

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СХІДНОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВОЛОДИМИРА ДАЛЯ

ФАКУЛЬТЕТ ЗДОРОВ'Я ЛЮДИНИ

КОНСПЕКТ ЛЕКЦІЙ

з дисципліни «Медіаграмотність (англомовний курс)»
1 семестр

*для здобувачів I (освітньо-наукового) рівня вищої освіти (бакалаврів)
спеціальності С7 «Журналістика»*

LECTURE NOTES

for the course «Media Literacy (English-medium course)»
Semester 1

for students of the first (bachelor's) cycle of higher education
majoring in 07 «Journalism»

ЗАТВЕРДЖЕНО
на засіданні кафедри
педагогіки, журналістики
та міжкультурних
комунікацій
Протокол № __
від __.2025 р.

Київ, 2025

УДК 378.147.091.32:37.016:[070.1+004](072)=111

Конспект лекцій з дисципліни «Медіаграмотність (англомовний курс)» (1 семестр) (для здобувачів 1 (освітньо-наукового) рівня вищої освіти (бакалаврів) спеціальності С7 «Журналістика» / Укладач: Зайцева С.С. Київ : вид-во ім. В. Даля, 2025. 35 с.

Lecture Notes for the Course «Media Literacy (English-medium course)» (Semester 1) (for students of the first [bachelor's] cycle of higher education, majoring in 07 «Journalism»). Compiled by: Zaitseva S.S. Kyiv: V. Dahl Publishing House, 2025. 35 pp.

The lecture notes combine theoretical material, practical case studies, and elements of language training, contributing to the development of a competent, responsible, and modern journalist. The materials are intended for students with an A2–B1 level of English proficiency and meet the theoretical training requirements for first-cycle (bachelor's level) students of the Faculty of Human Health at the Volodymyr Dahl East Ukrainian National University. The lecture notes are designed for full-time and part-time students majoring in 07 «Journalism» and are recommended as preparation for the final assessment in the course «Media Literacy (English-medium course)».

Конспект лекцій поєднує теоретичний матеріал, практичні кейси та елементи мовної підготовки, що сприяє формуванню компетентного, відповідального та сучасного журналіста. Матеріали розраховані на студентів із рівнем володіння англійською мовою А2–В1 та відповідають вимогам до теоретичної підготовки здобувачів першого (бакалаврського) рівня вищої освіти факультету здоров'я людини Східноукраїнського національного університету ім. В. Даля. Конспект призначено для студентів денної та заочної форм навчання спеціальності 07 «Журналістика» і рекомендовано для підготовки до заліку з дисципліни «Медіаграмотність (англомовний курс)».

Укладач:	С. С. Зайцева, к.н. соц. комун.
Відповідальний за випуск:	Н. В. Барна, професор, д.філос.н.
Рецензент:	Є. В. Шкуров, доцент, к. філол.н.

Затверджено на засіданні методичної комісії факультету гуманітарних та соціальних наук

Протокол № від 2025

Голова комісії

CONTENTS

INTRODUCTION.....	4
LECTURE 1. MEDIA LITERACY IN THE MODERN WORLD. INFORMATION REVOLUTIONS.....	6
LECTURE 2. HISTORICAL DEVELOPMENT OF THE MEDIA. THE ROLE OF THE MEDIA IN SOCIETY	11
LECTURE 3. NEWS CHARACTERISTICS.....	17
LECTURE 4. MEDIA LITERACY AS A GUARANTEE FOR THE INFORMATION SECURITY OF THE STATE.....	22
LECTURE 5. DIGITAL FOOTPRINT AND ETHICAL ONLINE COMMUNICATION.....	29

INTRODUCTION

The academic discipline «Media Literacy (English-medium course)» is one of the compulsory educational components of training specialists in the field of C7 «Journalism» at the first (bachelor's) level of higher education.

The lecture notes are compiled as an English-language educational resource for second-year students who study in Ukrainian but are also developing professional competence in English. The educational materials in the lecture notes are designed for students with A2-B1 level English language skills.

The aim of this course is not only to teach the basics of media literacy, but also to develop the ability to work with specialised terminology, texts and the English language, which is essential for a modern media professional.

The lecture notes are organised into five sections: Media literacy in the modern world. Information revolutions; Historical development of the media. The role of the media in society; Characteristics of news; Media literacy as a guarantee of national information security; Digital footprints and ethical communication on the internet. Each lecture contains a structured plan, a summary of the main content, questions for self-assessment and discussion, as well as a list of recommended literature. This approach not only ensures a systematic presentation of the material, but also promotes the development of critical thinking, the ability to analyse media texts and apply the knowledge gained in professional activities.

The lecture notes are aimed at developing the following competencies and program learning outcomes (rezultaty navchannia): RN03. Evaluate your own or someone else's information product or campaign that was organized and conducted independently or jointly. RN04. Search for, process and analyse information from various sources. RN07. Coordinate personal tasks with those of colleagues. RN09. Evaluate the actions of colleagues as individuals who defend the rights and responsibilities of members of society and act as representatives of civil society. Type of semester assessment – test.

ВСТУП

Навчальна дисципліна «Медіаграмотність (англомовний курс)» належить до обов'язкових освітніх компонентів підготовки фахівця зі спеціальності С7 «Журналістика» першого (бакалаврського) освітньо-наукового рівня вищої освіти.

Конспект лекцій укладено як англомовний навчальний ресурс для студентів 2-го курсу, які навчаються українською мовою, але водночас формують професійну компетентність володіння англійською. Навчальні матеріали конспекту лекцій розраховані на знання англійської мови на рівні А2-В1.

Метою цього курсу є не лише засвоєння основ медіаграмотності, але й розвиток уміння працювати з профільною термінологією, текстами та англійською мовою, що є необхідним для сучасного медійника.

Матеріали конспекту побудовані за п'ятьма блоками: Медіаграмотність у сучасному світі. Інформаційні революції; Історичний розвиток медіа. Роль медіа у суспільстві; Характеристики новин; Медіаграмотність як гарантія інформаційної безпеки держави; Цифровий слід та етична комунікація в інтернеті. Кожна лекція містить структурний план, виклад основного змісту, питання для самоконтролю та обговорення, а також список рекомендованої літератури. Такий підхід забезпечує не лише системність викладу матеріалу, а й сприяє формуванню критичного мислення, уміння аналізувати медіатексти та застосовувати отримані знання у професійній діяльності.

Конспект лекцій спрямований на формування наступних компетентностей та програмних результатів навчання: РН03. Оцінювати власний або чужий інформаційний продукт чи кампанію, які були організовані та проведені самостійно або спільно. РН04. Шукати, обробляти та аналізувати інформацію з різних джерел. РН07. Узгоджувати особисті завдання з завданнями колег. РН09. Оцінювати дії колег як осіб, які відстоюють права та обов'язки членів суспільства і виступають представниками громадянського суспільства. Вид семестрового контролю – залік.

LECTURE 1. MEDIA LITERACY IN THE MODERN WORLD. INFORMATION REVOLUTIONS

Plan

1. Information, media and their place in human life.
2. The place of media and information in the modern world.
3. Criteria of information in messages (truthful, relevant, prompt, understandable, complete).
4. Information revolutions.
5. The concepts of «media education» and «media literacy».
6. Levels of media literacy.
7. Media education in higher education.

Read the lecture.

Modern society is increasingly dependent on information and knowledge. Information is data obtained as a result of data processing. It can exist in the form of documents, images, texts, signals or impulses, and any material object can be its carrier. Information is transmitted through messages.

Children and young people live in an environment of intense media coverage, which operates around the clock. Traditional media (television, print media, advertising) have been supplemented by digital media: social networks, video games, streaming services. According to research, children aged 2–8 spend about 2 hours a day on media, those aged 8–12 spend 4–6 hours, and teenagers spend 7–9 hours.

Despite the opportunities for development, media can have a negative impact on a child's well-being. *The main risks are:*

- dangers of the online environment;
- cyberbullying;
- spreading false information;
- lowered self-esteem, psychological problems;

- formation of harmful behaviour patterns;
- stereotypes, distorted body image;
- screen addiction.

At the same time, the media can inform, entertain, develop digital skills and social activity among young people. The way the media shapes reality has a significant impact on a person's values, behaviour and identity.

The history of humanity consists of *several information revolutions* that radically changed the ways of collecting and disseminating information:

1. *The emergence of writing* — the transfer of knowledge between generations, the destruction of the elite's monopoly on information.
2. *The invention of printing (15th century)* — the mass dissemination of knowledge.
3. *Telegraph, telephone, radio, television (19th–20th centuries)* — rapid exchange of large amounts of information, transmission of sound and images.
4. *Microprocessors, PCs, the Internet (20th century)* — transition to electronic data processing, interactive communication and global networks.

These revolutions laid the foundation for the information society, in which access to data means access to power. As N. Johnson noted, today political and economic power is determined not by resources, but by the ability to quickly obtain and use relevant information.

Mass communication is the dissemination of socially important information to a large audience through the mass media. It includes:

1. *Journalist*. Journalists collect, process and disseminate information. There are two types of journalism:

- research journalism — working with open sources,
- investigative journalism — access to closed data.

The journalist's code of ethics obliges them to serve society and provide truthful information.

2. *Content*. The content of media messages, which is the link between the author and the audience.

3. *Mass media.* Channels and tools for transmitting information (print, television, the internet, etc.). The media can unite and educate, but it can also cause manipulation or division in society.

The media perform the *following roles*:

1. Informational — informing and engaging citizens in social processes.
2. Communicative — establishing communication between people and institutions.
3. Monitoring — controlling the authorities and political decisions.
4. Ideological — influencing worldviews and shaping values.
5. Cultural and educational — spreading cultural norms, education.
6. Advertising and reference — information about goods, services, and practical advice.
7. Recreational — providing leisure and recreation.

In a world of information overload, it is important to be able to assess the quality of information and not succumb to manipulation. Media literacy allows people to critically perceive messages, understand how the media works, and independently create quality content.

Media education aims to develop media literacy: the ability to analyse messages, work with information technologies, and understand the impact of media on society.

The *main tasks* of media literacy are:

1. Analysis and critical understanding of media texts.
2. Identification of the source and interests behind the content.
3. Interpretation of embedded values and meanings.
4. Creating your own content and communicating with your audience.
5. Free access and safe use of media.

Four levels of media literacy:

1. Understanding media — awareness of how it works and its impact.
2. Using media — technical skills and orientation in the information environment.
3. Interacting through media — searching for information, creating your own content.

4. Effective use — applying media to achieve life goals.

In the United States, the terms «media literacy» and «media education» are often used interchangeably. UNESCO uses a broader concept — media and information literacy, which encompasses digital, information, and news literacy.

In Ukraine, media education is seen as part of the educational process aimed at shaping media culture and safe interaction with traditional and digital media. It includes:

- technical skills in working with ICT;
- the ability to analyse media messages;
- knowledge about how the media works, its influence and the mechanisms of shaping public opinion.

Seven dimensions of media education:

1. Access to media and information.
2. Use of media in everyday life.
3. Assessment of the reliability and objectivity of sources.
4. Creation of media content.
5. Participation in the media space and communication with others.
6. Knowledge of how the media works.
7. Protection of one's rights and demand for quality information.

When interacting with any media text, it is important to *ask yourself*:

- Who created the message and for what purpose?
- What techniques are used to attract attention?
- What values and ideas are being promoted?
- What information is being omitted?
- Who stands to gain or lose from such a message?

Questions for self-assessment and discussion.

⇒ What is information and in what forms can it exist?

- ⇒ What are the main risks for children and adolescents associated with the use of modern media?
- ⇒ What four key information revolutions changed the development of humanity and how did they affect society?
- ⇒ What is mass communication and what elements are included in its structure?
- ⇒ What is the difference between research journalism and investigative journalism?
- ⇒ What are the main functions of the media in society? Name at least three.
- ⇒ What is media literacy and what are its main tasks?
- ⇒ What are the four levels of media literacy and what does each one involve?
- ⇒ How do approaches to media education differ in the US, UNESCO and Ukraine?
- ⇒ What questions should a media-literate person ask themselves when analysing any media text?

Tasks for independent work:

Prepare a report on the media or information and its place in your life. What media do you read, listen to, watch? What information is important to you, why do you need to have access to it, for example, because you are future journalists, you write texts, you need to know a lot to be objective. Explain whether certain information (politics, medicine, etc.) is important to you personally as a person or as a journalist.

Recommended literature:

1. Agnoletti M., Bianchini D., Daniela L., Dreimane S., Gaudin A., Groenewolt P., & Scaramella C. Media literacy. eMedia (MEdia literacy and DIgital citizenship for All). *Erasmus+. European Union*. 41 p. URL : <https://all-digital.org/wp-content/uploads/2021/03/Media-Literacy-Booklet-Emedia-Project-Final-ENG-1.pdf> (date of access: 08.12.2025).
2. Barbara J. D'Angelo, Sandra Jamieson, Barry Maid, Janice R. Walker. Information literacy: research and collaboration across disciplines. *Fort Collins, University Press of Colorado*, Boulder, Colorado. 2016. 448 p. ISBN 978-1-64215-083-4. URL : <https://wacclearinghouse.org/books/infolit/collection.pdf> (date of access: 08.12.2025).

3. Bernard D., Bobish G., Hecker J., Holden I., Hosier A., Jacobson T., Loney T., Bullis D. The Information Literacy User's Guide: An Open, Online Textbook. Open SUNY Textbooks, Milne Library (IITG PI), *State University of New York at Geneseo*, Geneseo, 2014. 159 p. ISBN: 978-0-9897226-2-9. URL : <https://knightscholar.geneseo.edu/cgi/viewcontent.cgi?article=1018&context=oe-r-ost> (date of access: 08.12.2025).
4. Gómez-Galán, J. Media Education in the ICT Era: Theoretical Structure for Innovative Teaching Styles. *Information*. 2020. 11. P. 276. <https://doi.org/10.3390/info11050276>
5. Lewis R.S. Technology, Media Literacy, and the Human Subject. A Posthuman Approach. *Université Catholique de Lille*. 2021. 264 p. URL: <https://www.openbookpublishers.com/books/10.11647/obp.0253#contents> (date of access: 04.12.2025).
6. Media Literacy: Books & Articles. *Charlotte.edu*. URL : <https://respectfulconversation.charlotte.edu/media-literacy-books-articles/> (date of access: 08.12.2025).
7. Placing media and information literacy at the heart of education. *UNESCO*. URL: <https://www.unesco.org/en/articles/placing-media-and-information-literacy-heart-education> (date of access: 04.12.2025).

LECTURE 2. HISTORICAL DEVELOPMENT OF THE MEDIA. THE ROLE OF THE MEDIA IN SOCIETY

Plan

1. The first symbolic means of communication
2. Rock paintings
3. Parchment
4. The first written newsletter
5. Invention of paper
6. The first printed newspaper
7. The first Ukrainian newspapers
8. The concepts of «press», «newspaper», «magazine» in the modern sense.

Read the lecture.

The present day is called the age of information and communication. The term communication itself comes from the Latin *communicatio*, meaning ‘transfer of information. Any transfer of information requires a certain medium — a means or carrier.

The first means of communication were spoken language and writing. Later, other types of media emerged: the press, radio, television, and the internet. Each new generation chooses its own dominant media: once it was newspapers and radio, today it is digital technologies, social networks, online videos and streaming.

In the early stages of civilisation, there was no press. The role of the first ‘media’ transmission of information was played by:

- *cave paintings* — a means of transmitting knowledge and events to specific communities;
- *symbolic messages* — for example, Herodotus description of the Scythians «announcement» to King Darius with images of animals and arrows.

It is important to understand such images in context: the region, culture, and traditions of the people who created them.

Written media: parchment, papyrus, birch bark. Before the advent of modern media, humanity used various materials to record text:

- 5th century BC — parchment made from untanned leather;
- papyrus in Ancient Egypt;
- birch bark among the Slavs.

The first known manuscript in Cyrillic is the Ostromir Gospel (1056–1057), written on parchment.

The first information bulletins. In the 1st century BC, the first state written reports appeared in Rome:

- *Acta Senatus* — official reports of Senate meetings;
- *Acta diurna populi Romani* — daily reports on news, prices, events, and even literary works.

They were posted in public places on clay or plaster tablets, and later copied and distributed.

The invention of paper and printing. Paper appeared in China and only reached Europe in the 13th century. The real breakthrough came in 1445 when Johannes Gutenberg created a printing press with movable type. This made books more accessible and contributed to the spread of education and information.

The need for faster news transmission led to the emergence of periodicals — newspapers and magazines.

17th century — the emergence of printed newspapers. The first printed newspapers began to appear en masse in Europe. They were called ‘gazettes’ after the small coin gazzetta, for which handwritten news was sold in Venice.

19th century — Ukrainian press. Due to the lack of statehood, Ukraine lagged behind in the development of its journalism. The first Ukrainian publications: Zoria Halytska (Lviv, 1848–1857), Ukrainian newspaper in Kharkiv (1816).

Media consumption today. In the 20th and 21st centuries, the media became ubiquitous: 24-hour TV channels, online videos, streaming services, social networks, digital libraries. In the United States, households consumed an estimated 3.6 zettabytes of information in 2008, many times more than in 1980.

Media accompany people on transport, at work, in schools and at home — forming the modern «nformation cloud».

The media perform several *key functions*:

1. Entertainment — they create fantasies and help distract people from everyday life. Examples: TV series, films, fiction.
2. Education and information — news, books, documentaries, popular science materials.
3. Public forum — an opportunity for citizens to express their opinions (letters to the editor, blogs, podcasts).
4. Watchdog — control of government, business, and social institutions.

The media can be biased due to political interests, advertising, or ideology, so it is important to think critically.

Each medium has its *advantages and disadvantages*:

- Books — depth, thoroughness, but slow production.
- Newspapers — speed and accessibility, but less lasting impact.
- Television — dynamism, video and sound, but one-way communication.
- The Internet — interactivity, speed, global reach, but lack of moderation and a large amount of unverified information.

The evolution of media is the result of the interaction between technological progress and social needs. It is often difficult to determine what is the cause and what is the effect: did radio create the culture of the 1920s, or did culture give rise to the popularity of radio?

Key technological revolutions include:

- the steam engine — changed manufacturing;
- electricity — changed the pace of life;
- wireless communication — shortened distances;
- the Internet — changed the ways knowledge is stored and disseminated.

In 1837, Samuel Morse patented *the telegraph*. He was the first to separate the speed of information transmission from the physical movement of the carrier. In 1858, a transatlantic cable was laid, enabling almost instantaneous communication between Europe and the United States. The telegraph became the basis for future technologies: the telephone, radio, television, and the Internet.

Wireless communication appeared after the telegraph. Although many inventors contributed to its development, the practical *radio system* was created by Guglielmo Marconi.

In the 1920s: radio became a household appliance; the large radio networks NBC and CBS appeared, which by 1931 owned a third of the stations in the United States.

19th century — the emergence of *photography* (Daguerre, Niépce, Talbot).
1888 — *cheap Kodak cameras* in the United States. Early 20th century — the development of *cinema*, the emergence of Hollywood stars.

Television became widespread after World War II: In 1947, there were 178,000 televisions in the United States; In 1952 — already 15 million. Commercial channels dominated in the United States; in Europe — mainly state media (e.g., the BBC).

In 1969, Peter Drucker predicted the emergence of personal computers that would provide access to knowledge anywhere. The development of RAM and microprocessors in the 1970s made this possible. The digital revolution brought all forms of content — text, photos, audio, video — together into a single digital format. This phenomenon was called media convergence. The Internet became an environment in which all previously separate media exist in a shared space and interact.

The history of media is a journey from cave paintings to a global digital network. Each new medium expands humanity's capabilities, but at the same time changes the way we think and the structure of society. Media inform, entertain, control power, create public space for dialogue, and shape cultural change. Technological innovations — printing, the telegraph, radio, television, computers, and the Internet — are constantly transforming the media landscape, making information increasingly accessible and influential.

Questions for self-assessment and discussion:

- ⇒What is communication and why is a medium necessary for transmitting information?
- ⇒What were the first forms of information transmission used by humanity before the advent of written media?
- ⇒What materials were used in ancient times to record texts and how did they differ?
- ⇒What were the Roman Acta Senatus and Acta diurna and what role did they play in society?
- ⇒Why is Gutenberg's invention of the printing press considered a revolution in the history of media?
- ⇒When did the first printed newspapers appear in Europe and why were they called 'gazettes'?

- ⇒What were the characteristics of the development of the Ukrainian press in the 19th century and what were the first Ukrainian publications?
- ⇒What are the main functions of the media in modern society and what examples of its «watchdog» role can be cited?
- ⇒What is the essence of Marshall McLuhan's idea that ‘the medium is the message’?
- ⇒What key technological revolutions contributed to the development of modern media — from the telegraph to digital convergence?

Tasks for independent work:

Create a visual mini-map (diagram, table or timeline) of the four information revolutions. What the map should contain: the name of the revolution, approximate date, main technological innovation, one sentence about how this revolution changed society. Format: Choose from a hand-drawn diagram, table, digital timeline or infographic.

Recommended literature:

1. Angharad N. Valdivia. Approaches to Media History. URL : https://www.berghahnbooks.com/downloads/intros/BoeschMass_intro.pdf (date of access: 06.12.2025).
2. Daros O. Media History vs. Media Change: ahistoricism, technological determinism, and other problems. *Commun. Change* 1, 16. 2025. P. 1-13. (2025). <https://doi.org/10.1007/s44382-025-00017-w>
3. David Y. Tucker, Philip Soudy Unwin, George Unwin. The first newspapers. *Encyclopedia Britannica*. 2025. URL: <https://www.britannica.com/topic/publishing/The-first-newspapers> (date of access: 04.12.2025).
4. Georgiievskia V. V. History of Ukrainian Journalism: Functioning of the Advertising and Reference Press in the Territory of Transdnieper Ukraine (XIX – early XX centuries): textbook. Kyiv, 2023. 162 p. URL : https://elibrary.kubg.edu.ua/id/eprint/48081/1/V_Heorhiievskia_Posibnik_2023_FZH.pdf (date of access: 05.12.2025).

5. History of Newspapers. *The Texas A&M University System*. URL : <https://odp.library.tamu.edu/mediacommunication2e/chapter/history-of-newspapers> (date of access: 05.12.2025).
6. Mass Communication, Media, and Culture - An Introduction to Mass Communication. *University of Minnesota Libraries*. 2016. URL : <https://open.umn.edu/opentextbooks/textbooks/understanding-media-and-culture-an-introduction-to-mass-communication> (date of access: 06.12.2025).
7. Newspaper. *Wikipedia*. URL : <https://en.wikipedia.org/wiki/Newspaper> (date of access: 06.12.2025).

LECTURE 3. NEWS CHARACTERISTICS

Plan

1. The concept of «news».
2. The concept of «information».
3. What characteristics make information newsworthy?
4. News characteristics.
5. News components.
6. The basics of quality press coverage: accuracy, objectivity and clarity.

Read the lecture.

News is current information about events that are happening now. It is the ‘raw material’ for all types of media. People receive news in order to make important decisions in their lives. In today's world, the line between personal and public is blurred: social networks, blogs and messengers turn private messages into public content. Therefore, it is important to be able to identify what is news and understand whether it is worth disseminating to a wide audience.

Journalists evaluate events based on their social value — that is, how important, interesting, and influential the information is to people. The goal of the media is to inform citizens about local, regional, national, and global events.

However, not all information is suitable for the news. Journalists must determine the news value, understand their audience and make responsible editorial decisions.

The role of journalists and the audience. Journalists: assess the importance of an event; check the facts; make decisions about publication; ensure balance and ethical presentation of material.

The *audience must also be critical*: readers assess the quality of the news, understand where the information comes from and why it is presented in this way. Social media complicates this process: many people share personal data without realising that the content may become public. Therefore, media literacy is a skill that everyone needs.

Key characteristics of news (9 criteria)

1. Timeliness — the news must be about an event that is happening now. Background information is provided only as context.
2. Proximity — the closer the event is to the reader, the greater the interest.
3. Significance (importance) — even distant events can be important if they affect people's lives.
4. Size (scale) — a large impact or significant consequences make an event newsworthy (floods, epidemics, population growth, etc.).
5. Popularity — the involvement of celebrities, politicians or other influential people.
6. Emotions — stories that evoke sympathy, fear, joy or regret.
7. Conflicts — disputes between people, groups, states, organisations.
8. Progress — scientific discoveries, medical breakthroughs, technological innovations.
9. Uniqueness — unusual, rare, first in history or simply strange.

These criteria help to determine whether an event has news value.

Structure of a news article:

1. Headline — clear and specific (not creative), conveying the essence.
2. Subheading (optional).

3. Main idea — a brief summary of the event with reference to the source.
4. Main body — expanded description, quotes, facts, direct/indirect speech.
5. Background — references to previous events, context, links to related news items.

This structure helps the reader quickly understand the content and find the necessary additional information.

The basics of quality journalism: accuracy, objectivity, clarity:

Accuracy: news should be based on verified facts and figures; all names, dates, and titles should be checked; journalists should not report rumours; sources must be reliable: primary (eyewitnesses, official data) and secondary (other media, publications); sources must be compared and cited in the material.

Objectivity: journalists should present a complete picture, including different opinions; friends or acquaintances can only be sources if they are primary and competent; one-sided coverage should be avoided; each side has the right to respond; press releases cannot simply be copied: journalists must verify the information; investigators must be sceptical, as sources may be biased or have vested interests.

Clarity: journalists themselves must have a clear understanding of the topic; citizen journalists must be able to summarise the main idea in 1–2 sentences; the language should be simple and understandable; specialised terms should be explained (except in sports journalism, where the audience is already familiar with them); infographics (graphs, maps, diagrams) are often more effective at conveying complex information.

In the past, schools focused on memorising information. Now that data is available at the click of a button, the more important skill is the ability to process, analyse and evaluate information.

David Berlo noted: «Education should be focused on processing data, not accumulating it».

Wikipedia is an example of the new challenges. It: gives everyone the opportunity to express their opinion; contains both useful information and errors, biases and unverified statements.

As Stephen Colbert joked: «If enough people agree, it becomes true».

That is why critical thinking is necessary.

Media literacy is the ability to understand, interpret and evaluate media messages. Media are created by states, organisations, companies or ordinary people — but they are always perceived by individuals.

Factors that influence the interpretation of a message: life experience, education, culture, political views, social environment.

There is no «single correct» interpretation, but good media literacy makes us: better citizens, smarter consumers, critical media users.

How to analyse media messages? (5 key questions)

1. Author. Who created the content? Could the author be biased or have a vested interest?

2. Format. What images, sounds or emotional effects are used? Is only one side of the story being shown?

3. Audience. Who is the message aimed at? How might different groups of people interpret it differently?

4. Content. Are there any hidden biases? Who is funding the author? What motives might be at play?

5. Purpose. What reaction does the message want to elicit? Is there an attempt to influence opinion or behaviour?

These questions form the basis for analysing any media product.

Media literacy is an essential skill in the information society. Media surround us from childhood, so it is important to understand their intentions. All messages are created for a specific purpose, and a media-literate person is able to evaluate them critically. It is important to pay attention to advertising, bias, manipulation and misinformation. Everyone is responsible for how they interpret the media. Media analysis includes evaluating the author, format, audience, content and purpose.

Tasks for independent work:

Students (individually or in pairs) choose one short media message: a news headline, an advertising post, an excerpt from a social network, a message from a Telegram

channel. Condition: it must be short (1–3 sentences) and aimed at a wide audience. The student answers the following questions in writing: *Who created the message?* (identify the author or make an assumption). *What is the likely purpose of the message?* (to inform, persuade, sell, evoke emotion, etc.). *What techniques are used to attract attention?* (emotional words, vivid images, ‘sensationalism’, statistics without sources, framing). *What information may be omitted? Who wins and who loses if the audience believes this message?*

Questions for self-assessment and discussion.

- ⇒What is news and why is not all information suitable for publication?
- ⇒What role do journalists play in selecting, verifying and presenting news?
- ⇒Why do social networks complicate the process of determining what is news and what is private content?
- ⇒What are the nine criteria that determine the news value of an event? Name at least three.
- ⇒What is the structure of a typical news article and what function does each element serve?
- ⇒What does journalistic accuracy mean and why is it important to work with reliable sources?
- ⇒What is objectivity in journalism and why is it important to present different opinions?
- ⇒Why does modern society need critical thinking and what are the risks associated with uncontrolled sources such as Wikipedia?
- ⇒What factors influence how people interpret media messages?
- ⇒What are the five key questions to ask when analysing any media message, and why are they important?

Recommended literature:

1. Kirsten Eddy, Katerina Eva Matsa, Michael Lipka, Naomi Forman-Katz, Christopher St. Aubin, Luxuan Wang & Justine Coleman. What Is News? How Americans decide what ‘news’ means to them – and how it fits into their lives in the digital era. *Pew Research Center*. URL : <https://www.pewresearch.org/journalism/2025/05/13/what-is-news/> (date of access: 06.12.2025).
2. Marek Palczewski .The term news – its concept and definition in Anglo-Saxon tradition. A review and classification attempt. 2018. P. 1-15. URL : https://www.researchgate.net/publication/326211686_MAREK_PALCZEWSKI_The_term_news-its_concept_and_definition_in_Anglo-Saxon_tradition_A_review_and_classification_attempt (date of access: 07.12.2025).
3. Mark Boukes , Natalie P Jones, Rens Vliegthart. Newsworthiness and story prominence: How the presence of news factors relates to upfront position and length of news stories. *Sage Journals. Journalism*. 23(4). 2020. P. 1-19. URL : https://www.researchgate.net/publication/339011591_Newsworthiness_and_story_prominence_How_the_presence_of_news_factors_relates_to_upfront_position_and_length_of_news_stories (date of access: 06.12.2025).
4. Peter Bobkowski, Karna Younger. Be Credible. Information Literacy For Journalism, Public Relations, Advertising And Marketing Students. *KU Libraries, University of Kansas*. 2018. 328 p. URL : <https://open.umn.edu/opentextbooks/textbooks/783> (date of access: 07.12.2025).
5. Vijaya Palani, Suresh, A. Md. Mohideen, K. Rajaraman, Anju S Nair. Basics Of Journalism. *Pondicherry University (A Central University)*. 2003. 226 p. URL : <https://dde.pondiuni.edu.in/files/StudyMaterials/PG/MAEnglish/2year/MAEG2003BasicsOfJournalism.pdf> (date of access: 07.12.2025).

LECTURE 4. MEDIA LITERACY AS A GUARANTEE FOR THE INFORMATION SECURITY OF THE STATE

Plan

1. Five principles of media literacy from UNESCO.
2. Interaction between public authorities, local governments, and society.
3. Ranking of countries by media literacy level.

4. How media literacy is implemented in different countries.
5. The concept of media education in Ukraine.
6. NGOs that implement media literacy.
7. Significant events in the country that contributed to the development of media education in Ukraine.

Read the lecture.

Media literacy is the knowledge and skills that enable people to search for, analyse, critically evaluate and create information in various media. According to UNESCO (MIL), it is the ability to access, evaluate, interpret and produce information in various forms. It is not just the technical use of media, but a set of critical, ethical and civic competencies necessary for participation in democratic life.

Basic principles of media and information literacy (UNESCO).

Principle 1. A single information ecosystem. All channels — books, TV, social networks, blogs, libraries, scientific databases — are parts of a single environment. A media-literate person understands how information circulates between different platforms. Example: social media → library → video content — parts of the same cycle.

Principle 2. Everyone is a creator of information. Modern citizens not only consume content, but also produce it. Therefore, freedom of speech is linked to responsibility for the accuracy and consequences of publications. Example: a blogger must verify sources in the same way as a journalist.

Principle 3. Information has social and political value. Information influences the economy, politics and culture. Control over data means influence over public opinion. Example: news about sanctions or cultural events can be politically motivated.

Principle 4. Media are not neutral. Every media product has an author, a purpose, and a frame of reference. The audience must be able to recognise manipulation, propaganda, and fake news. Example: different channels often present the same event from different angles.

Principle 5. Media literacy is everyone's right. UNESCO considers it a fundamental human right and a basic skill for the 21st century. It is a tool for protecting society from disinformation and propaganda, especially during crises.

The role of the state. The state shapes the political and legal framework for the development of media education.

Main functions: national strategies (Media Education Concept); standards in education; financial support for research and programmes; coordination between ministries; international cooperation (UNESCO, EU, IREX). Examples: The Ministry of Education and Science integrates media literacy into school curricula; Ministry of Digital Transformation — project «Action. Digital Education»; The National Council on Television and Radio monitors content and combats disinformation. The state sets the strategic direction for the media education system.

The role of local authorities. The local level ensures the implementation of state policy in practice. Tasks: creating media literacy centres in libraries, schools, and communities; supporting courses, competitions, and festivals; cooperating with local media and civil society organisations. Examples: courses at regional postgraduate education institutes; city programmes for young people; libraries as information centres. It is communities that make media education accessible.

The role of society. Civil society organisations, media, universities and activists shape a culture of critical thinking. Main areas: training, summer schools, media camps; creation of educational platforms; fact-checking and debunking fakes; research on information risks. Key organisations: IREX, Ukrainian Press Academy, Internews, StopFake, Media Detector, Prometheus, etc. Civil society creates a steady demand for quality information.

Examples of effective cooperation:

- IREX + Ministry of Education and Science — ‘Learn and Stand Out’ programme.
- Ukrainian Press Academy + National Television Council — training for journalists.
- Media Detector + local councils — information campaigns against fake news.
- USAID + libraries — transforming libraries into media education centres.

Ranking of countries by media literacy. According to international studies (e.g., Open Society Institute, Index of Media Literacy), Northern European countries have the highest level of media literacy.

Top 5 countries by media literacy (2024):

1. Finland
2. Denmark
3. Sweden
4. Estonia
5. Ireland

In 2024, Ukraine ranked in the top 20, significantly improving its performance since 2019 thanks to systematic educational and public programs.

Reasons for high results in Scandinavia: inclusion of media education in the school curriculum; state support for critical thinking; independent public media.

Ranking of countries according to media literacy 2023

1. Finland (78)
2. Norway (72)
3. Denmark (73)
4. Estonia (72)
5. Ireland (71)
6. Sweden (71)
7. Switzerland (68)
8. Netherlands (66)
9. Germany (62)
10. Iceland (62)
29. **Ukraine** (39 points)
40. North Macedonia

Media literacy in different countries

Finland: systematic media literacy education since the 1970s; national strategy since 2017; €8 million in annual funding; Finnish audiovisual institute coordinates development; library-based projects (Finnish Game Week).

Ireland: BAI regulator promotes media literacy; Be Media Smart campaign; active participation of public libraries.

Sweden: media education since the 1960s, compulsory since the 1980s; Widespread internet access (85% of the population); MIK rummet resource with online courses.

Netherlands: Mediawijzer.net network (since 2008); libraries and the National Library implement training programmes.

Media literacy in Ukraine

Media education concept (2016, updated 2022). Goal: to develop critical thinking, media culture, and resistance to manipulation and disinformation.

Objectives: accessibility of media education at all levels; development of the ability to analyse and create information; teacher training; support for research and international cooperation.

Main areas: teacher training — coaching programmes, courses, professional development; integration into education — elements of media literacy in various subjects and extracurricular activities; scientific research — analysis of the effectiveness of media education; cooperation with NGOs and international organisations.

Educational projects:

- Media literacy for pupils in grades 8–11;
- IREX courses: Learn and Stand Out, Media Literacy for Citizens;
- Prometheus and Diia, Osvita platforms.

Implementation stages: I — experimental (2010–2016); II — standardisation (2017–2020); III — mass implementation (2021–2025)

NGOs actively working in the field of media literacy: Mediadetector, Media Sapiens, Videoteka, AUP, StopFake, IREX, Prometheus, Artifake, Centre for Strategic Communications, Centre for Combating Disinformation, Ukrainian Library Network.

How to become media literate? learn to work with sources; understand the purpose and context of information; verify facts; analyse media messages according

to basic criteria (author, format, audience, content, purpose); use reliable sources; be responsible for your own content.

In cooperation between the state, local authorities and society, the key areas should be: national media literacy campaigns; development of professional education for media specialists; international partnership in the field of information security.

Media literacy is a strategic condition for the information security of the state and the stability of society. Its development is only possible through the coordination of efforts by the state, local authorities and the public sector. Media-literate citizens are the foundation of democracy, protection against disinformation and the development of critical thinking.

Questions for self-assessment and discussion.

- ⇒What is media literacy according to UNESCO's definition, and why does it include not only technical but also ethical and civic competencies?
- ⇒What is the meaning of the principle of a 'single information ecosystem' and how does it manifest itself in the interaction of different media platforms?
- ⇒Why is every person in modern society considered a creator of information, and what responsibility does this impose on users?
- ⇒How does information influence political, economic and social processes, and why can't the media be considered neutral?
- ⇒What role does the state play in the development of media literacy, and what examples of Ukrainian state initiatives confirm this?
- ⇒What role do local authorities play in the implementation of media education, and why is this level considered the most important for the accessibility of education?
- ⇒How do civil society organisations and the media contribute to the formation of a culture of critical thinking, and which Ukrainian institutions work in this area?
- ⇒Why do Scandinavian countries consistently top international media literacy rankings, and what are the key factors behind their success?

⇒What are the main directions and stages of media education development in Ukraine as envisaged by the Media Education Concept?

⇒What skills are needed to become media literate, and why are these skills considered the foundation of a country's information security?

Tasks for independent work:

Select two online news websites that cover the same topic (e.g., political events, health issues, etc.).

Compare how each presents the news: Do they use the same language or tone? Are there any differences in the images or headlines used? How do they approach the issue of neutrality or bias?

Write a short report (150-200 words) highlighting the differences between the two websites and providing your analysis of which one provides a more balanced view.

Recommended literature:

1. Концепція цифрової медіаосвіти воєнного і поствоєнного суспільства / за наук. ред. Л. Найдьонові ; Національна академія педагогічних наук України, Інститут соціальної та політичної психології. – Кропивницький : *Імекс-ЛТД*, 2024. – 24 с. URL : <https://lib.iitta.gov.ua/id/eprint/745266/> (дата звернення: 07.12.2025).
2. Національний проєкт з медіаграмотності. *Фільтр*. URL : <https://filter.mcsc.gov.ua/> (дата звернення: 08.12.2025).
3. Five Laws of Media and Information Literacy. *UNESCO*. URL : <https://www.unesco.org/en/media-information-literacy/five-laws> (date of access: 08.12.2025).
4. <https://www.peterhiltz.com/en/posts/media-literacy/> (date of access: 09.12.2025).
5. Media And Information Literacy. *Centre of democracy and rule of law*. URL : <https://cedem.org.ua/en/direction-media/literacy/> (date of access: 09.12.2025).
6. Media Literacy Index. *Peterhiltz.com*. URL : <https://www.peterhiltz.com/en/posts/media-literacy/> (date of access: 09.12.2025).

LECTURE 5. DIGITAL FOOTPRINT AND ETHICAL ONLINE COMMUNICATION

Plan

1. What is a digital footprint?
2. Types of digital footprints
3. Journalistic standards & digital identity
4. Online communication ethics
5. Threats of careless digital behaviour
6. Responsible footprint formation

Read the lecture.

In today's digital environment, every person leaves behind a significant amount of data that shapes their online image. For most users, this may seem like a minor aspect of life, but for journalists, their digital footprint is an important part of their professional identity, affecting their reputation, security, audience engagement and career prospects. At a time when any post can be found, screenshotted or shared, a conscious approach to one's own digital behaviour is becoming an integral part of journalistic ethics.

The concept of a digital footprint and its structure. A digital footprint is a collection of data that remains on the network as a result of a user's activity. It has two interrelated components: active and passive. An active digital footprint includes everything that a person creates consciously: posts, comments, photos, videos, likes, and reposts. A passive footprint contains data that is generated automatically: information about location, device, cookies, click logs, browsing history, file metadata, etc. While an active footprint can be controlled and sometimes partially deleted, a passive footprint is collected without the user's direct involvement and is often stored for much longer.

Everything a person does on the internet — from reading the news to installing a new app — leaves a digital 'dot.' For journalists, these dots form a complete

picture that is seen by readers, colleagues, potential employers, media historians, and even malicious actors. That is why it is important to understand how traces are formed and what consequences ill-considered actions can have.

Sources of a journalist's digital footprint. The footprint is formed in many digital spaces. Social networks — Facebook, Instagram, X, TikTok, LinkedIn — play the most prominent role. Here, journalists not only express their opinions or share their work, but also interact with their audience, making their profiles part of their professional image. Messengers, such as Telegram, WhatsApp, and Signal, create a second layer of the digital footprint — less public, but no less important, as they may contain sensitive data about sources and work processes.

Search queries, web browsing, and installed applications are no less significant. Algorithms record and analyze behavior, creating specific interest profiles. It is worth remembering that even private mode does not protect against data collection: it only hides activity from other users of the device. With this in mind, journalists must use additional security measures — from VPNs to privacy settings on each platform.

Why digital footprints are critically important for journalists. Journalism is a public profession. Everything a journalist does, even outside of work, affects the trust placed in them and the publication they represent. In the digital sphere, the line between private and professional behaviour is blurring. Because of this, any ill-advised post can cause a wave of criticism, turn into a reputation scandal, or even jeopardise the safety of the journalist or their sources.

The digital footprint directly affects professional reputation. Employers regularly analyse candidates' profiles, paying attention to communication style, conflict, toxic statements or biased statements. On the other hand, responsible behaviour can highlight a journalist's expertise, consistency and objectivity, helping them to build trust and authority.

Journalists working in complex political contexts or with sensitive topics face additional risks. Malicious actors can use digital footprints to harass, collect compromising information, or discredit. Therefore, digital hygiene and minimising

traces left behind are not only a matter of image, but also a necessary component of security.

Professional responsibility in the digital environment. At a time when information spreads instantly, journalists bear a special responsibility for their words. They not only create content, but also participate in online discussions, often influencing public opinion. Therefore, it is important to adhere to basic ethical principles: accuracy, truthfulness, restraint, respect and impartiality.

Even a short comment or emotional tweet can be perceived as the publication's position or evidence of professional incompetence. Spreading unverified information, participating in conflicts, public insults or hate speech — all of this can destroy a reputation that has been built up over many years. In the digital space, mistakes are stored forever: they are archived by users, aggregators or specialised services. Deletion does not guarantee oblivion.

Journalists must remember that every statement they make is perceived through the prism of their profession. Even if an account is private, a screenshot can make the private public.

Threats arising from careless online behaviour. The modern digital environment creates many risks. One of the most common is *cyberbullying* — mass attacks in the form of insults, harassment and threats. Journalists who raise sensitive topics, particularly political or social ones, often become the target of organised campaigns.

No less dangerous is *doxing* — the publication of personal data about a journalist or their family. This can include their address, telephone number, places they visit, and sometimes information about their sources. Doxing poses a threat of physical danger and psychological pressure.

Fake accounts are another tool of attack. A fake profile can publish provocative statements on behalf of a journalist, manipulate the audience or spread false information. It can take a long time to restore one's reputation after such incidents.

In addition, individual cases can affect careers. *Old posts* containing rudeness, discriminatory statements, or excessive political activity can lead to job rejection. In modern newsrooms, digital auditing of candidates is standard practice.

Principles of ethical online communication for journalists. Ethical behaviour online requires awareness and consistency. Firstly, all statements must be correct, balanced and unbiased. Journalists must avoid emotional reactions, insults, stereotypes or discriminatory phrases.

Secondly, all information should be verified before publication. Even on their own accounts, journalists are obliged to adhere to the principles of fact-checking, because the public identifies them with their profession and therefore expects accuracy.

Thirdly, transparency must be maintained: advertising materials should be clearly marked, conflicts of interest should be avoided, and private accounts should not be used to manipulate the audience's opinions.

Journalists must remember that any action on the internet is an extension of their professional activity and can be used as evidence or interpreted out of context. That is why it is important to follow a simple rule: *do not publish anything that would not meet journalistic standards.*

Building a responsible digital footprint. Creating a secure and professional digital footprint is a process that requires regular work. First and foremost, it is important to review your privacy settings, manage the visibility of old posts, delete unnecessary data, and restrict third-party access to your personal information.

It is also worth using technical security tools: two-factor authentication, complex passwords, password managers, VPNs. This minimizes the risk of account hacking and data theft.

A journalist's social media profile should be professional: clear information about education, specialization and contact details, neutral photos, competent descriptions. Posts should be consistent in tone — without emotional aggression, unverified facts, or controversial comments.

Before publishing any post, ask yourself three questions: Is it true? Is it ethical? Is it really necessary to publish? These simple principles help you maintain professionalism and build a positive digital image.

A digital footprint is an invisible but highly influential component of a journalist's professional life. It can be a valuable asset that strengthens credibility, promotes career development, and helps build trust with the audience. Conversely, it can also be a source of significant risks: reputational, security, or psychological.

In the digital age, journalists are responsible not only for the quality of their work, but also for every online interaction. A conscious approach to digital behaviour, adherence to ethical standards and maintaining digital hygiene are just as important as professional skills. Understanding this allows journalists to work more safely, effectively and responsibly, while remaining reliable conduits between events and society.

Questions for self-assessment and discussion:

- ⇒ What is a digital footprint and what are its main components?
- ⇒ How does an active digital footprint differ from a passive one? Give examples of each.
- ⇒ Why is a digital footprint particularly important for journalists?
- ⇒ What sources shape a journalist's digital footprint in their everyday use of the internet?
- ⇒ What risks can arise from a journalist's careless online behaviour?
- ⇒ What is doxing and how is it dangerous for journalists and their sources?
- ⇒ What principles of ethical online communication should journalists adhere to?
- ⇒ How does a journalist's online activity affect their reputation and professional credibility with their audience?
- ⇒ What tools and steps can help journalists create a safe and responsible digital footprint?

⇒What questions should journalists ask themselves before publishing any post on social media?

Tasks for independent work:

Students compile their own «information diet» for the week: what sources they use, what topics prevail, and an assessment of usefulness and reliability.

Recommended literature:

1. Kato Nabirye H. The Future of Journalism: Ethics in the Digital Landscape. *SlideShare*. URL : <https://www.slideshare.net/slideshow/the-future-of-journalism-ethics-in-the-digital-landscape-www-kiu-ac-ug/281025514> (date of access: 07.12.2025).
2. Micheli M, Lutz C, Büchi M. Digital footprints: an emerging dimension of digital inequality. *Journal of Information, Communication and Ethics in Society*. 2018. Vol. 16 No. 3. P. 242–251. URL : <https://www.emerald.com/jices/article-abstract/16/3/242/219604/Digital-footprints-an-emerging-dimension-of?redirectedFrom=fulltext> (date of access: 08.12.2025).
3. Oriakhi, Henry Eronmosele, Ahmed Buhari. Ethical Implications of Digital Footprinting: Privacy, Security, and Accountability. *Digital Adaptability And Crisis Management For Sustainable Developmen*, July 2024. URL : https://www.researchgate.net/publication/382497286_Ethical_Implications_of_Digital_Footprinting_Privacy_Security_and_Accountability (date of access: 05.12.2025).
4. Sonia Kaku. Navigating the Digital Landscape: Understanding and Managing Your Digital Footprint. *Global Media Journal*. 2024. Vol.22 No.68:429. P. 1-3. URL : <https://www.globalmediajournal.com/open-access/navigating-the-digital-landscape-understanding-and-managing-your-digital-footprint.pdf> (date of access: 06.12.2025).
5. Stanislava Nerute Kligiene. Digital Footprints in the Context of Professional Ethics. *Informatics in Education*. 2012. Vol. 11, No. 1, P. 65–79. URL : https://www.researchgate.net/publication/343170086_Digital_Footprints_in_the_Context_of_Professional_Ethics (date of access: 08.12.2025).

КОНСПЕКТ ЛЕКЦІЙ

з дисципліни «Медіаграмотність (англомовний курс)»
1 семестр

для здобувачів I (освітньо-наукового) рівня вищої освіти (бакалаврів)
спеціальності С7 «Журналістика»

LECTURE NOTES

for the course «Media Literacy (English-medium course)»
Semester 1

for students of the first (bachelor's) cycle of higher education
majoring in 07 «Journalism»

(Електронне видання)
(Electronic edition)

Укладачі:
Compiled by:

Зайцева Станіслава Станіславівна
Zaitseva Stanislava Stanislavovna

Редактор	
Техн. редактор	О.В. Маслош
Оригінал-макет	О.В. Маслош

Підписано до друку _____
Формат 60x84¹/₁₆. Папір типограф. Гарнітура Times.
Друк офсетний. Умов. друк. арк. №. Облік. вид. арк. ____.
Тираж ___ екз. Вид. № _____. Замов. № _____. Ціна договірна.

Видавництво Східноукраїнського національного університету
імені Володимира Даля

Адреса видавництва: вул. Іоанна Павла II, 17
Тел.+38(050)218 04 78, факс (06452) 4 03 42
e-mail: vidavnictvoSNU.ua@gmail.com