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Special provisions of the examination regulations (BBPO)

Media, Technology & Society
Master of Science

of the Media Department
Darmstadt University of Applied Sciences

From 30.05.2023

valid from 01.05.2024

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§ 1. General

- (1) These Special Provisions for the Examination Regulations (BBPO) together with the General Provisions for examination regulations of the Darmstadt University of Applied Sciences (ABPO) in the version dated July 2, 2019, the study and examination regulations for the Master's program Media, Technology & Society. Unless otherwise provided in these Special Provisions, the provisions of the ABPO shall apply.
- (2) The course of study is run by the Media Department of Darmstadt University of Applied Sciences.

§ 2 Qualification objectives of the study programme

- (1) Students of the course will acquire a degree of international standard, which will lead to scientific activities, management positions, higher service and doctoral studies.
- (2) Passing the Master's examination provides evidence that graduates of the Master's programme are qualified for research, development, design and management tasks in the media and communications industry and related professional fields.
- (3) The consecutive and application-oriented Master's programme in Media, Technology & Society trains graduates who are able to independently analyse and discuss developments in media technology and related social developments, and to evaluate and shape these, in particular with regard to journalistic tasks or the internal and external communication of companies and organisations.
- (4) On the basis of the knowledge and skills acquired in a relevant bachelor's degree, students deepen their knowledge of current developments in the areas of media and communication science, media technologies and society, learn about research and development methods in the media context and fields of application of mediatized communication. In small research projects in particular, they apply methods of collecting, analyzing and evaluating these developments and develop consulting and strategic skills for this purpose.
- (5) Students acquire the skills to conduct independent research, to communicate the results of research processes to experts and laypeople, and to develop their own conclusions and recommendations that support companies and organizations in further developing their strategy in the field of communication and related technologies.

§ 3 Academic degree

Upon passing the master's examination, the Darmstadt University of Applied Sciences awards the academic degree "Master of Science", abbreviated to "M.Sc.".

§ 4 Standard period of study and start of studies

- (1) For students who meet the admission requirements pursuant to Section 6 Paragraph 4, the standard period of study is 3 semesters (3-semester course). The master's degree in the 3-semester course must be started in the summer semester.
- (2) For students who meet the admission requirements pursuant to Section 6 Paragraph 5, the standard period of study is 4 semesters (4-semester course). The Master's degree in the 4-semester course can be Summer and winter semesters.

§ 5 Required credit points for graduation

To successfully complete the course, 90 (3-semester course) or 120 (4-semester course) credit points (hereinafter CP = credit points) must be acquired in accordance with the European Credit Transfer System (ECTS).

§ 6 Entry requirements and admission procedures

- (1) The admission requirements for the Master's programme are set out in the Hessian University Act (HessHG) in the currently valid version.
- (2) The admission requirement is a relevant and qualified Bachelor's or diploma degree.
Degrees in online journalism (BA) and online communication (B.Sc.) from Darmstadt University of Applied Sciences or comparable degrees are considered relevant. Degree programs that deal with the interaction and interaction of media and technology, media and society or technology and society are also considered relevant, for example degree programs in the areas of media studies, communication studies, publishing, journalism, PR, corporate communications, media economics, media management, media informatics, information science, online communication, e-learning or technology sociology.
- (3) Applicants with related but not directly comparable degrees can be admitted with additional requirements that must be met before or during the Master's degree. The maximum amount is 30 CP. The additional requirements must be met by the end of the 2nd semester at the latest. If the additional requirements are not met by then, the applicant will be excluded from further examinations. Additional modules completed due to additional requirements will be certified in the Master's certificate.
- (4) For admission to the 3-semester degree programme, the course of study in accordance with paragraph 2 or paragraph 3 must have a scope of at least 210 CP.
- (5) For admission to the 4-semester degree programme, the course of study in accordance with paragraph 2 or paragraph 3 must have a scope of at least 180 CP.
- (6) All applicants must undergo an aptitude test. Further details are laid down by the
General provisions for admission to master's degree programs at Darmstadt University of Applied Sciences (ABZM) in the currently valid version as well as the special provisions for admission to the master's degree program Media, Technology & Society of the Media Department at Darmstadt University of Applied Sciences (BBZM) in the currently valid version.

§ 7 Standard study programme

- (1) In the 4-semester course, students complete the first semester (winter semester
Students in the first semester (summer semester) or in the third semester (summer semester) complete a relevant internship that provides them with a current insight into the state of practice and subject-specific challenges in the area of interactions between media, technology and society.
- (2) In the second and third semesters (4-semester course of study, winter semester admission) or in the first and
In the second semester (3-semester course and 4-semester course, summer semester admission), students acquire in-depth methodological, theoretical and conceptual knowledge in the areas of media, technology and society and test these in an intensively supervised workshop and laboratory environment in smaller research and development projects. Elective modules allow individual profiling in methodological and application-specific terms.
- (3) The fourth semester (4-semester course) or the third semester (3-semester course)
contains the final module.
- (4) The standard study programme is attached as Annex 1. The detailed description of the modules is given in Annex 5
(Module manual).

§ 8 Areas of specialization

Not applicable

§ 9 Elective modules

- (1) Elective modules serve, on the one hand, to develop an individual profile within the framework of the study programme. On the other hand, they make it possible to take into account current developments in research and the professional field.
- (2) The elective modules contain courses from the Catalogue of elective modules. Possible elective modules are attached as Appendix 2.
- (3) The standard study programme contains in the first semester (3-semester programme or 4-semester programme) In the second semester (4-semester course, admission in the summer semester) or in the second semester (4-semester course, admission in the winter semester) there is an elective module *Topics*, which enables individual profiling as a content focus. Furthermore, the standard study program in the second semester (3-semester course or 4-semester course, admission in the summer semester) or in the third semester (4-semester course, admission in the winter semester) contains an elective module *Methods and Processes*, which enables individual focus in the area of research and development methods.
- (4) The elective modules can be completed in any order; those in the standard study programme (Annex 1) The distribution across semesters shown is a recommendation.
- (5) General provisions on elective modules can be found in Sections 5 and 9 ABPO.

§ 10 Practical module

- (1) The four-semester version of the degree program includes a practical module. It consists of a practical phase of at least 18 weeks, during which students receive a current insight into the state of practice and subject-specific challenges in the area of interactions between media, technology and society, as well as an accompanying seminar.
- (2) The practical phase may be completed during the semester on a full-time or part-time basis for an appropriate extended period of time while maintaining the overall workload.
- (3) Internships are arranged by the students themselves. Companies in the media and communications industry as well as relevant research institutions.
- (4) The practical phase can be divided into two sub-projects with a maximum of two project positions.
- (5) The internships and projects must be assessed by the internship coordinator of the study programme with regard to their Suitability in accordance with the qualification objectives of the study program must be checked and approved before the internship is carried out.
- (6) In the accompanying seminar, the students are prepared for the practical phase and in the final evaluation their experiences.
- (7) Further details are provided in the regulations for the practical semester (Appendix 4) and the module description of the practical module (Annex 5).
- (8) General provisions on the practical module can be found in Section 7 ABPO.

§ 11 Registration and admission to examinations

- (1) According to Section 14 paragraph 2 ABPO, examinations can only be taken after prior registration. Registration deadlines and procedures as well as examination dates depend on the type of course and will be announced by the examination board in an appropriate form (by noticeboard, Internet).
- (2) The module examination is only completed when all the work belonging to the module has been completed.
- (3) For the repetition of a failed examination, registration takes place automatically. No separate notification will be given.
- (4) Cancellation of examinations is possible without giving reasons, provided that the examination date has been postponed due to Examination regulations are not binding. Cancellation is regulated in Section 14 Paragraph 4 ABPO.
- (5) A failed module examination or sub-module examination in an elective module can be repeated as often as desired; alternatively, the number of points required to pass the elective module can be acquired through other modules or sub-modules from the same elective catalogue.
- (6) Registration and admission to the final module are regulated in Section 12.
- (7) General provisions can be found in Section 14 ABPO.

§ 12 Final module

- (1) The final module within the meaning of Section 21 ABPO of the Darmstadt University of Applied Sciences is called Master Project. It consists of from the master's thesis and the colloquium.
- (2) The Master's thesis should demonstrate that the candidate is capable of independently working on a research-oriented question from the subject area of the Master's program using scientific methods within a given period of time.
- (3) The Examination Board shall set one or more dates for registration. The dates shall be announced no later than four weeks before the end of the registration period by posting a notice in the department or electronically.
- (4) Registration for the Master Project must be submitted in writing to the Examination Board or, as the case may be, the technology supporting the auditing system.
- (5) Admission to the Master Project is granted by the Examination Board if examinations totalling at least 55 CP (3-semester course) or 85 CP (4-semester course) have been passed.
- (6) The Master's thesis must be written in English. The thesis contains a summary in German and English language.
- (7) The Master's thesis must be a handwritten copy by the student, indicating the place and date of include a signed declaration stating that this work was written independently and that no sources other than those listed in the bibliography were used, that all passages taken verbatim or in essence from published or unpublished sources have been identified as such, that all drawings or illustrations in the work were created by the student themselves or are provided with an appropriate source reference, and that the work has not been submitted in the same or a similar form to any other examination authority.
- (8) The time required to complete the Master's thesis is five months.
- (9) The Master's thesis must be submitted to the department's secretariat by 12 noon on the submission date. must be submitted in triplicate, two of which must be printed and bound, and uploaded to a digital filing system defined by the examination board. If the thesis is sent by post, the date of the postmark applies. The risk of loss in the mail is borne by the student. The time of submission must be recorded.
- (10) After passing the Master's thesis, the results will be published on a date set by the Examination Board in presented and discussed in a colloquium according to § 23 ABPO.
- (11) Only those who have passed all modules except the Master Project will be admitted to the colloquium.
- (12) The colloquium begins with a 20-minute presentation by the candidate.
The total duration of the colloquium is at least 30 and at most 45 minutes. The colloquium is open to the public, with the exception of the deliberations and announcement of the assessment, unless there is an obligation of confidentiality.
- (13) The submission of a plagiarized thesis is considered a serious attempt at deception according to Section 16 paragraph 3 ABPO. rated.
- (14) General provisions can be found in § 21 to § 23 ABPO

§ 13 Course-specific regulations

- (1) In addition to the examination forms specified in the ABPO, a learning portfolio can be provided as an examination form in the Media, Technology & Society degree program. A learning portfolio typically bundles individual artefacts created during a semester (e.g. texts, images, videos, presentations, research results, posters).
- (2) The courses and examinations are usually held in English. Exceptions to this are only permitted with Consent of all parties possible.

§ 14 Transitional provisions

- (1) Students who began their Master's degree in the previous Media, Technology & Society degree programme at Darmstadt University of Applied Sciences before these special provisions came into force may still be examined according to the examination regulations previously applicable to them, including the summer semester of 2026.
- (2) Students in accordance with paragraph 1 can change to the current examination regulations upon request. The request must be submitted in writing to the examination board. The decision to change to the current examination regulations cannot be reversed. The changeover takes place at the beginning of the semester following the decision. Failed attempts from equivalent examinations under the previous examination regulations are transferred in accordance with Section 17 paragraph 3 ABPO. The examination board decides on equivalence. Section 19 ABPO applies to the recognition of previously completed achievements.
- (3) After the end of the transition period, all students shall be included in the present examination regulations in accordance with paragraph 1. transferred.

§ 15 Entry into force

These examination regulations come into force on 1 May 2024.

Place, date of the department council decision

Name, function (in print)

Signature

Appendix 1 Standard study programme

Regular study program Master Media, Technology & Society (4th semester form)

Semester	Module Abbreviation	Module name	CP	SWS	Courses
1	INT	Internship	30	2	Accompanying seminar
2	LAB_1	Laboratory I	10	6	Project
	MC_1	Media & Communications I	2.5	2	Seminar
2	TEC	Technology	7.5	4 lectures (2 SWS) + Seminar (2 SWS)	
2	ARD	Advanced Research Design	5	3	Seminar
2	TOP_A	Elective A1/A2 "Topics"	5	3	According to WP catalogue
3	LAB_2	Laboratory II	10	6	Project
3	SOC	Sustainable Society	7.5	4 lectures (2 SWS) + Seminar (2 SWS)	
3	MC_2	Media & Communications II	2.5	2	Seminar
3	MP_B	Elective B1/B2 "Methods & Processes"	5	3	According to WP catalogue
3	SUK_1	SUK A	2.5	2	According to WP catalogue
3	SUK_2	SUK B	2.5	2	According to WP catalogue
4	employees	Master Project	30	2	Accompanying seminar

Master's degree program in Media, Technology & Society (3rd semester)

Semester	Module Abbreviation	Module name	CP	SWS	Courses
1	LAB_1	Laboratory I	10	6	Project
1	MC_1	Media & Communications I	2.5	2	Seminar
1	TEC	Technology	7.5	4 lectures (2 SWS) + Seminar (2 SWS)	
1	ARD	Advanced Research Design	5	3	Seminar
1	TOP_A	Elective A1/A2 "Topics"	5	3	According to WP catalogue
2	LAB_2	Laboratory II	10	6	Project
2	SOC	Sustainable Society	7.5	4 lectures (2 SWS) + Seminar (2 SWS)	
2	MC_2	Media & Communications II	2.5	2	Seminar
2	MP_B	Elective B1/B2 "Methods & Processes"	5	3	According to WP catalogue
2	SUK_1	SUK A	2.5	2	According to WP catalogue
2	SUK_2	SUK B	2.5	2	According to WP catalogue
3	employees	Master Project	30	2	Accompanying seminar

Appendix 2 Elective catalogue(s)

Individual courses from the catalogues may be offered in German. This will be announced at the beginning of each semester.

The department council can expand the elective catalogues if necessary (§ 5 para. 5 ABPO). The department is not obliged to offer the entire range of courses contained in the catalogue every semester (§ 5 para. 5 ABPO).

The catalogues listed here are examples. The most current and detailed versions of the catalogues can be accessed online at <https://mts.medien-campus.h-da.de/wp-kataloge/>.

Section 9 BBPO contains regulations on the elective modules.

Elective Topics (A)

Focus areas: A1: *Personal Responsibility & Growth* and A2: *Strategy & Transformation*

No.	Name of the module / sub-module1)	SWS2)	CP3)
TOP_A1.1	Long Learning	3 SWS, S	5
TOP_A1.2	Building & Managing Personal Brands	3 SWS, S	5
TOP_A2.1	Communications Strategies & Corporate Storytelling	3 SWS, S	5
TOP_A2.2	Digital Journalism	3 SWS, S	5
TOP_A2.3	Corporate Social Responsibility and Sustainable Strategies	3 SWS, p	5

1) Detailed module descriptions can be found in the module manual (Appendix 5)

2) SWS = Semesterwochenstunde; V = lecture, Ü = exercise, L = laboratory, Sem = seminar, Pr = internship

3) Credit points according to the European Credit Transfer System (ECTS).

Electives Methods & Processes (B)

Focus: B1: *Understanding Data* and B2: *Managing Processes*

No.	Name of the module / sub-module1)	SWS2)	CP3)
MP_B1_1	Data Analysis & Data Storytelling	3 SWS, S	5
MP_B1_2	Data Driven Communications	3 SWS, S	5
MP_B2_1	Media Development	3 SWS, S	5
MP_B2_2	Moderating Change. Strategy & Concept Development	3 SWS, S	5

1) Detailed module descriptions can be found in the module manual (Appendix 5)

2) SWS = Semesterwochenstunde; V = lecture, Ü = exercise, L = laboratory, Sem = seminar, Pr = internship

3) Credit points according to the European Credit Transfer System (ECTS).

Electives SuK

The events in the SuK area are announced by the GW department at the beginning of the semester.

No.	Name of the module / sub-module1)	SWS2)	CP3)
SUK_1	Emotions and Media	2 SWS, S	2.5
SUK_2	Risk Assessment	2 SWS, S	2.5
SUK_3	nn	2 SWS, S	2.5
SUK_4	nn	2 SWS, S	2.5

1) Detailed module descriptions can be found in the module manual (Appendix 5)

2) SWS = Semesterwochenstunde; V = lecture, Ü = exercise, L = laboratory, Sem = seminar, Pr = internship

3) Credit points according to the European Credit Transfer System (ECTS).

Appendix 3 Master's certificate and diploma

Master certificate (sample)

	first name	Last Name
Born on the	13 March 2001	
in	Location	
has in the field	Media	
in the	Media, Technology & Society	
Study program		
passed the Master's examination		
and received the following grades and points (CP = Credit Points) according to the		
European Credit Transfer System (ECTS)		
acquired:		
Compulsory modules		
Technology	Grade (XX)	(7.5 CP)
Sustainable Society	Grade (XX)	(7.5 CP)
Media & Communications I	Grade (XX)	(2.5 CP)
Media & Communications II	Grade (XX)	(2.5 CP)
Advanced Research Designs	Grade (XX)	(5 CP)
Laboratory I	Grade (XX)	(10 CP)
Laboratory II	Grade (XX)	(10 CP)
Elective modules		
Module of <i>Topics (A)</i> , consisting of:		
Digital Journalism	Grade (X,X)	(5 CP)
Module from <i>Methods & Processes (B)</i> , consisting		
out of:		
Data-Driven Communications	Grade (X,X)	(5 CP)
Modules from <i>SuK</i> , consisting of:		
Emotions and Media	Grade (X,X)	(2.5 CP)
Risk Assessment	Grade (X,X)	(2.5 CP)
The master thesis with colloquium		
about the topic	Augmented Reality Journalism	
was rated with	Grade (X,X)	(30 CP)
Total points earned according to ECTS	90 CP	
Overall rating	Grade (X,X)	
Outside the study program,		
in the following elective subjects additional		
Points earned:		
Entrepreneurial Mindset and Start-up Culture	Grade (X,X)	(5 CP)

Master certificate
first name Last Name

Darmstadt, the 15 April 2026

Chair of the Audit Committee

Head of the Examination Office

Master certificate (sample)

The Darmstadt University of Applied Sciences

gives first name last name

born on 13 March 2001 in

due to the April 15, 2026

in the Media Department

in the Media, Technology & Society

Study program

passed master's examination

the academic degree Master of Science

short form

M.Sc.

Darmstadt, **15 April 2026**

The president

The Dean

Appendix 4 Regulations for the practical semester

§ 1. General

The four-semester version of the Media, Technology & Society degree program at the Media Department includes a practical semester (practical module). The practical experience is usually gained in a company, another institution or research facility outside the university. Alternatively, the practical module can also be carried out at the Institute for Communication and Media (ikum) at Darmstadt University of Applied Sciences.

- (1) The practical phase is carried out in close cooperation between the university and the internship placements. It is prepared, accompanied and followed up by the Media, Technology & Society degree program through the accompanying seminar.
- (2) The procurement of the internship placement at suitable companies, institutions or research facilities (in
The student is responsible for the placement (hereinafter referred to as the internship placement). The Media, Technology & Society degree programme is assist in obtaining internships within the scope of its possibilities.

§ 2 Qualification objectives and contents of the practical semester

- (1) The aim of the practical semester is to give students a current insight into the current state of practice and subject-specific challenges in the area of interactions between media, technology and society. The experience gained in the practical placement should make it possible to identify professional requirements and methods as well as current tasks, so that the modules can be better linked to the requirements of practice in the further course of the study.
- (2) The achievement of the qualification objectives of the practical semester is assessed by the preparation of a written
The practical report supplements the practical experience through analysis, methodical description, reflection and evaluation of the practical activity.

§ 3 Scope and structure of the practical semester

- (1) The practical semester is divided into 18 weeks (full-time) of practical activity in accordance with Section 7 ABPO.
- (2) The practical semester includes an accompanying course in accordance with Section 7 ABPO.
- (3) The practical semester takes place in the first semester.

§ 4 Internship Officer

- (1) To organize and carry out the practical semester, the Dean's Office for the Media, Technology & Society degree program shall appoint an internship officer in accordance with Section 7, Paragraph 4 of the ABPO.
- (2) The duties of the internship supervisor shall be:
 - a) The organisation and advice on questions relating to the practical semester from a technical point of view, especially with regard to the suitability and advice of the internship positions and the review of the internship contracts,
 - b) establishing and maintaining contacts with the internship placements,
 - c) the organisation of the accompanying courses. Lecturers from professional practice can also be appointed for the implementation and
 - d) the examination and recognition of reports submitted by students.

§ 5 Internships, contracts

- (1) The practical phase is usually carried out by an internship contract between the individual students and the internship placement. An example contract is shown in Appendix 4.1.
- (2) The student is obliged to inform the internship supervisor of the chosen internship placement and the
The area of responsibility must be specified in a certificate, see Appendix 4.2. The internship supervisor can set a deadline for submitting the certificate.
- (3) The obligations of the internship placement are:
 - a) to employ the student for the duration of the practical semester in accordance with the areas of responsibility specified in Section 6,
 - b) to enable the student to participate in the accompanying studies and/or individual coaching sessions,
 - c) to issue the student with a certificate containing information on the duration of the training, including any absences, the content of the practical activities and the success of the training,
 - d) to appoint a supervisor for the student.

- (4) The student's obligations are:
- (a) to take advantage of the training opportunities offered and to carry out the assigned tasks carefully,
 - b) to comply with the instructions of the practice and the supervisor,
 - c) to observe the regulations applicable to the internship placement, in particular work regulations and accident prevention regulations as well as provisions on confidentiality,
 - d) to prepare a practical report in a timely manner in accordance with the instructions of the internship supervisor, which will show the course of the practical activity,
 - e) to report any absence from the practice immediately.
- (5) The status of the student is regulated in Section 8.

§ 6 Practical activities

- (1) The practical semester should, if possible, be completed with a single internship provider in Germany or abroad. In exceptional cases, the internship coordinator for the course may approve the division into two internships. However, an internship should not last less than six weeks. A change of internship is only permitted if this is necessary to achieve the study objective. An intended change requires the approval of the examination board. Relevant activities are (for example):
- a) Conception, planning and/or implementation of internal or external online PR strategies for companies, brands, institutions or non-profit organizations
 - b) Conception, planning and/or implementation of online marketing measures
 - c) conception, planning and/or production of multimedia projects,
 - d) Conception, planning and/or implementation of content strategies,
 - e) Conception, planning and/or implementation in community management,
 - f) conception, planning and/or realisation of multimedia products,
 - g) conception, planning and/or implementation in the field of e-learning,
 - h) Conception, planning and/or implementation of measures to impart online competence,
 - i) Editorial work in a journalistic editorial office or work as a journalistic reporter
 - j) Community management for journalistic formats
 - k) Content management or other technical production for journalistic formats
 - l) Content marketing for journalistic content
 - m) Format development and/or content strategy for journalistic brands
 - n) Conception, planning and implementation of training and further education measures for journalists
 - o) Conception, planning and/or implementation of journalistic events
 - q) Conception, planning, implementation and/or evaluation of research projects in fields a to o.
- (2) All companies, institutions and research facilities that carry out practical activities in accordance with paragraph (1) and that can guarantee the qualification objectives and content in accordance with Section 2 may be considered as practical placements. Practical placements may, for example, be the following companies, institutions and research facilities:
- a) Multimedia/Internet agencies
 - b) Marketing agencies
 - c) PR agencies
 - d) System houses, IT production companies
 - e) Specialist departments in companies, institutions or other organisations
 - f) News or other journalistic editorial offices g) Freelance editorial offices
 - h) Public or private broadcasters
 - i) Development editorial departments or other departments in journalistic publishing houses
 - j) Public and private research institutions with a specialist focus in the field of media, technology or society.

§ 7 Accompanying studies

During the practical semester, the Media, Technology & Society degree program runs an accompanying course. This can be offered in the form of a block course. A combination of study days and block course is also possible. The decision is made by the internship supervisor. Participation in the accompanying courses is compulsory and a prerequisite for the recognition of the practical semester.

§ 8 Status of the student at the internship location

- (1) During the practical semester, which is part of the course of study, the students remain at the university Darmstadt enrolls with all the rights and obligations of regular students.
- (2) The students are not interns within the meaning of the Vocational Training Act and are subject to The internship placement is not subject to the Works Constitution Act or the Staff Representation Act. On the other hand, the students are bound by the regulations of their internship placement.

§ 9 Liability

- (1) The student is insured against accidents during the practical phase in Germany (SGB VII). In the event of an insurance claim, the training centre will send the university a copy of the accident report.
- (2) At the request of the training institution, the student shall complete a training course appropriate to the duration and content of the training contract and provide proof of this at the start of the training

Training must be presented to the training provider. This proof is not required if the liability risk is already covered by the training provider's business liability insurance.

(3) For practical semesters abroad, the student must ensure that he/she has adequate health, accident and liability insurance cover.

§ 10 Completion of the practical module

(1) In order to have the internship semester recognised as having been properly completed, the student must submit the following documents to the internship supervisor within the deadline:

1. a detailed certificate from the training centre in accordance with Section 5, Paragraph 3, Item c,
2. a report on the practical work carried out in accordance with Section 5, Paragraph 4, Item d.,
3. proof of participation in the accompanying course of the Media, Technology & Society degree programme

(2) The date shall be set by the internship supervisor.

(3) The practical semester is not graded, but must be completed successfully (successfully participated).

§ 11 Recognition of practical activities

Relevant practical work experience after completing the previous degree cannot usually be recognized for the practical module. The internship supervisor decides on recognition in each individual case.

Annex 4.1 Internship contract

Internship contract
Darmstadt University of Applied Sciences
for students of the Media Department, Media, Technology & Society degree program
(Pattern)

Between

Company Name:

Street:

ZIP / City:

Phone:

- hereinafter referred to as the practice location -

and the student

Name first Name:

Birth date:

Registration number:

Zip Code Residential Address:

The following contract is concluded for the implementation of the practical semester, which is required for the four-semester course of study at the Darmstadt University of Applied Sciences in the Media, Technology & Society degree program.

§ 1 Obligations of the contracting parties

(1) The internship placement undertakes to

1. the student or students in the period up to

from the _____ to train with you,

2. the student is permitted to participate in the accompanying studies and/or the

To enable coaching by the university,

3. to issue the student with a certificate containing information on the duration, content and success of the practical activities.

(2) The student undertakes to

1. to take up the training opportunity offered to him or her,

2. to carry out the work assigned as part of the training carefully,

3. to comply with the instructions of the practice and the persons appointed by it,

4. to observe the regulations applicable to the internship placement, in particular work regulations and accident prevention regulations.

§ 2 Guardian

The practice location appoints _____ as contact person for the Supervision of the student and as a discussion partner for the Media, Technology & Society degree program.

§ 3 Remuneration

No compensation or a compensation of is agreed. _____ Euro per calendar month

§ 4 Liability

The student is advised to take out private liability insurance.

§ 5 Duty of confidentiality

The student must observe the same confidentiality obligation as the employees in the internship. This does not prevent the preparation of reports or practical work, provided that they serve study purposes. If these works contain facts that are subject to confidentiality, they may only be published with the express consent of the internship.

§ 6 Termination of the contract

The contract can be terminated by either party without notice for good cause after consulting the university. Good cause exists in particular if the internship placement cannot guarantee the training objective or the student grossly and persistently violates the obligations set out in Section 1 Paragraph 2.

§ 7 Contract execution

This contract is signed in three identical copies. Both contracting parties and the internship coordinator of the Media, Technology & Society degree program will each receive one copy.

(Place, date)

(Place, date)

(Internship)

(Student or student)

Appendix 4.2 Certificate for the practical semester

Certificate of practical semester
for submission to the Darmstadt University of Applied Sciences, Department of Media,
Media, Technology & Society degree programme

Practice agreement
- for submission to the internship supervisor –

Student:

Surname:

First name:

Registration number:

Information about the internship

Contact person at the practice:

Main task of the internship:

Practice period: from _____ until _____

_____, the _____, the _____
Student signature Signature of practice (with stamp)

Annex 5

Module handbook of the degree programme

Media, Technology & Society

Master of Science

of the Media Department

Darmstadt University of Applied Sciences

from 30.05.2023

Underlying BBPO dated 30.05.2023 (Official Notices Year 2024)

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1. Compulsory modules

1	Module name Internship
1.1	Module abbreviation INT
1.2	Type Duty
1.3	Course Accompanying seminar, coaching (2 SWS)
1.4	semester 1st or 3rd semester for four-semester variant
1.5	Module responsible person Prof. Dr. Henriette Heidbrink, Prof. Dr. Sebastian Pranz
1.6	Other teachers All full-time lecturers from the online communication and online journalism courses
1.7	Course level master
1.8	Language of instruction German and English
2	Contents The students work as interns on a project in a practical setting (e.g. publishing house, communications department, agency, research institution). In the accompanying seminar, the experiences of the practical phase are prepared with regard to the questions of the MTS degree program and evaluated and reflected upon after the internship.
3	Goals After completing the module, students will be able to... Expertise: - to know a possible professional field with its most important actors, structures and access Skills: - The students are able to structure and classify (evaluate) relevant practical experience under the special aspects of the MTS degree program. Competencies: - The students create and publish their first work pieces in a practical field (create)
4	Teaching and learning methods Accompanying seminar for the practical semester
5	Workload and credit points Total duration of the internship of (at least) 18 weeks Total workload: 900 Self-study: 870 h Attendance time: 30 h (2 SWS) Credit Points: 30

6	Examination form, duration and examination requirements Practical report and reflection in the form of a semester paper (ungraded), participation in the accompanying study program
7	Necessary knowledge no
8a	Recommended skills no
9	Duration, time structure and frequency of the offer 1 semester, every winter semester
10	Usability of the module n/a
11	Further details are regulated by the Practice Regulations (Appendix 4 of the BBPO)

1	Module name Laboratory I
1.1	Module abbreviation LAB_I
1.2	Type Duty
1.3	Course Project (6 SWS)
1.4	semester 1st semester (2nd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Henriette Heidbrink, Prof. Dr. Sebastian Pranz
1.6	Other teachers All full-time lecturers of the Online Journalism and Online Communication degree programs
1.7	Course level master
1.8	Language of instruction English
2	Contents The Laboratory I module focuses on project-oriented work on conceptual questions related to empirical (usage) research. Here, students work in groups on questions from media and format development as well as strategic corporate development. They are closely supervised by the lecturers. The topics of the projects are based on the individual interests of the students and are selected in consultation with the lecturers. Impulse lectures on current topics (Flashlight) and/or elaborate presentations on specific topics (Deep Dive) are also possible.
3	Goals After completing the module, students will be able to... expertise - to classify (understand) current developments at the interface of media, technology and society Skills - to develop (apply) feasible and relevant project ideas against this background - to select and evaluate (analyse) scientific or conceptual approaches in the context of specific questions Competencies - to create your own conception based on empirical data

4	Teaching and learning methods Project Media used: Blackboard, projector, digital platforms for collaboration
5	Workload and credit points Total workload: 300 Attendance time 6 SWS / 67.5 h Self-study: 232.5 hours Credit Points: 10
6	Examination form, duration and examination requirements - Examination in the form of a portfolio examination in which selected topics from the entire teaching content of the module are covered. - Alternatively, a term paper on a selected topic from the entire teaching content of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge No
8	Recommended skills No
9	Duration, time structure and frequency of the offer 1 semester, every summer semester
10	Usability of the module n/a
11	literature Will be announced at the beginning of the semester.

1	Module name Laboratory II
1.1	Module abbreviation LAB_II
1.2	Type Duty
1.3	Course Project (6 SWS)
1.4	semester 2nd semester (3rd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Henriette Heidbrink, Prof. Dr. Sebastian Pranz
1.6	Other teachers All full-time lecturers of the Online Journalism and Online Communication degree programs
1.7	Course level master
1.8	Language of instruction English
2	Contents The Laboratory II module focuses on working on individual research projects, from brainstorming and research to developing and implementing a research design. Here, students work in groups on issues from media and communication studies or science and technology studies. They are closely supervised by the lecturers. The selection of projects is based on the students' individual backgrounds and orientations and is made in consultation with the lecturers. Care is taken to ensure that at least one scientific method is used and that students apply knowledge and skills from the Advanced Research Designs module. Other options include interactive presentations on specific topics (deep dives), keynote speeches on current research topics (scientific flashlight) and/or a discussion of possible topics for the master's thesis, for example in the form of a poster walk.
3	Goals After completing the module, students will be able to... expertise - to classify (understand) current research at the interface of media, technology and society Skills - to develop relevant research questions against this background and to convert them into feasible and targeted research designs (apply) Competencies - selected problems from the areas of media publicity, data, sustainability, etc. to classify and evaluate theoretically (evaluate) - to conduct (create) your own study based on empirical data
4	Teaching and learning methods Project Media used: Blackboard, projector, digital platforms for collaboration

5	Workload and credit points Total workload: 300 Attendance time 6 SWS / 67.5 h Self-study: 232.5 hours Credit Points: 10
6	Examination form, duration and examination requirements • Examination in the form of a term paper (12 pages) on a selected topic from the teaching content of the module, submission at the end of the course • Paper/presentation on selected topics from the module's teaching content Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge no
8	Recommended skills Laboratory I, Advanced Research Designs
9	Duration, time structure and frequency of the offer 1 semester, every winter semester
10	Usability of the module n/a
11	literature Will be announced at the beginning of the semester.

1	Module name Advanced Research Designs
1.1	Module abbreviation ARD
1.2	Type Duty
1.3	Course Seminar (3 SWS)
1.4	semester 1st semester (2nd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Henriette Heidbrink
1.6	Other teachers Prof. Dr. Pia Sue Helferich, Prof. Dr. Andreas Vlastic, Prof. Dr. Patricia Bliemeister
1.7	Course level master
1.8	Language of instruction English
2	Contents In the course, students will deepen their academic work at master's level. It is assumed that students have mastered the basics such as literature research, academic citation and writing, are familiar with the basic methods of empirical social research (observation, surveys and content analysis) and have understood the interplay between theory and empiricism in inductive and deductive research. In the seminar, students deepen their knowledge and skills particularly in the following fields: • Effective and efficient research of scientific literature, especially with digital tools that use artificial intelligence, natural language processing and machine learning to help quickly find relevant literature and visualize the context of similar publications. • Critical, analytical engagement with theories and models from the areas of media, technology and society – particularly with the aim of developing a sound theoretical background for research projects and deriving meaningful hypotheses and analysis categories. • Differentiated description, analysis and evaluation of individual arguments and complex argumentation structures in scientific publications in order to increase one's own argumentative power. • Derivation of hypotheses based on the argumentation structures • Justification of the choice of method to test the hypotheses • Safe application of the method and comprehensible derivation of conclusions • Overview of other methods and exemplary in-depth study of selected methods • Development of advanced research designs that combine multiple methods (Mixed Methods, Triangulation).
3	Goals After completing the module, students will be able to... expertise • to name (know) central theories, models and methods as well as current, web-based research tools. Skills • to critically analyze and evaluate scientific texts (understand/evaluate) • develop (apply/create) your own arguments and research approaches Competencies

	- You can combine various quantitative and qualitative research methods in a complex research design to conduct (apply/create) your own empirical studies. - They are able to organize and plan their research projects effectively and to present and defend (understand/apply) their research results in an appropriate manner.
4	Teaching and learning methods seminar
5	Workload and credit points Total workload: 150 h Attendance time 3 SWS / 33.75 h Self-study: 116.25 hours Credit Points: 5
6	Examination form, duration and examination requirements - Examination in the form of a written examination (90 minutes) on selected topics from the course content of the Module - Alternatively, examination performance in the form of a portfolio examination (see § 13 BBPO), which covers selected topics from the entire teaching content of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge Basics of scientific work
8	Recommended skills Basics of scientific work
9	Duration, time structure and frequency of the offer 1 semester, every summer semester
10	Usability of the module Laboratory I + II, Master thesis
11	literature Aiello, G., Parry, K. (2019). <i>Visual Communication: Understanding Images in Media Culture</i>. New York: SAGE Publications. Altheide, DL, Schneider, CJ (2012). <i>Qualitative Media Analysis</i>. 2nd ed. New York: SAGE Publications. Bryman, A. (2021). <i>Bryman's Social Research Methods</i>. 6th edition. Oxford: Oxford University Press. Cresswell, J. W.; Cresswell, DJ (2017). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. 5th edition. New York: SAGE Publications. Cresswell, J. W.; Poth, C.N. (2016). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>. 4th edition. New York: SAGE Publications. Deuze, M.; McQuail, D. (2020). <i>McQuail's Media and Mass Communication Theory</i>. 7th edition. New York: SAGE Publications. Mills, B., Barlow, DM (2012). <i>Reading Media Theory: Thinkers, Approaches and Contexts</i>. 2nd Revised Edition. New York: Routledge. Riffe, D., Lacy, S., Fico, F., Watson, B. (2019). <i>Analyzing Media Messages: Using Quantitative Content Analysis in Research</i>. 4th ed. New York: Routledge.

1	Module name Media & Communications I
1.1	Module abbreviation MC_1
1.2	Type Duty
1.3	Course Seminar (2 SWS)
1.4	semester 1st semester (2nd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Henriette Heidbrink
1.6	Other teachers All full-time lecturers from the online communication and online journalism courses
1.7	Course level master
1.8	Language of instruction English
2	Contents The seminar will examine media change in depth from a media culture perspective – especially in relation to the ongoing digital transformation. In particular, the relationship between media, society and culture is analyzed and discussed against the background of the technical conditions and the social and cultural embedding of media. The question of social change in relation to digitalization and sustainability is reflected primarily from three analytical perspectives: • The analysis of media and media systems in society with regard to the change in the public sphere, democracy, media ethics and media criticism – especially against the background of the development of social media • The historically informed analysis of current media offerings – especially with regard to the Distribution of informative, educational, entertaining and advertising offers and their hybrids via digital platforms • The analysis of the interactions between media and culture with an in-depth look at topics such as popular culture, identity formation, media and format development, aesthetics and normative structures in media offerings, literary journalism, etc. The students consolidate their basic knowledge of media studies in a differentiated discussion of specific topics against the background of central theoretical approaches in media studies (e.g. cultural studies, reception aesthetics, cultural theory, media ecology, critical theory, etc.). In the content-related and scientific discussion, concrete references to practice are repeatedly made.

3	Goals After completing the module, students will be able to... expertise - to name (know) central theories, models and concepts of media studies and to better understand (understand) the - role of the media in current social change processes (digitalization and sustainable transformation). Skills - Media offerings in terms of their informative, educational, entertaining and promotional To analyse and evaluate characteristics (understand/evaluate) on the basis of - their profound knowledge of media studies, to describe and evaluate professional tasks, challenges and problems and to select suitable theories, models or concepts from media studies in order to develop their own approaches to solutions (evaluate/apply). Competencies - to write down (create) their own developed description, analysis and solution approaches as a concept paper.
4	Teaching and learning methods seminar Media used: Blackboard, projector, digital platforms for collaboration
5	Workload and credit points Total workload: 75 Attendance time 2 SWS / 22.5 h Self-study: 52.5 hours Credit Points: 2.5
6	Examination form, duration and examination requirements - Examination in the form of a term paper (12 pages) on a selected topic from the entire teaching content of the module, submission at the end of the module. - Alternatively, examination in the form of a portfolio examination (see § 13 BBPO), which covers selected topics from the entire teaching content of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge No
8	Recommended skills Basics of Media Studies
9	Duration, time structure and frequency of the offer 1 semester, every summer semester
10	Usability of the module Laboratory II, Master's thesis
11	literature Chun, WHK; Keenan, T. (ed.) (2006). <i>New media, old media: A history and theory reader</i>. Routledge. Couldry, N. (2012). <i>Media, Society, World: Social Theory and Digital Media Practice</i>. Politics. Deuze, M., McQuail, D. (2020). <i>McQuail's Media and Mass Communication Theory</i>. 7th edition. LEGEND Publications. Fiske, J. (2010). <i>Understanding popular culture</i>. Routledge. Jenkins, Henry. (2013). <i>Spreadable media: creating value and meaning in a networked culture</i>. new York ISBN 978-3-811-14444-0 . Krämer, B., & Frey, F. (ed.). (2020). <i>How We Use the Media: Strategies, Modes and Styles</i>. Springer International Publishing. Mills, Brett, Barlow, David M. (2012). <i>Reading Media Theory: Thinkers, Approaches and Contexts</i>. 2nd Revised Edition. Routledge. Storey, J. (2021). <i>Cultural Theory and Popular Culture: An Introduction</i>. Routledge.

1	Module name Media & Communications II
1.1	Module abbreviation MC_2
1.2	Type Duty
1.3	Course Seminar (2 SWS)
1.4	semester 2nd semester (3rd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Henriette Heidbrink
1.6	Other teachers All full-time lecturers from the online communication and online journalism courses
1.7	Course level master
1.8	Language of instruction English
2	Contents The seminar will explore the question of how change occurs in relation to digitalization and sustainability from a communication science perspective. The communication of content and the discussion in the plenary session will be structured based on three perspectives: • individual: opinion formation, media use, etc. • organisational: corporate and organisational communication, including editorial developments and organisational forms in journalism • social: public in transition and the change of media systems (Media pluralism/concentration) – especially with regard to the interaction of journalism, advertising, marketing, PR and political communication. The students consolidate their basic knowledge of communication science against the background of central theoretical approaches and in the differentiated discussion of specific topics. In the content-related and scientific discussion, concrete references to practice are repeatedly made.
3	Goals After completing the module, students will be able to... expertise • to name (know) central theories and concepts of communication science • to create and explain obvious references to job-relevant application scenarios (understand). Skills • Based on their profound knowledge of communication science, students can describe and evaluate professional tasks, challenges and problems and select suitable theories, models or concepts in order to develop (apply) your own solutions. Competencies • They are able to write down (create) their own developed solutions as a concept paper.
4	Teaching and learning methods seminar Media used: Blackboard, projector, digital platforms for collaboration

5	Workload and credit points Total workload: 75 Attendance time 2 SWS / 22.5 h Self-study: 52.5 hours Credit Points: 2.5
6	Examination form, duration and examination requirements • Examination in the form of a term paper (12 pages) on a selected topic from the entire teaching content of the module, submission at the end of the module. • Alternatively, examination performance in the form of a portfolio examination in which selected topics from the entire teaching content of the module are covered. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge No
8	Recommended skills Basics of Communication Sciences
9	Duration, time structure and frequency of the offer 1 semester, every winter semester
10	Usability of the module Laboratory II, Master's thesis
11	literature Chadwick, A. (2013). The hybrid media system: politics and power, Oxford studies in digital politics. new York ISBN 978-3-811-14444-0 . Deuze, M.; McQuail, D. (2020). McQuail's Media and Mass Communication Theory. 7th edition. New York: SAGE Publications. Dijck, J. van, Poell, T., Waal, M. de. (2018). The Platform Society: Public Values in a Connective World. Oxford ISBN 978-3-811-14444-0 . Hepp, A., & Loosen, W. (2021). Pioneer journalism: Conceptualizing the role of pioneer journalists and pioneer communities in the organizational re-figuration of journalism. Journalism, 22(3), 577-595. https://doi.org/10.1177/1464884919829277 Krämer, B., & Frey, F. (ed.). (2020). How We Use the Media: Strategies, Modes and Styles. Springer International Publishing. https://doi.org/10.1007/978-3-030-41313-2 Nothhaft, H. and W. (2020). Future directions of strategic communication (H. Nothhaft, KP Werder, D. Verjij, & A. Zerfaß, eds.). Routledge, Taylor & Francis Group. https://www.gbv.de/dms/zbw/1667395157.pdf, Valentini, C. (Ed.). (2021). Public relations. De Gruyter Mouton. https://doi.org/10.1515/9783110554250

1	Module name Technology
1.1	Module abbreviation TEC
1.2	Type Duty
1.3	Course Lecture (2 SWS) / Seminar (2 SWS)
1.4	semester 1st semester (2nd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Sebastian Pranz
1.6	Other teachers All full-time lecturers of the Online Journalism and Online Communication degree programs
1.7	Course level master
1.8	Language of instruction English
2	Contents The module examines technical developments in the light of their social context, focusing on both the assessment of the social consequences of technical innovation and its social prerequisites. This is a complementary perspective to the questions dealt with in the Society module. In a first, more theoretical part, relevant positions in the sociology of technology, philosophy of technology and the interdisciplinary research field of Science & Technology Studies (STS) are discussed. The second part of the lecture then deals with current technical challenges: datafication, automation and algorithms; the Internet of Things, digital publics and platforms, media convergence, etc. In addition to a more theoretical discussion of the questions mentioned, exemplary practical units are also possible (collection of environmental data with sensors, data visualization, etc.). Possible contents: • Technology shapes society vs. society shapes technology ('Social Shaping of Technology') • Path dependency and technology acceptance • Network theories • Technology assessment in complex systems • Digital publics and platformization • Smart everyday objects and the Internet of Everything • Algorithms and Big Data

3	Goals After completing the module, students will be able to... Expertise: • to understand technical artefacts in their social context • relevant approaches from Science & Technology Studies to concrete phenomena of online Communication to refer (apply) Skills: • To record and classify (analyse) technology use and acceptance using various theoretical models Competencies • current technological trends and technical innovations in the light of possible social To rate consequences (rate)
4	Teaching and learning methods Seminar (Sem) Media used: Blackboard, projector, digital platforms for collaboration
5	Workload and credit points Total workload: 225 Attendance time 4 SWS / 45 h Self-study: 180 h Credit Points: 7.5
6	Examination form, duration and examination requirements Lecture: • Examination in the form of a term paper (12 pages) on a selected topic from the entire teaching content of the module, to be submitted at the end of the module. • Alternatively, examination performance in the form of a portfolio examination in which selected topics from the entire teaching content of the module are covered. Seminar: Preliminary examination (see § 4 ABPO, ungraded) Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge No
8	Recommended skills No
9	Duration, time structure and frequency of the offer 1 semester, every summer semester
10	Usability of the module Laboratory I + II, Society, Master's thesis
11	literature Current literature will be announced at the beginning of the semester. Basic works: Bijker, W. E., Hughes, T. P., & Pinch, T. (Eds.). (2012). The social construction of technological systems: New directions in the sociology and history of technology (Anniversary ed). WITH Press. Felt, U. (Ed.). (2017). The handbook of science and technology studies (Fourth edition). The MIT Press. Jasanoff, S., & Society for Social Studies of Science (Eds.). (1995). Handbook of science and technology studies (Rev. ed). Sage Publications.

1	Module name Sustainable Society
1.1	Module abbreviation SOC
1.2	Type Duty
1.3	Course Lecture (2 SWS) and seminar (2 SWS)
1.4	semester 2nd semester (3rd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Torsten Schäfer
1.6	Other teachers All full-time lecturers of the Online Journalism and Online Communication degree programs
1.7	Course level master
1.8	Language of instruction English
2	Contents The lecture focuses on selected communication science and ethical aspects of the mass media sustainability discourse. This takes place in the context of the master's key question about the interplay between media, technological development and society. The lecture is therefore complementary to the Technology lecture. The lecture Sustainable Society explores the foundations of a contemporary understanding of sustainability and, building on this, introduces various disciplines and their fields of discourse (including digital capitalism, sociology, anthropology, time research, transformation research, environmental journalism theories) with their respective social science foundations. The main subject of the question is climate communication, which the course addresses from various perspectives. The students are repeatedly given concrete, practical tasks through small exercises and interactions that help them to understand technological progress in greater depth in the light of social and ecological contexts. The lecture includes the basics of PR, journalism, science communication and NGO communication. She works inter- and transdisciplinarily and fundamentally incorporates a technology-critical approach into her working methods.
3	Goals After completing the module, students will be able to... Expertise: - scientific discussions on topics such as climate communication, environmental journalism, media To differentiate between sustainability communication, digital capitalism theory, time and resonance issues or multi-actor-specific discourses and Anthropocene debates. Skills - Integrating sustainability as a core value into one's own work and, on this basis, developing technological and social - To classify (analyse) transformation processes in a contemporary manner and - to reflect (evaluate) different definitions around terms such as responsibility, sustainability, climate change or Great Transformation against the background of central ethical approaches. Competencies - the above-mentioned theoretical and conceptual instruments and the associated values on - to apply current and future issues in consulting, conception and development projects.
4	Teaching and learning methods Seminar (Sem) Media used: Blackboard, projector, digital platforms for collaboration

5	Workload and credit points Total workload: 225 Attendance time 4 SWS / 45 h Self-study: 180 h Credit Points: 7.5
6	Examination form, duration and examination requirements Lecture: - Examination in the form of a term paper (12 pages) on a selected topic from the entire teaching content of the module, to be submitted at the end of the module. - Alternatively, examination performance in the form of a portfolio examination in which selected topics from the entire teaching content of the module are covered. Seminar: Preliminary examination (see § 4 ABPO, ungraded) Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge no
8	Recommended skills no
9	Duration, time structure and frequency of the offer 1 semester, every winter semester
10	Usability of the module Laboratory II, Master's thesis.
11	literature Bendell, J. (2018). Deep adaptation: a map for navigating climate tragedy. Institute for Leadership and Sustainability (IFLAS) <i>Occasional Papers Volume 2</i>. University of Cumbria, Ambleside, UK. Boykoff, M.T., & Boykoff, J.M. (2004). Balance as bias: Global warming and the US prestige press. <i>Global Environmental Change</i>, 14(2), 125-136. https://doi.org/10.1016/j.gloenvcha.2003.10.001 Brüggemann, M., Frech, J. & Schäfer, T. (2022). Transformative Journalisms: How the ecological crisis is transforming journalism. In: Anders Hansen (ed.): <i>The Routledge Handbook of Environment and Communication</i>. 2nd edition. New York: Routledge. Hernández-Morcillo, Mónica, et al. (2014). Traditional ecological knowledge in Europe: Status quo and insights for the environmental policy agenda. <i>Environment</i>. 56(1):3–17. doi:10.1080/00139157.2014.861673. S2CID 153834585. Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES)(nd). Global IPBES Assessment on Biodiversity and Ecosystem Services. Available at: https://www.de-ipbes.de/de/Globales-IPBES-Assessment-zu-Biodiversitat-und-Okosystemleistungen-1934.html Kimmerer, R. W. (2013). <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. First paperback edition. Milkweed Editions. Krøvel, R. (2015). Where Did Nature Go? Is the Ecological Crisis Perceptible within the Current Theoretical Frameworks of Journalism Research? In: Richar, M., Raundalen, J. & Vestberg, NL (eds.): <i>Media and the Ecological Crisis</i>, 121–138. Routledge. Marshall, G. (2015). <i>Don't even think about it: Why our brains are wired to ignore climate change</i>. Bloomsbury. Nachtwey, O., & Seidl, T. (2020). <i>The Solutionist Ethic and the Spirit of Digital Capitalism</i>. https://doi.org/10.31235/osf.io/sgjzq Rockström, J., W. Steffen, K. Noone, Å. Persson, FS Chapin, III, E. Lambin, TM Lenton, M. Scheffer, C. Folke, H. Schellnhuber, B. Nykvist, CA De Wit, T. Hughes, S. van der Leeuw, H. Rodhe, S. Sörlin, PK Snyder, R. Costanza, U. Svedin, M. Falkenmark, L. Karlberg, RW Corell, VJ Fabry, J. Hansen, B. Walker, D. Liverman, K. Richardson, P. Crutzen, & J. Foley (2009). Planetary boundaries: exploring the safe operating space for humanity. <i>Ecology and Society</i> 14(2): 32. Available at: http://www.ecologyandsociety.org/vol14/iss2/art32/ Schäfer, T (2020 a). Journalism. In: Zemanek, Evi/Kluwick, Ursula (eds.): <i>Sustainability – interdisciplinary. Concepts, discourses, practices. A compendium</i>. Böhlau-Verlag (pp. 337-350.) Schäfer, T. (2020 b). Andreas Weber: We need to explore forms of connection that other genres allow. <i>Green Journalism</i>. Available at: https://gruener-journalismus.de/andreas-weber-wir-muessen-formen-der-verbundenheit-erkunden-die-andere-genres-zulassen/ Schäfer, T. (2021). Holistic media ethics in times of solutionism and digital capitalism – fragments for a critical terrestrial thinking. Talk at the Conference for Media Education at the University of Lapland in Rovaniemi (Finland). Lecture, September 29th 2021. Rovaniemi, Finland. https://www.ulapland.fi/EN/Events-University-of-Lapland/MEC-2021 Schiermer, B. (2015): Acceleration and Resonance: An Interview with Hartmut Rosa. Sagepub Publishing House. https://journals.sagepub.com/pb-assets/cmscontent/ASJ/Acceleration_and_Resonance.pdf.

Schneidewind, U./Singer-Brodowski, M (2014): *Transformative science. Climate change in the German science and higher education system*. Metropolis 2014.

UNESCO: Indigenous peoples: Informed custodians of biodiversity. Available at: <https://en.unesco.org/courier/2021-3/indigenous-peoples-informed-custodians-biodiversity>

Wilson, E. O. (1984). *Biophilia*. Harvard University Press.

German Advisory Council on Global Change (WBGU, ed., 2011). *World in Transition: Social Contract for a Great Transformation*; [Main report] (2nd, revised edition). German Advisory Council on Global Change (WBGU)

2. Electives

1	Module name Topics A1: Personal Responsibility & Growth
1.1	Module abbreviation TOP_A1.1
1.2	Type Compulsory voting
1.3	Course Lifelong Learning Seminar, according to WP catalogue
1.4	semester 1st semester (2nd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Pia Sue Helferich
1.6	Other teachers Prof. Dr. Thomas Pleil, Prof. Dr. Martin Wessner, Dr. Jochen Robes, lecturers
1.7	Course level master
1.8	Language of instruction English
2	Contents Lifelong learning: objectives, justifications, requirements • Media support for lifelong learning • Lifelong learning in a professional context
3	Goals After completing the module, students will be able to... Expertise: • the basic terms, concepts and positions in the area of lifelong/lifelong Learn to differentiate and analyse, especially with regard to media support Skills: • to evaluate the opportunities and challenges of media (technologies) and methods for lifelong learning. Competencies: • To design learning scenarios for lifelong learning and to implement (apply) them as examples.
4	Teaching and learning methods Seminar (Sem) Media used: Blackboard, projector, digital platforms for collaboration
5	Workload and credit points Total workload: 150 h Attendance time 3 SWS / 33.75 h Self-study: 116.25 hours Credit Points: 5

6	Examination form, duration and examination requirements • Examination in the form of a term paper (12 pages) on a selected topic from the entire Teaching content of the module, submission at the end of the module. • Alternatively, examination performance in the form of a portfolio examination, which covers selected topics from the entire teaching content of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge No
8	Recommended skills Basic knowledge of didactics or learning psychology is an advantage
9	Duration, time structure and frequency of the offer 1 semester, summer semester, at least once every 2 years.
10	Usability of the module n/a
11	literature Will be announced at the beginning of the semester

1	Module name Topics A1: Personal Responsibility & Growth
1.1	Module abbreviation TOP_A1.2
1.2	Type Compulsory voting
1.3	Course Building & Managing Personal Brands Seminar, according to WP catalogue
1.4	semester 1st semester (2nd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Thomas Pleil
1.6	Other teachers Prof. Dr. Pia Sue Helferich, Lecturer
1.7	Course level master
1.8	Language of instruction English
2	Contents In the media environment in particular, personal branding plays an important role in starting a career and developing a career alongside formal qualifications. In practice, successful personal branding is often seen as proof of competence for media professionals. Both in application processes and in everyday working life - especially for freelancers - personal branding creates visibility and can give you a competitive advantage over others. In contrast, many students Reservations, professional topics or presenting oneself as professional. The module is therefore particularly geared towards the situation and life of students. The following topics are dealt with in detail: • Theoretical foundations of personal brands and their relevance in the digital age • Personal branding strategies based on target group analysis, goals and message development • Personal branding channels in the social web • Personal website: concept and implementation • Networking as a personal branding measure • Case studies, especially from female media professionals • Development and implementation of individual personal branding strategies

3	Goals After completing the module, students will be able to... expertise - the function and relevance of personal branding for career entry and career development in To assess (know) the media sector, - Understand the differences between classic (corporate) brands and personal brands (understand) Skills - To critically discuss personal branding and to assess (analyse) personal implications - to analyse different personal branding strategies using examples (analyze) Competencies - in the sense of peer feedback, to learn about strategies and their implementation from other students rate. (rate) - develop and implement your own personal branding strategy
4	Teaching and learning methods Media used: Blackboard, projector, digital platforms for collaboration, free tools for creating Sites
5	Workload and credit points Total workload: 150 h Attendance time 3 SWS / 33.75 hs Self-study: 116.25 hours Credit Points: 5
6	Examination form, duration and examination requirements - Portfolio review, consisting of individual personal branding strategy (concept paper) and the implementation of concrete measures including reflection/evaluation - Alternatively, examination in the form of a term paper (12 pages) on a selected topic from the entire teaching content of the module, to be submitted at the end of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge no
8	Recommended skills Basics of branding and strategy development in marketing and communication
9	Duration, time structure and frequency of the offer 1 semester, summer semester, at least once every 2 years.
10	Usability of the module n/a
11	literature Jacobson, J. (2020). You are a brand: Social media managers' personal branding and "the future audience". <i>Journal of Product & Brand Management</i>, 29(6), 715-727. https://doi.org/10.1108/JPBM-03-2019-2299 Khedher, M. (2019). Conceptualizing and researching personal branding effects on the employability. <i>Journal of Brand Management</i>, 26(2), 99–109. https://doi.org/10.1057/s41262-018-0117-1 Li, B., Scott, OKM, Naraine, ML, & Ruihley, BJ (2021). Tell Me a Story: Exploring Elite Female Athletes' Self-Presentation via an Analysis of Instagram Stories. <i>Journal of Interactive Advertising</i>, 21(2), 108-120. https://doi.org/10.1080/15252019.2020.1837038 Marin, G.D., & Niliy, C. (2021). Branding on social media. Using LinkedIn in personal brand communication: A study on communications/marketing and recruitment/human resources specialists perception. <i>Social Sciences & Humanities Open</i>, 4(1), 100174. https://doi.org/10.1016/j.ssaho.2021.100174 Molyneux, L. (2019). A Personalized Self-image: Gender and Branding Practices Among Journalists. <i>Social Media + Society</i>, 5(3), 2056305119872950. https://doi.org/10.1177/2056305119872950 Scheidt, S., Gelhard, C., & Henseler, J. (2020). Old Practice, but Young Research Field: A Systematic Bibliographic Review of Personal Branding. <i>Frontiers in Psychology</i>, 11. https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01809 Waller, T. (2020). <i>Personal Brand Management: Marketing Human Value</i>. Springer International Publishing.

<https://doi.org/10.1007/978-3-030-43744-2>

Whitmer, J.M. (2019). You are your brand: Self-branding and the marketing of yourself. *Sociology Compass*, 13(3), e12662. <https://doi.org/10.1111/soc4.12662>

1	Module name Topics A2: Strategy & Transformation
1.1	Module abbreviation TOP_A2.2
1.2	Type Compulsory voting
1.3	Course Strategic Communication & Corporate Storytelling Seminar, according to WP catalogue
1.4	semester 1st semester (2nd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Andreas Vlasic
1.6	Other teachers Prof. Dr. Sebastian Pranz, Prof. Dr. Henriette Heidbrink, lecturers
1.7	Course level master
1.8	Language of instruction English
2	Contents The term storytelling – which in a broad sense means the narrative conveyance of communication content – has now become firmly established in the communications industry. Based on the observation that it is becoming more difficult for companies to communicate with their stakeholders under the conditions of digital communication, various theoretical arguments and empirical findings suggest that narrative processing can be helpful both in terms of attention to and processing of communication. The module therefore takes a broad, interdisciplinary look at the theoretical roots of the concept, its embedding in the strategic communication of companies and possible forms of application. The following topics are addressed, among others: 1. Conditions and approaches of strategic communication of companies from Economic and communication science perspective (digital marketing or branding, internal and external communication, public relations in the digital age) 2. Potential of storytelling from a psychological and sociological perspective (determinants of information processing, attention and cognitive processing) 3. Literary narrative theory and structural principles of stories (basic elements, action patterns, systematizations for scientific and applied questions) 4. Examples and case studies on corporate storytelling in the context of strategic communication/ digital marketing of companies

3	Goals After completing the module, students will be able to... expertise - to understand (know) the connection of the concept of corporate storytelling to strategic communication as a whole as well as to sub-areas (marketing, branding, public relations); - to present (know) the relevant theories and models from psychology, sociology and literary studies; Skills - to understand and evaluate selected strategies based on (current) case studies (analyse, evaluate); skills - to develop (create) alternative strategies or implementations as examples.
4	Teaching and learning methods Seminar (Sem) Media used: Blackboard, projector, digital platforms for collaboration
5	Workload and credit points Total workload: 150 h Attendance time 3 SWS / 33.75 h Self-study: 116.25 hours Credit Points: 5
6	Examination form, duration and examination requirements - Portfolio, consisting of analysis of an existing strategy (concept paper), optimization of an existing strategy or development of a new strategy as well as reflection/evaluation of one's own approach - Alternatively: Examination in the form of a term paper (12 pages) on a selected topic from the entire teaching content of the module, to be submitted at the end of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge No
8	Recommended skills No
9	Duration, time structure and frequency of the offer 1 semester, summer semester, at least once every 2 years.
10	Usability of the module Laboratory I
11	literature Júnior, JR d. O., Limongi, R., Lim, WM, Eastman, JK & Kumar, S. (2023). A story to sell: The influence of storytelling on consumers' purchasing behavior. <i>Psychology and Marketing</i>, 40(2), 239–261. Hello, SMA (2020). <i>Brand Storytelling in the Digital Age: Theories, Practice and Application</i>. Springer International Publishing AG. Philip, K., Keller, KL & Chernev, A. (2021). <i>Marketing Management: (Global Edition, Sixteenth edition</i>. Pearson Education. Woodside, AG, Sood, S. & Miller, KE (2008). When consumers and brands talk: Storytelling theory and research in psychology and marketing. <i>Psychology and Marketing</i>, 25(2), 97–145. Zerfass, A. (2008). Corporate Communication Revisited: Integrating Business Strategy and Strategic Communication. In A. Zerfass, B. van Ruler & K. Sriramesh (Eds.), <i>Public Relations Research: European and International Perspectives and Innovations</i> (pp. 65–96). VS Verlag für Sozialwissenschaften.

1	Module name Topics A2: Strategy & Transformation
1.1	Module abbreviation TOP_A2.2
1.2	Type Compulsory voting
1.3	Course Digital Journalism Seminar, according to WP catalogue
1.4	semester 1st semester (2nd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Henriette Heidbrink
1.6	Other teachers Prof. Dr. Silke Heimes, Prof. Dr. Torsten Schäfer, Prof. Dr. Peter Schumacher, lecturers
1.7	Course level master
1.8	Language of instruction English
2	Contents The course covers key facets of digital journalism: - the shifts in the journalistic field brought about by digital transformation, in particular the role of public broadcasting in relation to digital intermediaries and third-party platforms, - the integration of print, broadcast and online media against the background of the progressive Media convergence, - Data journalism: the use of data in journalistic research, analysis and Visualization, - Opportunities and challenges of social media for digital journalism, - the dimension of sustainability in digital journalism, - Multimedia storytelling: text, video, audio and interactive graphics, - Media and format analysis and the development of new formats using agile methods, - Algorithms and artificial intelligence in journalism and their influence on journalistic practice, - Ethics and responsibility in digital journalism, including data protection, copyright, manipulation and Disinformation, - Business models in digital journalism, - New technologies in journalism, e.g. virtual reality, augmented reality and blockchain
3	Goals After completing the module, students will be able to... expertise - to name (know) the core areas of digital journalism to explain (understand) - the structural, organizational, ethical, technological and economic contexts of digital journalism Skills - Describe and evaluate professional tasks, challenges and problems and select suitable technologies, methods or concepts in order to develop (evaluate) your own solutions in the field of digital journalism Competencies - to write down (create) their own developed solutions as a concept paper.
4	Teaching and learning methods Seminar (Sem) Media used: Blackboard, projector, digital platforms for collaboration

5	Workload and credit points Total workload: 150 h Attendance time 3 SWS / 33.75 h Self-study: 116.25 hours Credit Points: 5
6	Examination form, duration and examination requirements • Examination in the form of a term paper (12 pages) on a selected topic from the entire Teaching content of the module, submission at the end of the module. • Alternatively, examination performance in the form of a portfolio examination, which covers selected topics from the entire teaching content of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge no
8	Recommended skills Basics of Journalism
9	Duration, time structure and frequency of the offer 1 semester, summer semester, at least once every 2 years.
10	Usability of the module n/a
11	literature Broersma, M., & Peters, C. (2016). Rethinking journalism again. Societal role and public relevance in a digital age. Abingdon: Routledge. Canavilhas, J. (2019). Journalism in the twenty-first century: To be or not to be transmedia?. In Journalism etc Ethics: Breakthroughs in Research and Practice (pp. 842–855). IGI Global. Deuze, M. (2019). What Journalism Is (Not). Social Media + Society, 5(3). https://doi.org/10.1177/2056305119857202 dos Santos, MA, Lycarião, D., & de Aquino, JA (2019). The virtuous cycle of news sharing on Facebook: Effects of platform affordances and journalistic routines on news sharing. New Media & Society, 21(2), 398–418. García-Avilés, JA, Carvajal-Prieto, M., Arias, F., & De Lara-González, A. (2019). How journalists innovate in the newsroom. Proposing a model of the diffusion of innovations in media outlets. The Journal of Media Innovations, 5(1), 1–16. Herrera Damas, S., & Benítez de Gracia, M.J. (2022). Immersive journalism: Advantages, disadvantages and challenges from the perspective of experts. Journalism and Media, 3(2), 330-347. Kolo, C., Mutterlein, J., & Schmid, S.A. (2022, January). Believing Journalists, AI, or Fake News: The Role of Trust in Media. In HICSS (pp. 1–10). Loosen, W., Ahva, L., Reimer, J., Solbach, P., Deuze, M., & Matzat, L. (2022). 'X Journalism'. Exploring journalism's various meanings through the names we give it. Journalism, 23(1), 39-58. Taddicken, M., & Schumann, C. (2021). Algorithms and Communication (Vol. 9, p. 136). ENG. Vázquez-Herrero, J., Direito-Rebollal, S., Silva-Rodríguez, A., & López-García, X. (2020). Journalistic metamorphosis. Cham: Springer.

1	Module name Topics A2: Strategy & Transformation
1.1	Module abbreviation TOP_A2.3
1.2	Type Compulsory voting
1.3	Course Corporate Social Responsibility and Sustainable Strategies Seminar, according to WP catalogue
1.4	semester 1st semester (2nd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Lars Rademacher
1.6	Other teachers Lecturer
1.7	Course level master
1.8	Language of instruction English
2	Contents • Basics of business ethics • Concepts CSR, Sustainability, Governance • CSR communication • CSR and sustainability reporting • CSR as a management discipline
3	Goals After completing the module, students will be able to... expertise • to differentiate (know) the essential concepts and distinctions in the fields of CSR, Sustainability Communication and Governance, reporting standards in CSR reporting • to classify (understand) the normative foundations of value-based corporate management Skills • To analyse CSR reports in the light of the above aspects • to apply normative arguments to selected practical examples and to explain phenomena such as Critically classify (evaluate) greenwashing Competencies • and to plan CSR concepts themselves and to apply the principles of CSR communication (create).
4	Teaching and learning methods Seminar (Sem) Media used: Blackboard, projector, digital platforms for collaboration
5	Workload and credit points Total workload: 150 h Attendance time 3 SWS / 33.75 h Self-study: 116.25 hours Credit Points: 5

6	Examination form, duration and examination requirements • Examination in the form of a term paper (12 pages) on a selected topic from the entire Teaching content of the module, submission at the end of the module. • Alternatively, examination performance in the form of a portfolio examination, which covers selected topics from the entire teaching content of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge no
8	Recommended skills no
9	Duration, time structure and frequency of the offer 1 semester, summer semester, at least once every 2 years.
10	Usability of the module n/a
11	literature Crowther, D. & Seifi, S. (Eds.) (2021). <i>The Palgrave Handbook of Corporate Social Responsibility</i>, Springer International Cham https://doi.org/10.1007/978-3-030-42465-7 Fischer, M. et al. (2023). <i>Sustainable Business. Managing the Changes of the 21st Century</i>, Springer International Cham, https://doi.org/10.1007/978-3-031-25397-3 Okpara, JO & Idowu, S. (Eds.) (2013). <i>Corporate Social Responsibility. Challenges, Opportunities and Strategies for 21st Century Leaders</i>. Springer International Cham. https://doi.org/10.1007/978-3-642-40975-2 Tench, R., Sun, W. & Jones, B. (Eds.) (2014). <i>Communicating Corporate Responsibility: Perspectives and Practice</i>, Emerald Bingley https://doi.org/10.1108/S2043-9059(2014)0000006012 Weder, F., Rademacher, L. & Schmidpeter, R. (Eds.) (2023). <i>CSR communication in the media. Media Management on Sustainability around the Globe</i>, Springer International Cham https://doi.org/10.1007/978-3-031-18976-0

1	Module name Methods & Processes B1: Understanding Data
1.1	Module abbreviation MP_B1.1
1.2	Type Compulsory voting
1.3	Course Data Analysis & Data Storytelling Seminar, according to WP catalogue
1.4	semester 2nd semester (3rd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Sebastian Pranz
1.6	Other teachers Prof. Dr. Melpomeni Alexa, Prof. Dr. Bernhard Thull, Lecturers
1.7	Course level master
1.8	Language of instruction English
2	Contents Gaining knowledge from large data sets (Big Data) is considered a key skill that plays a role in data and sensor journalism, data-driven marketing and digital humanities. The module offers insight into working with data across the entire value chain, from collection/scraping to exploratory analysis and visualization. Practical focus can be placed on various application contexts, methods (web scraping, network graphs, NLP & sentiment analysis, data storytelling etc.) or tools (Neo4J, Tableau etc.). Innovative forms of data collection are also interesting - such as collecting environmental data using sensors. Working with data should be contextualized and critically questioned by examining approaches from data literacy and critical data studies.
3	Goals After completing the module, students will be able to... Expertise: • to name (know) central concepts of data studies and relevant application scenarios; • to classify (understand) different methods in the context of a question; Skills • to exploratively examine (apply) a given data set; • data-based collection and presentation methods in the context of ethical/data-critical assess (evaluate) issues; Competencies • to plan and implement (create) an interactive data story.
4	Teaching and learning methods Seminar (Sem) Media used: board, projector, digital tools

5	Workload and credit points Total workload: 150 h Attendance time 3 SWS / 33.75 h Self-study: 116.25 hours Credit Points: 5
6	Examination form, duration and examination requirements • Examination in the form of a term paper (12 pages) on a selected topic from the entire Teaching content of the module, submission at the end of the module. • Alternatively, examination performance in the form of a portfolio examination, which covers selected topics from the entire teaching content of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge No
8	Recommended skills Basic knowledge of data processing
9	Duration, time structure and frequency of the offer 1 semester, winter semester, at least once every 2 years.
10	Usability of the module n/a
11	literature Balazka, D., & Rodighiero, D. (2020). Big Data and the Little Big Bang: An Epistemological (R)evolution. <i>Frontiers in Big Data</i>, 3, 31. https://doi.org/10.3389/fdata.2020.00031 Bonde Thylstrup, N., Flyverbom, M., & Helles, R. (2019). Datafied knowledge production: Introduction to the special topic. <i>Big Data & Society</i>, 6(2), 205395171987598. https://doi.org/10.1177/2053951719875985 Engel, J., Biehler, R., Frischmeier, D., Podworny, S., Schiller, A., & Martignon, L. (2019). Civil statistics: concept a new perspective on data literacy and statistical literacy. <i>AStA Economic and Social Statistical Archive</i>, 13(3–4), 213–244. https://doi.org/10.1007/s11943-019-00260-w Gray, J., Gerlitz, C., & Bounegru, L. (2018). Data infrastructure literacy. <i>Big Data & Society</i>, 5(2), 205395171878631. https://doi.org/10.1177/2053951718786316 Hai-Jew, S. (Ed.). (2017). <i>Data Analytics in Digital Humanities</i>. Springer International Publishing. https://doi.org/10.1007/978-3-319-54499-1 Kokensparger, B. (2018). <i>Guide to Programming for the Digital Humanities: Lessons for Introductory Python</i>. Springer International Publishing. https://doi.org/10.1007/978-3-319-99115-3 Mandinach, EB, Parton, BM, Gummer, ES, & Anderson, R. (2015). Ethical and appropriate data use requires data literacy. <i>Phi Delta Kappan</i>, 96(5), 25-28. https://doi.org/10.1177/0031721715569465 Ruppert, E., Isin, E., & Bigo, D. (2017). Data politics. <i>Big Data & Society</i>, 4(2), 205395171771774. https://doi.org/10.1177/2053951717717749 Schintler, LA, & McNeely, CL (Eds.). (2022). <i>Encyclopedia of Big Data</i>. Springer International Publishing. https://doi.org/10.1007/978-3-319-32010-6 Thatcher, J. (2014). Big Data, Big Questions Living on Fumes: Digital Footprints, Data Fumes, and the Limitations of Spatial Big Data. <i>International Journal of Communication</i>, 8, 19. van Es, K., Wieringa, M., & Schäfer, MT (2018). Tool Criticism: From Digital Methods to Digital Methodology. <i>Proceedings of the 2nd International Conference on Web Studies</i>, 24–27. https://doi.org/10.1145/3240431.3240436 Zwitter, A. (2014). Big data ethics. <i>Big Data & Society</i>, 1(2), 205395171455925. https://doi.org/10.1177/2053951714559253

1	Module name Methods & Processes B1: Understanding Data
1.1	Module abbreviation MP_B1.2
1.2	Type Compulsory voting
1.3	Course Data-Driven Communications Seminar, according to WP catalogue
1.4	semester 2nd semester (3rd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Patricia Bliemeister
1.6	Other teachers Prof. Dr. Melpomeni Alexa, Lecturer
1.7	Course level master
1.8	Language of instruction English
2	Contents The importance of data and measures based on it in the area of corporate communication (data-driven communication) has increased significantly in recent years. By conducting analyses based on customer or consumer data, communication strategies can be optimized in terms of their relevance, frequency and effectiveness. The application scenarios are diverse and the range of tools is varied. For this reason, a holistic view of data-driven communication is necessary - based on business goals, the different stages of the customer journey, a basic understanding of data analysis and data quality. The following focal points can be set in the module: • Learning about possible applications of data-driven communication approaches • Overview of data-driven communication scenarios (e.g. performance analyses, data-driven CRM communication, etc.), • Independent implementation of a measure in the area of data-driven communication and • Opportunities and limitations of data-driven communication measures.
3	Goals After completing the module, students will be able to... Expertise: • to identify (know) the objectives of using DDC • possible effects of DDC against the background of a holistic marketing strategy differentiate (understand) Skills • to answer your own questions by applying DDC to practical cases and to To carry out your own analyses using common tools and to critically • evaluate the opportunities and limitations of DDC against the background of relevant <i>literature</i> Competencies • to create your own DDC projects based on the skills developed (Competency level 6: create)

4	Teaching and learning methods seminar Media used: Blackboard, projector, digital platforms for collaboration
5	Workload and credit points Total workload: 150 h Attendance time 3 SWS / 33.75 h Self-study: 116.25 hours Credit Points: 5
6	Examination form, duration and examination requirements • Examination in the form of a term paper (12 pages) on a selected topic from the entire teaching content of the module, submission at the end of the module. • Alternatively, examination performance in the form of a portfolio examination, which covers selected topics from the entire teaching content of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge no
8	Recommended skills Basic knowledge of statistics
9	Duration, time structure and frequency of the offer 1 semester, winter semester, at least once every 2 years.
10	Usability of the module Laboratory II
11	literature Bandari, R. et al. (2012). The Pulse of News in Social Media: Forecasting Popularity. <i>Proceedings of the Sixth International AAAI Conference on Weblogs and Social Media</i> (Vol. 6 No.1). https://ojs.aaai.org/index.php/ICWSM/article/view/14261 Eggensperger, J., & Redcross, N. (2018). <i>Data-Driven Public Relations Research: 21st Century Practices and Applications</i> (1st ed.). Routledge. https://doi.org/10.4324/9781315196688 Peter, C. (2022). <i>Customer focus. It depends on the Ands</i>. Sulona Publishing. Rackley, J. (2015). <i>Marketing Analytics Roadmap</i>. Apress. Rashedi, J. (2023). <i>The Data-driven Organization</i>. Springer Nature Switzerland. Siegel, E. (2013). <i>Predictive Analytics. The Power To Predict Who Will Click, Buy, Lie Or Die</i>. Wiley.

1	Modules name Methods & Processes B2: Managing Processes
1.1	Module abbreviation MP_B2.1
1.2	Type Compulsory voting
1.3	Course Media Development Seminar, according to WP catalogue
1.4	semester 2nd semester (3rd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Sebastian Pranz
1.6	Other teachers Prof. Dr. Henriette Heidbrink, Lecturer
1.7	Course level master
1.8	Language of instruction English
2	Contents The course focuses on processes and methods from media development. These include, for example, approaches from entrepreneurship research (e.g. causation, effectuation, bricolage) or from format development (design thinking, etc.) or agile methods from project management (e.g. Scrum, Kanban). These processes and methods are explained and discussed using exemplary business cases from the media industry. The methods/processes presented are applied in the course. For example, students can use identified business opportunities to develop their own entrepreneurial ideas or format ideas to prototype maturity. The conception process is divided into different sprints in the spirit of agile project management (agile mindset). An example structure could look like this: • Sprint 1: Opportunity identification (market analysis, target group definition, problem definition) • Sprint 2: Evaluation (qualitative or quantitative evaluation of the idea, formulation of strategic goals) • Sprint 3: Conception/Prototyping (development of an interactive prototype with tools such as Adobe XD, Figma or Sketch) • Sprint 4 (optional): User test (testing the prototype and defining further development goals)
3	Goals After completing the module, students will be able to... Expertise: • To differentiate (understand) strategies and patterns of entrepreneurial action; Skills • various models of business development (Lean Canvas, Design Thining etc.) on your own concepts to refer (apply); • know the principles of agile project management and apply them to your own group projects (apply) • identify relevant problems of target groups as business opportunities (analyze); Competencies • to assess (evaluate) the entrepreneurial strategies of media companies and NGOs against the background of selected approaches from entrepreneurship research • to conceptually implement (create) your own business idea up to prototype status

4	Teaching and learning methods Seminar (Sem) Media used: Blackboard, projector, digital platforms for collaboration
5	Workload and credit points Total workload: 150 h Attendance time 3 SWS / 33.75 h Self-study: 116.25 hours Credit Points: 5
6	Examination form, duration and examination requirements • Examination in the form of a term paper (12 pages) on a selected topic from the entire Teaching content of the module, submission at the end of the module. • Alternatively, examination performance in the form of a portfolio examination, which covers selected topics from the entire teaching content of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge no
8	Recommended skills No
9	Duration, time structure and frequency of the offer 1 semester, winter semester, at least once every 2 years.
10	Usability of the module n/a
11	literature Arend, R.J., Sarooghi, H., & Burkemper, A.C. (2016). Effectuation, Not Being Pragmatic or Process Theorizing, Remains Ineffective: Responding to the Commentaries. <i>Academy of Management Review</i>, 41(3), 549-556. https://doi.org/10.5465/amr.2016.0086 Carayannis, E.G. (Ed.). (2013). <i>Encyclopedia of Creativity, Invention, Innovation and Entrepreneurship</i>. Springer New York. https://doi.org/10.1007/978-1-4614-3858-8 Dahle, Y., Nguyen-Duc, A., Steinert, M., & Reuther, K. (2020a). Six Pillars of Modern Entrepreneurial Theory and How to Use Them. In A. Nguyen-Duc, J. Münch, R. Prikladnicki, X. Wang, & P. Abrahamsson (Eds.), <i>Fundamentals of Software Startups</i> (pp. 3–25). Springer International Publishing. https://doi.org/10.1007/978-3-030-35983-6_1 Engelen, A., & von Gagem, C. (2017). <i>Opportunity Recognition</i>. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-09418-8 Fisher, G. (2012). Effectuation, Causation, and Bricolage: A Behavioral Comparison of Emerging Theories in Entrepreneurship Research. <i>Entrepreneurship Theory and Practice</i>, 36(5), 1019–1051. https://doi.org/10.1111/j.1540-6520.2012.00537.x Frederiksen, D.L., & Brem, A. (2017). How do entrepreneurs think they create value? A scientific reflection of Eric Ries' Lean Startup approach. <i>International Entrepreneurship and Management Journal</i>, 13(1), 169–189. https://doi.org/10.1007/s11365-016-0411-x Grichnik, D., Baiert, R., & Faschingbauer, M. (2018). Effectuation. In G. Faltn (Ed.), <i>Handbook of Entrepreneurship</i> (pp. 91–107). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-04994-2_5 Kissane, E. (2011). <i>The elements of content strategy</i>. A Book Apart. Sarasvathy, S.D. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. <i>Academy of Management Review</i>, 26(2), 243-263. Sarasvathy, S.D. (2008). <i>Effectuation: Elements of entrepreneurial expertise</i>. Edward Elgar. Shepherd, D.A., McMullen, J.S., & Ocasio, W. (2017a). Is that an opportunity? An attention model of top managers' opportunity beliefs for strategic action. <i>Strategic Management Journal</i>, 38(3), 626-644. https://doi.org/10.1002/smj.2499 Shepherd, D.A., & Patzelt, H. (2021). <i>Entrepreneurial Strategy: Starting, Managing, and Scaling New Ventures</i>. Springer International Publishing. https://doi.org/10.1007/978-3-030-78935-0 Steininger, D.M., Kathryn Brohman, M., & Block, J.H. (2022). Digital Entrepreneurship: What is New if Anything? <i>Business & Information Systems Engineering</i>, 64(1), 1–14. https://doi.org/10.1007/s12599-021-00741-9 Unger, R., & Chandler, C. (2009). <i>A project guide to UX design: For user experience designers in the field or in the making</i>. New Riders.

1	Modules name Methods & Processes B2: Managing Processes
1.1	Module abbreviation MP_B2.2
1.2	Type Compulsory voting
1.3	Course Moderating Change: Change Communication and Facilitation Seminar, according to WP catalogue
1.4	semester 2nd semester (3rd semester for four-semester variant)
1.5	Module responsible person Prof. Dr. Pia Sue Helferich, Prof. Dr. Thomas Pleil
1.6	Other teachers Lecturer
1.7	Course level master
1.8	Language of instruction English
2	Contents The module builds a bridge between change communication and the supporting role of moderation and strategic communication in transformation processes. Contents in detail: • Basics of traditional change management and the role of communication in it • Basics of change communication • Transformation in companies and public institutions, especially with regard to sustainable transformation • Democratization of change and moderating role of communication • Facilitation as a competence for communication practice with application examples
3	Goals After completing the module, students will be able to... expertise • to know the key approaches to change management and change communication (<i>know</i>) • typical obstacles and supporting conditions in changes as well as the role of <i>Understanding</i> strategic communication • Differences between traditional change processes in companies and transformative To <i>understand</i> changes in economy and society Skills • To analyse given change and transformation scenarios and to identify (<i>analyse</i>) the associated communication challenges Competencies • <i>use</i> selected facilitation methods • to develop (<i>create</i>) a concept for a participation format and the associated strategic communication for a transformative process
4	Teaching and learning methods Seminar (Sem) Media used: Blackboard, projector, digital platforms for collaboration

5	Workload and credit points Total workload: 150 h Attendance time 3 SWS / 33.75 h Self-study: 116.25 hours Credit Points: 5
6	Examination form, duration and examination requirements • Examination in the form of a term paper (12 pages) on a selected topic from the entire Teaching content of the module, submission at the end of the module. • Alternatively, examination performance in the form of a portfolio examination, which covers selected topics from the entire teaching content of the module. Details of the examination will be announced at the beginning of the semester. Possibility of repetition: usually in the following semester
7	Necessary knowledge no
8	Recommended skills No
9	Duration, time structure and frequency of the offer 1 semester, winter semester, at least once every 2 years.
10	Usability of the module n/a
11	literature Bridges, W., & Bridges, S. (2017). Managing Transitions: Making the Most of Change (4th edition). Nicholas Brealey Publishing. Ernst, A. (2019). How participation influences the perception of fairness, efficiency and effectiveness in Environmental governance: An empirical analysis. Journal of Environmental Management, 238, 368-381. https://doi.org/10.1016/j.jenvman.2019.03.020 Justice, T., & Jamieson, D. W. (2012). The Facilitator's Fieldbook: Step-By-Step Guides, Checklists, Samples and Worksheets (Third Edition). Amacom. Kaner, S. (2014). Facilitator's Guide to Participatory Decision-Making, 3rd Edition Wiley. Wiley. https://www.wiley.com/en-us/Facilitator%27s+Guide+to+Participatory+Decision+Making%2C+3rd+Edition-p-9781118404959 Kaur, VP (2022). Social and behavior change communication. International Journal of Advances in Nursing Management, 10(1), 53-56. https://doi.org/10.52711/2454-2652.2022.00014 Liberating Structures—Introduction. (n.d.). Retrieved May 22, 2023, from https://www.liberatingstructures.com/ Matkevicijieny, R., & Jakuciunieny, L. (2023). Communication Professionals as Social Change Agents in Times of Crisis: How Pandemic Situation Has Changed Initiatives in CSR and Sustainability. In IG Arraiano, B. Díaz, M. Del Baldo, R. Schmidpeter, & SO Idowu (Eds.), Corporate Social Responsibility in a Dynamic Global Environment: Sustainable Management in Challenging Times (pp. 365–380). Springer International Publishing. https://doi.org/10.1007/978-3-031-24647-0_19 Pleil, T. & Helferich, PS (2020). Strategy development with the Triple Diamond Model, in: Ruisinger, Dominik: The digital communication strategy, 2nd edition, Stuttgart: Schäffer Poeschel, pp. 160-170. Black, R. (2016). The Skilled Facilitator. John Wiley & Sons, Ltd. https://doi.org/10.1002/9781119176572.ch1 Tools for taking action. (n.d.). Stanford d.School. Retrieved May 22, 2023, from https://dschool.stanford.edu/resources Wilkins, KG, Tufte, T., & Obregon, R. (2014). The Handbook of Development Communication and Social Change. John Wiley & Sons, Ltd. https://doi.org/10.1002/9781118505328

1	Module name SuK – Social and Cultural Sciences (Accompanying study program social and cultural sciences)
1.1	Module abbreviation SUK_1/2
1.2	Type Compulsory voting
1.3	Course Choice from the accompanying study programme in social and cultural sciences
1.4	semester 2nd semester (3rd semester for four-semester variant)
1.5	Module responsible person Head of the accompanying study program in social and cultural sciences, Department of GW
1.6	Other teachers All lecturers of the accompanying study program Social and Cultural Sciences
1.7	Course level master
1.8	Language of instruction German and English
2	Contents The module includes all courses from the accompanying course in social and cultural sciences in the Department of Social Sciences at the SuK II and SuK III levels of the respective semester. Courses that are relevant to the degree program should preferably be chosen. Possible courses to be selected include (there is no obligation to offer them from the list): • Humans in the Digital Age. International Perspectives in Mediatization • Digital Affect Cultures • Cyber Security Threats from a Social Science Perspective • European Identities • Risk Technology and Society • Introduction to Technology Assessment
3	Goals Knowledge: The students learn the reflexive examination of topics of future-oriented and responsible action in a democratic and social constitutional state as well as interdisciplinary cooperation and intercultural communication from an interdisciplinary perspective. Skills: Students are able to deal expertly and critically with their own professional tasks and responsibilities as prospective creative and managerial staff in the areas of editorial and consulting, in which media, technology and society interact, and with their own professional field in the overall social context. Competencies: Students are able to connect and link interdisciplinary competencies with their original professional field. Other competencies vary depending on the course chosen in the accompanying social and cultural sciences course.

4	Teaching and learning methods Lecture (V), seminar (Sem), group work, simulation game depending on the choice of course, usually 2 SWS Media used: Communication media (including electronic learning platforms such as Moodle), presentation media (including projector, whiteboard, blackboard, flipchart, smartboard, metaplan)
5	Workload and credit points Total workload of 150 hours for 5 credit points (CP), usually 2 x 2 SWS are to be chosen, in individual cases 4 SWS can also be chosen - depending on the offer. Attendance times: 68 hours (usually 2 x 34 hours) Self-study: 82 hours (usually 2 x 41 hours)
6	Examination form, duration and examination requirements The courses in the accompanying course in social and cultural sciences conclude with an examination. The following types of examination are possible: Exam (60 min. to 90 min.), lecture (20 min.) with written work (approx. 8 to 10 pages), presentation or homework, creation of a poster, etc. The specific form of examination depends on the course chosen for the accompanying course in social and cultural sciences. It can be found in the online lecture list and is announced at the beginning of the respective course. Regular attendance at the event is a prerequisite for taking the examination. Passing a prerequisite examination may be a prerequisite for taking the examination. This depends on the chosen course of study in social and cultural sciences and will be announced at the beginning of the respective course. There are generally no opportunities to repeat a course in the Social and Cultural Sciences supplementary degree program. In individual cases, however, there is the option of repeating an examination in the following semester or within the academic year (depending on the course chosen in the Social and Cultural Sciences supplementary degree program).
7	Necessary knowledge These are to be assigned to the chosen course of the accompanying study course Social and Cultural Sciences. remove.
8th	Recommended skills These can be found in the course you have chosen for your accompanying course in social and cultural sciences.
9	Duration, time structure and frequency of the offer The module comprises two courses of 2 SWS each or – depending on the offer – one course of 4 SWS. Courses that can be selected for this module are offered every semester.
10	Usability of the module The courses of the accompanying study program in social and cultural sciences are open to all students of the university.
11	literature Literature will be announced in the selected course of the accompanying study program in social and cultural sciences.

3. Final module

1	Module name Master Project
1.1	Module abbreviation MA
1.2	Type Duty
1.3	Course Master Project / Accompanying seminar or personal coaching
1.4	semester 3rd semester for three-semester variant / 4th semester for four-semester variant
1.5	Module responsible person Prof. Dr. Henriette Heidbrink, Prof. Dr. Sebastian Pranz
1.6	Other teachers All full-time lecturers from the online journalism and online communication courses
1.7	Course level master
1.8	Language of instruction German and English
2	Contents See BBPO §12 para. 2
3	Goals See BBPO §12 para. 2
4	Teaching and learning methods In personal coaching, students discuss selected questions about their work (research interest, research design, theory & state of research, etc.) with their supervisor. Alternatively, an accompanying seminar can be arranged in which students give an interim report on their master's projects and receive feedback from supervisors and fellow students.
5	Workload and credit points Total workload: 900 h Credit Points 30
6	Examination form, duration and examination requirements Master's thesis (English, processing time 5 months) and colloquium (30–45 minutes) See BBPO §12
7	Necessary knowledge See BBPO §12

8th	Recommended skills n/a
9	Duration, time structure and frequency of the offer 1 semester, every winter and summer semester
10	Usability of the module n/a
11	literature n/a