluation methods). They can understand and use quantitative and qualitative methods. Furthermore, they have basic knowledge of sampling theory and scaling and have developed an awareness of measurement problems and empirical distributions.						
	c) After the research seminar, students can develop and work on a concrete question in empirical media research in a methodologically appropriate way (using the adequate methods). The students can prepare and carry out field research.						
	d) In this seminar students will accumulate knowledge about the concept and elements of "new" media, focusing on the profound influence of technology on media landscapes. They will explore the functions and challenges associated with communication on the internet, considering the cultural effects that arise from these digital interactions. The phenomenon of media convergence will be examined in depth, alongside its related consequences for both traditional and digital media forms. Students will also delve into the concept of innovation, understanding its role in shaping the evolution of media technologies. Beyond knowledge acquisition, students will critically assess competing theories concerning technology and culture, positioning these within the context of current debates in media studies. The course will emphasize the practical application of these theories, encouraging students to apply their insights to concrete examples and case studies, thereby bridging theoretical understanding with real-world media practices.						
3	Module Content						
	a) Media & Communication Science - History of Mass Media - Research Approaches and Models in Communication Science - System Theory and Constructivism - Research on Audience and Media Effects - The Concept of Public Opinion - Current Questions and Debates within Media Science - International Research Projects b) Empirical Methods I - Definitions and Basic Concepts of Empirical Research - Philosophy of Science, Research Logic and Indicators - Hypothesis and Theory Formation - Operationalization and Measurement Theory - Quantitative and Qualitative Research Approaches - Method Catalog of Empirical Social Research (e.g., Survey, Content Analysis, Observation, Experiment) - Selection Procedure (Sample Design) - Method of Reception and Media Usage Research - Market / Opinion Research - Classical Qualitative Instruments and Procedures and their Limitations - Practical Exercises, e.g., Conception of Qualitative and or Quantitative Research Designs - Application in Typical Fields: Individual Interview, Group Discussions, Experimental Research Designs						

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

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Selected Literature

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

a) Media & Communication Science

- Baran, S.; Davis, D. (2003). *Mass Communication Theory. Foundations, Ferment, and Future* (3rd ed.) Thomson Wadsworth.
- Branston, G.; Stafford, R. (2006). *The Media Student's Book* (4th ed.) Routledge.
- Devereux, E. (Ed.) (2007). *Media Studies. Key Issues and Debates*. Sage Publications.
- McQuail, D. (2010). *McQuail's Mass Communication Theory* (6th ed.) SAGE.
- West, R.; Turner, L.H. (2010). *Introducing Communication Theory. Analysis and Application* (4th ed.) Mc Graw-Hill.
- Williams, K. (2010). *Understanding Media Theory*. Bloomsbury.
- Loisen, J.; Joye, S. (2017). *On Media & Communication. An Introduction to Communication Sciences: Theory and Research*. Acco Leuven.

b)/c) Empirical Methods

- Babbie, E. (2012). *The practice of social research* (13th ed.) Wadsworth.
- Berg, B.L.; Lune, H. (2011). *Qualitative research methods for the social sciences* (8th ed.) Allyn and Bacon.
- Creswell, J.W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.) Pearson.
- Flick, U. (2014). *An introduction to qualitative research* (5th ed.) Sage.
- Keyton, J. (2015). *Communication research: Asking questions, finding answers* (4th ed.) McGraw Hill Higher Education.
- Lindlof, T.R.; Taylor, B.C. (2011). *Qualitative Communication Research Methods* (3rd ed.) Sage.
- Silverman, D. (Ed.) (2016). *Qualitative research. Theory, method and practice* (3rd ed.) Sage.

d) New Media & Media Convergence

- Bruns, A. (2008). *Blogs, Wikipedia, Second Life, and Beyond. From Production to Produsage*. Peter Lang.
- Castells, M. (2001). *The Internet Galaxy. Reflections on the Internet, Business and Society*. Oxford University Press.
- Conill, R.F.; Karlsson, M. (2015). *The Gamification of Journalism*. In: Gangadharbatla, H.; Davis, D.Z. (Eds): *Emerging Research and Trends in Gamification*. PA: IGI Global.
- Franklin, B. (Ed.) (2016). *The future of journalism: In an age of digital media and economic uncertainty*. Routledge.
- Lister, M. et al. (2009). *New Media. A critical introduction* (2nd ed.) Routledge.
- Goggin, G., Hjorth, L. (Eds.) (2014). *The mobile media companion*. Routledge.
- Macnamara, J. (2010). *The 21st century media (r)evolution. Emergent communication practices*. Peter Lang.
- Newman, N. (2023). *Journalism, Media, and Technology Trends and Predictions 2023*. Digital News Project. Reuters Institute for the Study of Journalism. University of Oxford.
- Pavlik, J.; McIntosh, S. (2011). *Converging Media. A new introduction to mass communication*. (2nd ed.) Oxford University Press.
- Tandoc Jr., E.C. et al (2018). *Defining "Fake News". A typology of scholarly definitions*. Digital Journalism, 6:2.
- Vos, T.P.; Perreault, G.P. (2020). *The discursive construction of the gamification of journalism*. In: *Convergence*, 26(3).
- Witschge, T. et al. (Eds.) (2016). *The SAGE Handbook of Digital Journalism*. SAGE.
- Uskali, T.; Gynnild, A.; Jones, S.; Sirkkunen, E. (Eds.) (2020). *Immersive Journalism as Storytelling: Ethics, Production, and Design*. Routledge.

Media Management					
Code	Workload	Credits	Semester	Frequency	Duration
D2	240 h	8	2nd semester	Every summer semester	1 Semester
1	Classes		Contact hours per week	Independent study	Group size
	a) <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		
2	Learning outcomes / competencies				
	The module builds on first the semester module „Media Economics“and equips students with key competences in these three areas of media economics: Controlling, Human Resource Management and Marketing/Public Relations, with which they are enabled to recognize decision-making alternatives and correlations in the three academic disciplines. Students gain profound scientific knowledge as well as applied practical skills in media management, which they acquire within the scope of case study presentations. a) Students possess the necessary basic theoretical knowledge, are acquainted with the characteristics of different controlling concepts and can apply the management functions of controlling using the relevant controlling instruments. They have a good command of essential terms and functions of cost-benefit calculations and can establish interconnections between the balance of accounts as well as profit and loss calculations. Furthermore, they acquire the competence to conduct planning and prognosis calculations for media enterprises, analyse target-performance variances as well as carry out feasibility studies/profitability assessments using benchmark comparisons. Through media-related exercises students are familiarized with the particularities of Controlling in media enterprises. b) In this seminar, students will gain a comprehensive understanding of Human Resource Management (HRM) and Development, particularly within the context of media enterprises. They will explore the key areas of operation and the critical success factors necessary for effective HRM. Students will learn what HRM and Personnel Management entail, emphasizing knowledge that is particularly valuable for future executives in the media industry. The seminar will equip students with the skills needed to systematically analyse and assess personnel-related issues and develop appropriate solutions. They will learn how to perform personnel requirement and staff analyses, initiate recruitment processes, and conduct job interviews. Additionally, students will become familiar with the tools and strategies of personnel development, while also understanding the ethical aspects of HRM. Special attention will be given to the concept of the "war for talent," which highlights the competitive landscape for attracting and retaining top talent. Students will also explore the roles of HR professionals in managing this talent and the application of Theory X and Theory Y in managing and motivating employees. c) More and more media outlets are competing for the attention of their recipients, and only those who can capture it can succeed on the media market. Students know the interrelations between production, design and marketing. They can analyse these interrelations and develop individual strategies for their “product”. They have in-depth knowledge of the subject matter and the instruments of marketing as a market-oriented management tool for media enterprises. Special attention is paid to the instruments of the marketing-mix and students can evaluate the specific types of a marketing-mix in media enterprises. Students have knowledge of the various facets of essential public relations instruments.				
3	Module Contents				
	a) Controlling • Definition and Classification • Functions of Controlling • Controlling and Business Administration in Media Enterprises • Concepts and Systems of Controlling (integrated and multi-dimensional Controlling)Cost Accounting as an Instrument of Controlling • Operative Planning and Budgeting (Finance Planning und Budget Planning in Media Enterprises) • Target Costing und Process Cost Accounting • Investment Controlling, Production Controlling • Key Indicators Contrasting Controlling in Media Enterprises • Case Studies b) Human Resource Management • Definition of Terms and Categorization (HRM, HRD) • Strategic Human Resource Management in Media Enterprises • Applied Personnel Management (Personnel Planning, Personnel Recruitment, Personnel Placement, Personnel Cost Management, Personnel Management, Personnel Controlling) • Requirement Profiles for Employee and Management Positions in the Media Sector • Personnel Marketing • Human Resource Development (Career Planning and Promotion, Educational/Training Needs, Company Apprenticeships and Further Training - Concepts and Trends)				

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

Elective I: Podcast Production					
Code	Workload	Credits	Semester	Frequency	Duration
E2	120 h	4	2nd semester	Every summer semester	1 Semester
1	Class <u>Elective I (1 of 3):</u> Podcast Production		Contact hours per week 3 SWS / 45 h	Independent study 75 h	Group size 15 Students
2/3	Learning outcome / competencies: It has often been said that audio is the most visual medium. This course will not only show you why that is true, but how to paint pictures in listeners' minds and build a lasting connection with them through audio. Podcasts have become a powerful medium for reaching diverse and loyal audiences thanks to their ability to dive deep into topics through intimate conversations and in-depth storytelling. In his workshop, students will learn about the production magic behind great podcasts, the nuances of podcast and vodcast hosting, and how a bit of sound design can make a show sing. With hands-on training, students will develop new podcasts of their own and have a go at recording and producing them in small groups, as well as think about what it takes to really connect with audiences.				
4	Participation Requirements None. The electives students can register for are announced at the beginning of the respective semester. The students work on their projects during a block event, held in the mandatory elective week.				
5	Method of Examination Performance record in the form of a product or application-oriented work accompanied by documentation or a presentation.				
6	Credit Points Requirement Successful provision of a performance record.				
7	Weight of Grade for Final Score None, the module is not graded.				
8	Module Representative (and Lecturer) Dr. Almuth Schellpeper (module representative), N.N.				
9	Selected Literature Further reading material will be shared at the beginning of the course:				

Elective I: Big Data and Data Journalism					
Code	Workload	Credits	Semester	Frequency	Duration
E2	120 h	4	2nd semester	Every summer semester	1 Semester
1	Class <u>Elective I (2 of 3):</u> Big Data and Data Journalism		Contact hours per week 3 SWS / 45 h	Independent study 75 h	Group size 15 Students
2/3	Learning outcomes / competencies The focus of the workshop is on the production: By searching through data in real time and extracting information based on requested categories, such as events, people, location and dates, editors can make information more accessible, simplifying the research process and providing fast and accurate fact checking. Basic programming skills complement the understanding of the techniques behind the various processes. Module Content • Introduction to Data Journalism • Essential Data Journalism Skills • Essential Programming Skills for Journalists • Case Studies about Investigative Research • Build Reusable and Easy Tools • Data Journalism Strategy for Newsrooms with Limited Resources • Best Practices for Data Journalism Storytelling				
4	Participation Requirements The electives students can register for are announced at the beginning of the respective semester. The students work on their projects during a block event, held in the mandatory elective week.				
5	Method of Examination Proof of the performance in the form of a product or application-oriented work accompanied by documentation or a presentation.				
6	Credit Points Requirement Successful provision of a performance record.				
7	Weight of Grade for Final Score None, the module is not graded.				
8	Module Representative (and Lecturer) Dr. Almuth Schellpeper (module representative), N.N.				
9	Additional Information Further references will be announced in class.				

Elective I: Safety and Security for Journalists					
Code	Workload	Credits	Semester	Frequency	Duration
E2	120 h	4	2nd semester	Every summer semester	1 Semester
1	Class <u>Elective I (3 of 3):</u> Safety and Security for Journalists		Contact hours per week 3 SWS / 45 h	Independent study 75 h	Group size 15 Students
2/3	Learning outcomes / competencies / Module Content The workshop prepares journalists for assignments in countries for which travel warnings have been issued. The workshop will impart travel security advice as well as communication, de-escalation and counterstrategies. Through a series of role play exercises, the participants will have the chance to practice the strategies they learned. The workshop addresses the following questions: • Why are certain people more likely to be chosen as victims, and can this be influenced? • How does perception work and how can one sharpen the situational awareness? • What is communication, what forms of communication exist and how can active listening contribute to de-escalation? • What basic types of perpetrators are there and what counterstrategies can help when preparing for a trip and in a dangerous situation? • What causes stress and which exercises can help in stressful situations?				
4	Participation Requirements The electives students can register for are announced at the beginning of the respective semester. The students work on their projects during a block event, held in the mandatory elective week.				
5	Method of Examination Proof of the performance in the form of a product or application-oriented work accompanied by documentation or a presentation.				
6	Credit Points Requirement Successful provision of a performance record.				
7	Weight of Grade for Final Score None, the module is not graded.				
8	Module Representative (and Lecturer) Gunnar Rechenburg, Lucas Tratlehner, Dr. Almuth Schellpeper (module representative)				
9	Further Information Further references will be announced in class.				

Elective II: Media Project –AI for Journalism					
Code	Workload	Credits	Semester	Frequency	Duration
A3	120 h	4	3rd semester	Every winter semester	1 Semester
1	Classes <u>Elective II (1 of 3):</u> AI for Journalism		Contact hours per week 3 SWS / 45 h	Independent study 75 h	Group size 15 Students
2/3	Learning outcomes / competencies / Module Content The students have advanced knowledge of the tasks of journalism that are made possible by AI. They know which AI applications are playing a role in augmenting the journalistic process, and which are replacing journalists. The students do not 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 AI tools as assistants to help them keep up with the ever-expanding scale of global news media.				
4	Participation Requirements The electives students can register for are announced at the beginning of the respective semester. The students work on their media projects during a block event, held in the mandatory elective week.				
5	Method of Examination Proof of the performance in the form of a product or application-oriented work accompanied by documentation or a presentation.				
6	Credit Points Requirement Successful provision of a performance record.				
7	Weight of Grade for Final Score None, the module is not graded.				
8	Module Representative (and Lecturer) Dr. Almuth Schellpeper (module representative), N.N.				
9	Additional Information Further references will be announced in class.				

Elective II: Environmental Journalism Production					
Code	Workload	Credits	Semester	Frequency	Duration
A3	120 h	4	3rd semester	Every winter semester	1 Semester
1	Class <u>Elective II (2 of 3):</u> Environmental Journalism Production		Contact hours per week 3 SWS / 45 h	Independent study 75 h	Group size 15 Students
2/3	Learning outcomes / competencies / module content Environmental journalism is generally understood as a subcategory of science journalism, and it is an important part of environmental communication – involving not only the media but also the public, authorities, companies and organisations. With a special focus on the role of environmental journalism, the workshop looks at what forms of environmental communication exist, what aspects of modern society are represented in the content, how the various actors convey their environmental messages and why it is so difficult to reach the public or bring about a real change and create awareness of environmental issues. Students will compile country reports in which they describe the environmental situation in their country. They will also write a news piece covering a simulated press conference at an environmental organization.				
4	Participation Requirements The electives which the students can register for are announced at the beginning of the respective semester. The students work on their media projects during a block event, held in the mandatory elective week.				
5	Method of Examination Performance will to be assessed based on the ability to successfully participate in the practical project, accompanied by documentation or a presentation.				
6	Credit Points Requirement Successful provision of a performance record.				
7	Weight of Grade for Final Score None, the module is not graded.				
8	Module Representative (and Lecturer) Dr. Almuth Schellpeper (module representative), N.N.				
9	Additional Information Further references will be announced in class.				

Elective II: Research Project (e.g. Media in Conflict, Digital Newsroom, AI and Journalism)					
Code	Workload	Credits	Semester	Frequency	Duration
A3	120 h	4	2nd/3rd semester	summer/winter semester	1-2 semesters
1	Classes <u>Elective II (3 of 3):</u> Research Project, e.g. Media in Conflict, Digital Newsroom, AI and Journalism		Contact hours per week 3 SWS / 45 h	Independent study 75 h	Group size 8-10 Students
2/3	Learning outcomes / competencies / module content During a pre-seminar in the summer semester students are to develop the theoretical framework, research focus and research questions for the project, and further devise a corresponding methodological approach. Individual data collection, processing and evaluation should take place during the lecture-free period after the summer semester. The students' findings are then to be presented for joint discussions during the project week in October. Based on these presentations, further steps for the research project will be determined.				
4	Participation Requirements Students taking part in the research project are expected to delve into the topic in-depth and collect empirical data with their own individual research focus.				
5	Method of Examination Performance will be assessed based on the ability to analyse a current topic, research and present the study results.				
6	Credit Points Requirement Successful provision of a performance record.				
7	Weight of Grade for Final Score None, the module is not graded.				
8	Module Representative (and Lecturer) Prof. Dr. Christoph Schmidt (module representative), Dr. Almuth Schellpeper				
9	Selected Literature Literature will be provided at the beginning of the course. Particularly relevant further reading will be compiled in a reader for the participants.				

Management Techniques					
Code	Workload	Credits	Semester	Frequency	Duration
B3	240 h	8	3rd semester	Every summer semester	1 Semester
1	Classes a) <u>Seminar</u> : Editorial Management b) <u>Seminar</u> : Project Management c) <u>Seminar</u> : Media Planning		Contact hours per week 2 SWS / 30 h 2 SWS / 30 h 2 SWS / 30 h	Independent study 150 h	Group size 30 Students
2	Learning outcomes / competencies From an organizational point of view, editorial and project management competencies along with profound knowledge of media planning and consumer research are an integral part of demanding professional and managerial positions within media enterprises. a) Students are enabled to take on strategic and operative managerial tasks in the media and communication field. They have in-depth knowledge of the theoretical, empirical and practical principles of editorial management. They are sensitized to the interrelations between editorial organization, journalistic quality and economic conditions, and know how editorial structures can contribute to ensuring and improving quality. They, further, possess profound knowledge of managing media organizations or media units and are familiar with factors for success in media organizations. Students understand leadership as a process of social influence and are able to characterize and apply alternative leadership styles. Furthermore, they are able to independently find information on current issues of editorial management in newsrooms. b) Students know the characteristic features of project management in media enterprises and are equipped with the competence to purposefully apply, analyse and evaluate project management methods and tools. Taking into consideration factors that influence a project's structure, students are aware of the exogenous and behavioural aspects of a project team and can adequately participate in project work. c) Students have in-depth knowledge of media planning and are able to carry out media research projects independently. They can analyse media research data and draw the necessary conclusions. Furthermore, they can plan and commission marketing campaigns.				
3	Module Content a) Editorial Management • Instruments and Methods of Editorial Management • Editorial Systems and Organization • Editorial Marketing • Quality Management in the Newsroom • Journalistic Quality and Economic Pressures • Change Management • Communicating with Groups (including Running and Facilitating Meetings) • Leadership Theories • Leadership Styles, Methods and Techniques • Conflict Management Strategies b) Project Management • Managing Media Projects (Target Development and Definition, Project Organization, Decision-Making Hierarchy, Project Phases, Schedule Management, Opportunity-and Risk Analysis) • Developing Project Contracts and Objectives (Client Specifications and Guidelines) • Instruments/Methods of Project Planning (Project Structure, Project Environment Analysis, Network Scheduling Techniques, Milestone Analysis, Project Handbook) • Motivating Project Teams (Models and Scope of Influence) • Success and Failure Factors of Project Management • Project Controlling (Cost Management, Quality Management, Reporting and Documentation of Projects) • Managing International Project Teams (Role of Cultural Differences) • MS-Project – Software Tool to Support Project Work • Case Studies – Media Projects				

	c) Media Planning • Media-Analysis • Planning Media Campaigns • Program Contents and Advertisement Placement • Demands of the Advertising Industry for Market Research and Evaluation Departments • Methods of Empirical Market and Media Research • Applying Methodic Approaches for National and International Market and Media Research • Case Studies
4	Participation Requirements None
5	Method of Examination Written module exam for all three subjects (exam duration is 120 minutes).
6	Credit Points Requirement Pass the module exam.
7	Weight of Grade for Final Score Graded according to § 22 Para. 2 of the examination regulations (MPO).
8	Module Representative and Lecturer(s) a) Dr. Janara Nicoletti b) Sabrina von Burgsdorff c) Vanessa Bassil
9	Selected Literature Further reading material will be shared at the beginning of the course: a) Editorial Management • Albarran, A.B. (2015). <i>Management of Electronic and Digital Media</i> (6th ed.) Cengage. • Anderson, D.L. (2012). <i>Organization Development</i> (2nd ed.). SAGE. • Aris, A.; Bughin, J. (2012). <i>Managing Media Companies</i>. John Wiles & Sons. • Avilés, J.G.; Meier, K.; Kaltenbrunner, A.; Carvajal, M.; Kraus, D. (2009). <i>NEWSROOMINTEGRATION IN AUSTRIA, SPAIN AND GERMANY</i>. Journalism Practice. https://www.academia.edu/11543647/Newsroom_integration_in_Austria_Spain_and_Germany_models_of_media_convergence. • Carnall, C. (2007). <i>Managing Change in Organizations</i> (5th ed.). Prentice Hall. • Küng, L. (2011). <i>Strategic Management in the Media - From Theory to Practice</i>. SAGE. • Nahavandi, A. (2012). <i>The Art and Science of Leadership</i> (6th ed.). Pearson. • Northouse, P.G. (2013). <i>Leadership</i> (6th ed.). SAGE. • Sylvie, G.; Wicks, J.L.; Hollifield, A.C.; Lacy, S.; Sohn, A.B. (2008): <i>Media Management - A Casebook Approach</i> (4th ed.). Routledge. • Yukl, Gary (2013). <i>Leadership in Organizations</i>. Pearson. b) Project Management • PMI (Ed.) (2002). <i>Project Management. Body of Knowledge. A Guide to Project Management</i>. B & T. • Richman, L. (2002). <i>Project management step-by-step</i>. AMACOM. c) Media Planning • Frey, L. R.; Botan, C. H.; Kreps, G. L. (2005). <i>Investigating communication. An introduction to research methods</i> (3rd ed.). Allyn & Bacon. • Katz, H. (2016). <i>The media handbook. A complete guide to advertising media selection, planning, research, and buying</i> (6th ed.). Routledge. • Preiss, R. W. (Ed.) (2007). <i>Mass media effects research. Advances through media-analysis</i>. Erlbaum.

Study Project					
Code	Workload	Credits	Semester	Frequency	Duration
C3	180	6	3rd semester	every winter semester	1 Semester
1	Classes Study Project	Contact hours per week 2 SWS / 30 h	Independent study 150 h	Group size 30 Students	
2	Learning outcomes / competencies The students can develop a comprehensive concept for a digital media product. The knowledge acquired in previous media practical courses is implemented in the project work both theoretically and practically. The students can create, plan, produce and edit self-selected journalistic tasks and content ready for publication for various media formats (e.g. YouTube, TikTok, Instagram, Facebook, Podcast). They can demonstrate adequate journalistic competences to potential employers in the form of a comprehensive work sample. In addition, the students will gain skills in storytelling, compiling pitches, story boards, and feedback methods.				
3	Module Content The study project consists of two components: (1) Practical Part/Preparation: research and media production of journalistic content with innovative media formats (70% of the overall grade). (2) Theoretical Part/Written concept: with reference to the practical part (30% of the overall grade).				
4	Participation Requirements Formal: none Content: Knowledge acquired during the program and corresponding journalistic skills.				
5	Method of Examination A module exam in the form of a project work (with a specific registration phase).				
6	Credit Points Requirement Pass the module exam.				
7	Weight of Grade for Final Score Graded according to § 22 Para. 2 of the examination regulations (MPO).				
8	Module Representative and Lecturer(s) Dr. Almuth Schellpeper, Ruth Krause				
9	Selected Literature The progress of the project is supported by regular consultations. Further reading: • Anter, L. (2026). <i>How social media affordances shape journalistic content production: A stimulus-based interview study on journalists' perceptions</i>. Journalism, 27(5), pp. 1521–1539. https://doi.org/10.1177/14648849251337009. • Hotz, J. (2018, December 14). <i>What editors are looking for in solutions pitches</i>. The Whole Story. https://thewholestory.solutionsjournalism.org/what-editors-are-looking-for-in-solutions-pitches-f45b4d3e3b22. • Kristensen, L. M., & Bro, P. (2024). <i>News values in a digital age: Intra-media, inter-media, and extra-media platforms</i>. Journalism, 25(4), pp. 819–836. https://doi.org/10.1177/14648849231165855. • Ricchiardi, S. (2018, October 30). <i>How to pitch story ideas: Tips from journalists</i>. International Journalists' Network. https://ijn.net/en/resource/how-pitch-story-ideas-tips-journalists. • Sumner, D.E. & Miller, H.G. (2009). <i>Feature & Magazin Writer</i>. Wiley-Blackwell. • Thompson, R. & Bowen, C.J. (2009). <i>Grammar of the Edit</i>. Focal Press. • Thompson, R. & Bowen C.J. (2009). <i>Grammar of the Shot</i>. Focal Press.				

Empirical Methods II						
Code	Workload	Credits	Semester	Frequency	Duration	
D3	180 h	6	3rd semester	Every winter semester	1 Semester	
1	Classes a) <u>Lecture</u> : Advanced Empirical Methods b) <u>Seminar</u> : Research Practices II, Evaluation and Presentation of Research			Contact hours per week 2 SWS / 30 h 2 SWS / 30 h	Independent study 180 h	Group size 30 Students
2	Learning outcomes / competencies a) In the field of empirical methods, students have acquired advanced knowledge of descriptive and inductive statistics. They also have advanced knowledge of statistical analysis methods, for example in international comparative market research or audience research. Furthermore, they have the competence to analyse more complex data, tables and graphics as well as to critically analyse data. The interlocking of theoretical knowledge and methodical-analytical understanding enables them to independently plan and carry out empirical surveys. b) The students have deepened their knowledge of quantitative methods of empirical social research in practical applications. They can use advanced quantitative methods and can process and develop more complex issues of empirical media research in methodologically appropriate ways. To carry out own field research and to present results, during a tutorial the students acquire knowledge of common software (e.g. PSPP).					
3	Module Contents a) Advanced Empirical Methods • Descriptive Statistics: Graphical Representation of Data, Measures of Central Tendency: Mode, Median, Arithmetic Mean, Measures of Variability: Range, Standard Deviation, Variance, Validity, Reliability • Probability: Normal Distribution and Standard Normal Distribution • Inferential Statistics: Hypothesis Test, Significance, Correlation and Regression • Multivariate Methods, such as Factor Analysis and Cluster Analysis b) Research Practices II, Evaluation and Presentation Research • Exercises on Descriptive Statistics • Probability Theory and Probability Distribution • Formulation and Verification of Hypotheses and Multivariate Methods • Application of Advanced Quantitative Methods: e.g. Country Comparative Studies, Practical Exercises for Quantitative Data Analysis. (for example, Media User Typologies, Audience Analysis in Different Countries). • Introduction to PSPP: Data Entry, Processing and Evaluation • Analysis of Research Questions • Creating Cross-Tabulations for the Research Questions • Evaluation and Presentation of Empirical Results • Report (Management Summary, Research Question and Methodology, Results of the Study, Discussion)					
4	Participation Requirements Formal: None Content: Knowledge acquired during the program					
5	Method of Examination Written module exam for all three subjects (exam duration is 120 minutes).					
6	Credit Points Requirement Pass the module exam.					
7	Weight of Grade for Final Score Graded according to § 22 Para. 2 of the examination regulations (MPO).					
8	Module Representative and Lecturer a) + b): Winkate Bendig					
9	Selected Literature Further reading (additional literature will be shared at the beginning of the course): • Babbie, E.R. & Mouton, J. (2001). <i>The practice of social research</i>. Oxford University Press. • Babbie, E. (2020). <i>The practice of social research</i> (15th ed.) Wadsworth. • Bryman., A.C.; Foster, L.; Sloan, L. (2022). <i>Bryman's social research methods</i> (6th ed.). Oxford University Press. • Cairo, A. (2016). <i>The truthful art. Data, charts, and maps for communication</i>. Pearson. • Creswell, J.W. (2018). <i>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research</i> (6th ed). Pearson.					

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| <ul style="list-style-type: none">• Flick, U. (2018). <i>An introduction to qualitative research</i> (6th ed.). Sage.• Keyton, J. (2014). <i>Communication research: Asking Questions, Finding Answers</i> (4th ed). McGraw Hill Higher Education.• Lune, H.; Berg, B.L.; (2017). <i>Qualitative research methods for the social sciences</i> (9th ed). Pearson.• Rumsey, D. (2015). <i>Statistics for dummies</i> (3rd ed). Wiley.• Salkind, N.J. (2019). <i>Statistics for people who (think they) hate statistics</i> (7th ed). Sage.• Salkind, N.J. (2017). <i>Study Guide to Accompany Neil J. Salkind's Statistics for People Who (Think They) Hate Statistics</i>. Sage.• Sarantakos, S. (2012). <i>Social research</i>. Palgrave Macmillan.• Grønmo, S. (2024). <i>Social Research Methods. Qualitative, Quantitative and Mixed Methods Approaches</i>. (2nd ed.). Sage. |
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Applied Research Projects					
Code	Workload	Credits	Semester	Frequency	Duration
E3	180	6	3rd semester	Every winter semester	1 Semester
1	Classes		Contact hours per week	Independent study	Group size
	a) Master Seminar		2 SWS / 30 h	120 h	30 Students
	b) Workshop Methodology		2 SWS / 30 h		
2	Learning outcomes / competencies a) The students get an opportunity to cement their formal and methodological knowledge as regards scientific work as well as exchange ideas and arguments on an academic basis. The core focus of the seminar is presenting one's individual master thesis project, including a relevant methodological and theoretical framework, combined with critical reflection along with fellow students. Among others, the seminar aims to offer scientific guidance for the students master theses, promote students' ability to work independently and guarantee the standard of academic quality in their works. b) The students get to know the entire process of empirical research. In addition to the discovery and exploitation context, they actively deal with the justification context. Through the use of different social science methods, the students get to know the data collection and evaluation process. The acquired experience in empirical methodology enables the students to assess the potential of the different methods. This enables them to select adequate empirical methods for future scientific projects.				
3	Module Contents a) Master Seminar - Rules and Advanced Methods of Scientific Work - Individual Topic Classification and Selection for the Master Thesis - Preparation of Research Questions and Hypotheses - Developing an Individual Methodologically Appropriate Research Design - Identifying an Adequate Theoretical Framework - Structuring the Master Thesis and Formal Composition - Presentation of a Comprehensive Exposé and Reflection based on Scientific Criteria b) Workshop Methodology - Selection of Qualitative and Quantitative Methods - Independent Topic Finding, Common Main Topic as a Basis - Formation of Research Teams, Formulation of Research Questions, Compilation of a List of Literature on the Main Topic, Selection of an Adequate Method and Application - Evaluation of Collected Data and Assessment of Different Methods - Written Documentation of the Results - Presentation in Plenary				
4	Participation Requirements Formal: None Content: Knowledge acquired during the program and corresponding scientific competencies.				
5	Method of Examination Two-part performance record: a) comprehensive exposé and presentation b) written documentation of results and presentation				
6	Credit Points Requirement Successful provision of a performance record.				
7	Weight of Grade for Final Score None, the module is not graded.				
8	Module Representative and Lecturer(s) a) Prof. Dr. Christoph Schmidt (module representative), Dr. Almuth Schellpeper, b) Prof. Dr. Christoph Schmidt				
9	Additional Information Project progress is supported through consultation meetings.				

Selected Literature

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

a) Master Seminar:

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

b) Workshop Methodology:

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

Master Thesis & Colloquium					
Code A/B4	Workload 900 h	Credits 30	Semester 4th Semester	Frequency Every Semester	Duration 1 Semester
1	Classes <u>Colloquium, Supervision:</u> Master Thesis and Colloquium		Contact hours per week 2 SWS / 30 h	Independent study 870 h	Group size Individual
2	Learning outcomes / competencies Students can independently discuss and solve a complex practice-oriented problem in the media field applying scientific methods in a structured manner and within a maximum processing period of four months. They can scientifically assess the state of media development and relevant research in writing, analyse and contextualize it in an interdisciplinary manner as well as document their work in compliance with academic norms/standards. Students have acquired the necessary subject-related expertise, methodological and systemic competencies required academic Master's level. They can structure, present and critically discuss complex topics within a given timeframe as well as (verbally) answer subject-related questions correctly and coherently. For more details see the Master's examination regulations.				
3	Module Content - Theoretical or empirical work and problem-solving using scientific methods - Academic work and methodology along with the application of theoretical and analytical skills to given tasks - Comprehensive result-oriented written elaborations - Adequate usage of visualization techniques in texts - Demonstrating subject-specific competencies when tackling assignments The master thesis must contain an abstract written in English summarizing the contents of the thesis.				
4	Participation Requirements Formal: Registration and admission for the dissertation in accordance with the examination regulations. Content: Knowledge and academic competencies acquired during the program.				
5	Method of Examination Written composition (master thesis) and presentation/discussion of results during the colloquium.				
6	Credit Points Requirement - Pass the master thesis. - Pass the colloquium.				
7	Weight of Grade for Final Score Graded according to § 22 Para. 2 of the examination regulations (MPO).				
8	Module Representative and Lecturer(s) Appointed lecturers in relevant academic discipline.				
9	Additional Information Independent study is encouraged and monitored through meetings with supervisors.				