

Course summary			
Short title	PE.CM.T3.V4001	(ECTS) Credits :	3 Target audience: Voltijd Regulier
Title	Training technique and didactics		
Learning competences	<ul style="list-style-type: none"> • Policy Development (PE.COMP6) • Innovation (PE.COMP9) • Orientation (PE.COMP1) • Planning (PE.COMP2) • Producing (PE.COMP3) 		
Learning outcomes	<ul style="list-style-type: none"> • Being able to give advice to schools and (youth) institutions on enlarging media literacy related to current developments. • Being able to give advice to school and institutions about long-term education courses or implementation in the didactic plan. • Being able to design result-based and aimed at development activities, materials and content in order to enlarge media literacy for children, youngsters and young-adults. • Being able to train, counsel and inform caretakers, professionals and children in media literate knowledge and skills. • Being able to apply (new) media in a didactic setting. • Being able to apply own media literacy as a didactic tool for the counselling of children, caretakers and professionals. • Being able to translate pedagogical knowledge into a vision related to the development of new media for children and youngsters. • To know current developments in the field of media and to be able to apply these in the context of an organisation. • To know the technical aspects surrounding media use and enlarging media literacy. • To know the development process of making media for children and youngsters. • To know the influence tactics from several parties regarding children and (new) media. • To be able to give pedagogic advice to developers regarding the development of (new) media and applications considering children, caretakers and professionals 		
Course content	The training consists of 10 meetings of 100 minutes. Each students participates in a challenge in the workfield.		
Learning activities	Training/workshop		
Learning resources and tools	n/a		
Teaching methods	Lecturer		
Prerequisites and co-requisites	Students should at least be in their third year of their study (semester 5 or 6) and they should have a minimum of six months of internship experience.		
Level			
Grading scale	1 up to 10, 1 dec.		
Assessment methods	Type of assessment	Grade weighting	Criteria
	Assessment techniques and didactics	1.0	Higher or equal to 5.5
Recommend	n/a		

ed Literature	
Language of instruction	English
Name of lecturer	n/a

Course summary			
Short title	PE.CM.EO.V4001	(ECTS) Credits : 16	Target audience: Voltijd Regulier
Title	P-task children and media		
Learning competences	<ul style="list-style-type: none"> • Policy Development (PE.COMP6) • Innovation (PE.COMP9) • Organisation (PE.COMP4) • Orientation (PE.COMP1) • Planning (PE.COMP2) • Reflective thinking (PE.COMP7) • Collaboration and teamwork (PE.COMP5) • Producing (PE.COMP3) 		
Learning outcomes	<p>The objectives of this assignment for the learning process of the student:</p> <ul style="list-style-type: none"> • The student is able to research and analyse the organisation, target group and the organisation's assignment. • The student is able to translate this analysis into a plan of action for executing the assignment. • While executing the plan of action (developing the product) the student uses his/her knowledge and skills regarding media literacy and media education acquired during the minor's courses and training sessions. • The student is innovative, creative and up to date regarding the p-task. • The student is able to implement the finished product in line with the organisation's vision and policy. • With the report the student is able to show the development process of the product. He/she reflects critically on his/her own actions based on feedback received from the organisation. 		
Course content	<p>The professionalization task (p-task) Media literacy and parental mediation enables students to integrate their acquired knowledge and skills into a project. The challenge is to combine the four minor subjects (knowledge, developing media literacy, counselling media use and technique&didactics) in a professional organisation. Within the organisation the students work on an assignment, offered by the organisation, in which media literacy and/or media education is central. The assignment will concern a problem regarding media literacy and the organisation. The students will explore and analyse the problem. Next a product will be developed to solve the problem and this product will be implemented in the organisation. The students will have to work innovative in the designing, producing and implementing of the product (application, lesson series, film, website, device). The main objective of the p-task is to enlarge media literacy with the organisation's target group.</p>		
Learning activities	Weekly meetings with coach and students during a P-task meeting.		
Learning resources and tools	n/a		
Teaching methods	Students will be guided by a coach from the education of pedagogics and a internship coordinator from the workfield		
Prerequisites and co-requisites	Students should at least be in their third year of their study (semester 5 or 6) and they should have a minimum of six months of internship experience.		
Level			
Grading scale	1 up to 10, 1 dec.		
Assessment methods	Type of assessment	Grade weighting	Criteria
	P-task children and media	1.0	Higher or equal to 5.5
Recommendation	n/a		

ed Literature	
Language of instruction	English
Name of lecturer	n/a

Course summary			
Short title PE.CM.K.V4001		(ECTS) Credits : 2	
		Target audience: Voltijd Regulier	
Title	Lecture Media literacy and parental mediation		
Learning competences	<ul style="list-style-type: none"> • Policy development (PE.COMP6) • Innovation (PE.COMP9) • Orientation (PE.COMP1) • Planning (PE.COMP2) • Producing (PE.COMP3) 		
Learning outcomes	<ul style="list-style-type: none"> • The student is able to explain media literacy and what education and support strategies can be applied to enlarge media literacy of children and parents. • The student is familiar with important communication strategies that can explain the influence of media. • The student has insight in the positive and negative effects of media on children. • The student has insight in (new) media in the daily pedagogic practice and how these can be used in a pedagogic environment. • The student has the historical and ethical knowledge to interpret and value a media message. • The student can estimate the degree of influence of a media message and of media on children. • The student has insight in risk factors and protection factors that have a daily influence on adults and children regarding media messages 		
Course content	<p>The body of knowledge consist of a series of lectures concerning different themes regarding children, media and education.</p> <ul style="list-style-type: none"> • The medialized environment of the child. • Managing media: media literacy and media education. • Media and development (Chances for media and the role of caretakers). • Influencing processes of media and risks (cultivation, socialisation). • Supporting education within the family. • Education support in the professional environment. 		
Learning activities	Lecture (hearing lecture)		
Learning resources and tools	n/a		
Teaching methods	Lecturer		
Prerequisites and co-requisites	Students should at least be in their third year of their study (semester 5 or 6) and they should have a minimum of six months of internship experience.		
Level			
Grading scale	1 up to 10, 1 dec.		
Assessment methods	Type of assessment	Grade weighting	Criteria
	Body of Knowledge: media literacy and parental mediation	1.0	Higher or equal to 5.5

Recommended Literature	n/a
Language of instruction	English
Name of lecturer	n/a

Course summary	
Short title	PE.CM.T2.V4001 (ECTS) Credits : 3 Target audience: Voltijd Regulier
Title	Couselling Media use
Learning competences	<ul style="list-style-type: none"> • Policy Development (PE.COMP6) • Innovation (PE.COMP9) • Orientation (PE.COMP1) • Planning (PE.COMP2) • Producing (PE.COMP3)
Learning outcomes	<p>The student is able to support and stimulate parents and children in the education in the field of media.</p> <ul style="list-style-type: none"> • The student is able to assist children in the development of media literacy by using several skills: informing, advising, coaching, etc. • Is able to report an analysis of media content in an appropriate ways. • The student is able, based on media content analysis and consequences, to advise children, parents and professional substantiated by relevant scientific literature. • The student is able to translate existing education support materials aimed at prevention to the media situation. • The student is able to signal media problems and to act accordingly. • The student is willing to apply the acquired knowledge and skills to enlarge to awareness of others. • The student can position him/herself as a media pedagogue.
Course content	<p>The training counselling media use is designed to let students develop different counselling and support methods that can be applied in different pedagogic situations. This allows students to enlarge media literacy of children, youngsters, parents and professionals in a pedagogical way based on a well developed vision. The training consists of seven meetings listed below:</p> <ul style="list-style-type: none"> - Inserting existing education support materials. Translate a (aimed at prevention) support method, known by the student, to media situations in the context of prevention. - Counselling youngsters; coaching regarding internet and social media. - Counselling children; being able to estimate chances and threats of media for children with the help from 'digidreumesen', the Digidreumesen-project for the smallest (Sardes, MKO, NJi) and awareness of commercials during primary school age. - Counselling parents (everyday); Education support. - Counselling parents with problems regarding children and media use; social work conversations. - Media problems children and youngsters; game addiction, sexualisation of media and cyber bullying. - Counselling other professionals and positioning as a media pedagogue.

Learning activities	Training/workshop		
Learning resources and tools	n/a		
Teaching methods	Lecturer		
Prerequisites and co-requisites	Students should at least be in their third year of their study (semester 5 or 6) and they should have a minimum of six months of internship experience.		
Level			
Grading scale	1 up to 10, 1 dec.		
Assessment methods	Type of assessment	Grade weighting	Criteria
	Assessment counselling media use	1.0	Higher or equal to 5.5
Recommended Literature	n/a		
Language of instruction	English		
Name of lecturer	n/a		

Course summary			
Short title	PE.CM.T4.V4001	(ECTS) Credits :	3 Target audience: Voltijd Regulier
Title	Challenges in Media use		
Learning competences	<ul style="list-style-type: none"> • Policy Development (PE.COMP6) • Innovation (PE.COMP9) • Oriëntation (PE.COMP1) • Planning (PE.COMP2) • Producing (PE.COMP3) 		
Learning outcomes	<p>The student:</p> <ul style="list-style-type: none"> -Can recognize problems in media use among children and youngsters -Can advise professional educators and parents in situations of cyberbullying, (social) media addiction, game-addiction, fake news etc. - Is aware of methods and technics being used to avoid cyberbullying or problematic media use. - Develops knowledge on interventions in media-use. - Can use interventions within situations of cyberbullying or problematic media use <ul style="list-style-type: none"> - Is aware of challenges in media-use for special target groups like mentally challenged children or children with an autism disorder. - Can transfer good practices into organisation policy 		
Course content	<p>This training consist of 7 workshops with the following content</p> <ul style="list-style-type: none"> - Problematic media use: Signs and signals - Cyberbullying: prevention and interventions - Game-addiction: Prevention and interventions - Fake news: How to reconize it and interventions - Media use special target groups: LVB (Slightly mentally challenged children) and Autism - Turning good practice into policy 		
Learning activities	Lecture		
Learning resources and tools	n/a		
Teaching methods	Interactive workshops		
Prerequisites and co-requisites	Students should at least be in their third year of their study (semester 5 or 6) and they should have a minimum of six months of internship experience.		
Level			
Grading scale	1 up to 10, 1 dec.		
Assessment methods	Type of assessment	Grade weighting	Criteria
	Assessment challenges in media use	1.0	Higher or equal to 5.5
Recommended Literature	n/a		

Language of instruction	English
Name of lecturer	n/a

Course summary	
Short title	PE.CM.T1.V4001. (ECTS) Credits : 3 Target audience: Voltijd Regulier
Title	Analysing media
Learning competences	<ul style="list-style-type: none"> • Policy Development (PE.COMP6) • Innovation (PE.COMP9) • Orientation (PE.COMP1) • Planning(PE.COMP2) • Producing (PE.COMP3)
Learning outcomes	<ul style="list-style-type: none"> • The student is able to see media content as meaning bearers and knows to apply different analytical methods to reach a pedagogic judgement. • The student is able to decode media content based on sociological, psychological and pedagogic visions and make a connection with the pedagogic practice. • The student is able to analyse books and comics, commercials and marketing, games, social media and internet television, music and video clips and based on this analysis he/she is able to judge what media sources are appropriate for different target groups and the possible influence these media sources can have on different target groups. • The student is able apply a well substantiated pedagogic vision in order to develop and stimulate media literacy • The student is willing to apply his/her acquired knowledge and skills in order to enlarge his/her own awareness and the awareness of others
Course content	<p>During the first skill unit you will be trained to analyse media messages through the eyes of a pedagogue. A connection will be made with sociology, semiotics, Marxism, psycho-analysis, development psychology and theoretical pedagogy. The training 'developing media literacy' consists of seven meetings in which students learn to look at media (content) from different points of view. This way students develop a critical pedagogic vision regarding media literacy.</p> <p>The following topics will be discussed:</p> <ul style="list-style-type: none"> • Introduction analysing media from a semiotic perspective; How can we see text and images as meaning bearers? • Analysing from a sociologic perspective, what is the influence of social media and the internet on education anno 2020? • Analysing from a psycho-analytical perspective; Games, what archetypes do we find in RPGs? • Analysing from a Marxist perspective (Paulo Freire); commercial and marketing aimed at children and youngsters. • Analysing from a development psychological perspective, which dominant themes play a role in the development of children, what development tasks do children/youngsters have and to what extent are the media aimed at these age groups suitable? • Analysing from a theoretical pedagogic perspective (Imelman and link with de Winter and Freire). How do we reach a well substantiated pedagogic vision on media use? • Detail and response training; Students determine the content. • Different methods for analysing are discussed: Discourse, Uses and gratification, qualitative content analysis, rhetoric analysis.
Learning activities	Lecture
Learning resources and tools	n/a

Teaching methods	Interactive workshop/training		
Prerequisites and co-requisites	Students should at least be in their third year of their study (semester 5 or 6) and they should have a minimum of six months of internship experience.		
Level			
Grading scale	1 up to 10, 1 dec.		
Assessment methods	Type of assessment	Grade weighting	Criteria
	Assessment analyzing media	1.0	Higher or equal to 5.5
Recommended Literature	n/a		
Language of instruction	English		
Name of lecturer	n/a		