Digital Information & Media Culture

- Courses in English -

- Digital Culture & Critical Theory

- International Communication Systems

- Knowledge Organization

- Search Engine Technology & Ranking Optimization

- Social Media & Innovation

International Programme - Department of Information

»The way we do it in Hamburg«

Dear guest students,

You are coming to our International Programme with different expectations about how learning should take place and what teaching should provide. It can be an unsettling experience adapting to unfamiliar administrative structures. Working in teams with different cultural backgrounds is always a challenge but at the same time a great learning opportunity. Our guest students have individual needs for structure, feedback, supervision and support on the one hand and independence, self-reliance and individual time management on the other hand. These can differ considerably.

We evaluate our International Programme thoroughly and make an effort to meet your different expectations. With this information sheet we should like to explain the basic philosophy of our teaching style and provide some policies and guidelines.

How we teach:

- We provide a learning environment which emphasizes key qualifications such as working independently, explorative learning, time management, being prepared to share knowledge with team partners, learning to learn, presenting products for feedback by peers and professors and also to act on this feedback.

- We assume that you were introduced to foundations of library and information management and have now reached the stage of being able to apply your knowledge to practical challenges and small research projects.

- We do not provide homework every single week but expect you to proactively prepare classes and reflect sessions afterwards.

- We provide reading lists and information on how your performance will be assessed.

How our students learn and work:

- We strive to encourage teamwork among students. Typically, you will work in small teams of 2 or 3 students. If you are not happy in your team, you are, of course, welcome to change your team or work individually.

- Students and teachers share the responsibility for your learning progress. Your professors will expect you to contact them if you need extra feedback, input, or explanations.

- You are encouraged to give your fellow students constructive and honest feedback on their performance so they can learn not only from their professors but also from you.

- You are expected to listen to feedback respectfully and improve your performance accordingly.

Policies & guidelines

- Students are expected to attend class regularly. Please inform your tutor if you are sick. As a rule you will not get any credits for a seminar if you miss more than 20% of classes (around 3 classes).

Students are expected to meet deadlines for papers and presentations. If you cannot meet a deadline please send an email to your professor without delay. If you think time pressure is just too high to meet a deadline do say so early enough so that other arrangements can be made.

Course Name: Digital Culture and Critical Theory		
International programme: Digital Information and Media Culture (Bachelor)	**Responsible Lecturer:** Prof. Dr. Steffen Burkhardt	
Work load: 180 hours/semester	**Lecture hours per week:** 4	**ECTS Credits:** 6

Course objectives:

The course introduces students to the role of digital media in today's culture. We will reflect digitalization from a theoretical and practical point of view. We will discuss the challenges of the digital revolution: How the digital is changing the ways in which we produce information. Upon completion of this course, students should be able to reflect digital information and media.

Contents:

This year our course will have a special focus on the importance of video production, since (online) video quickly became a key means for people to satisfy their information and entertainment needs. Studies show that more than half of companies are already making use of the videos – a figure that shows why students need to know more about the medium practically and theoretically. Viewers will share excellent video with others. They will spend longer and more time interacting with organizations using video content. For any social media campaign, any library presentation or SEO exercise, video is without doubt one of the best tools in the kit. We will reflect on the importance of video from a theoretical and practical point of view, assuming that organizations that fail to include videos in their internet information and communication culture will risk to failure.

About didactics and work load distribution:

- Introductory lectures and student presentations
- Reading and seminar discussions of current journal articles on visual resources management
- Creating your own digital story
- Participants should allow for 1.5 to 2 hours wrap-up and preparation (reading, exercises) weekly. For the assignment additional 40 to 60 hours are scheduled.

Course language:

English

Requirements for participation:

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Type of exam / Assessment:

- Presentation – 30%
- Final project (paper) – 70%

Requirements for credit point allocation:

- Class participation
- Short summaries of class readings (one per week)

Literature:

- Stephen Eric Bronner (2011): Critical Theory: A Very Short Introduction. Oxford University Press.
- Douglas Tallack (2013): Critical Theory: A Reader. Routlegde.
- John B. Thompson (1990): Ideology and Modern Culture: Critical Social Theory in the Era of Mass Communication. Polity Press.
- John B. Thompson (1995): Media and Modernity: A Social Theory of the Media. Polity Press.
- Friedrich Kittler (1997): Literature, Media, Information Systems. Taylor & Francis.
- Friedrich Kittler (2009): Optical Media. John Wiley & Sons.
- Lois Tyson (2006): Critical Theory Today: A User-Friendly Guide. Routledge Chapman & Hall.
- Lee McGuigan/Vincent Manzerolle (Ed.) (2013): The Audience Commodity in a Digital Age: Revisiting a Critical Theory of Commercial Media. Lang.
- Lincoln Dahlberg/Sean Phelan (2011): Discourse Theory and Critical Media Politics. Palgrave.
- Cameron McCarthy/Robert Mejia/Heather Greenhalgh-Spencer (Ed.) (2011): New Times: Making Sense of Critical/Cultural Theory in a Digital Age. Lang.
- David M. Berry (2014): Critical Theory and the Digital. Bloomsbury.

Course Name: International Communication Systems

International programme: Digital Information and Media Culture (Bachelor)	**Responsible Lecturer:** Prof. Dr. Wolfgang H. Swoboda

Work load: 180 hours/semester	**Lecture hours per week:** 4	**ECTS Credits:** 6

Course objectives:

Upon successful completion of this course, students will be able to:

- compare basic concepts and models of communication and combine economic and political aspects of communication systems;
- describe sectors of the media industry in transition, find and use relevant media statistics, and describe and deal with some of their major problems;
- analyse the relations of journalism and public relations and use classical theories of the press and the public sphere;
- describe national media systems and their main characteristics, name relevant questions and some outcomes of cross national comparison of media systems;
- outline aspects of global media governance and compare concepts for measuring freedom of communication.

Contents:

- Models of Communication
- Economies of Scale and Scope
- Corporate Strategies
- Economics of Advertising
- Sectors of the Media Industry
- Problems of Media Statistics
- Quality of Country Reports
- Cross National Comparisons
- Structural Transformation of the Public Sphere
- Professional Journalism vs. Public Relations
- Codes of Ethics
- Four Theories of the Press
- Radio Liberty and Radio Free Europe
- MacBride, OSCE, WSIS
- Global Media Governance
- Concepts in Monitoring Freedom of the Press

About didactics and work load distribution:

1. Reading 20 – 30 pages of text each week
2. Participating in lectures and discussions
3. **Preparing an encyclopaedia article for the „Students Glossary of Information and Media Macroeconomy" (concept article, country report, or systematic comparison, max. 10 pages, will be internally published in the seminars moodle system)**

Course language:

English

Requirements for participation:
Access to course material on Hamburg University of Applied Sciences MOODLE System „EMIL".

Type of exam / Assessment:
Preparing and writing an encyclopaedia article within the last 4 weeks of the semester.

Requirements for credit point allocation:
Active participation in class discussions and successful completion of the encyclopaedia article

Literature:

- Marko Ala-Fossi et al: The impact of the Internet on Business Models in the Media Industries - A Sector-by-Sector Analysis, in: Lucy Küng, Robert G. Picard, Ruth Towse: The Internet and the Mass Media, Los Angeles et. al.: Sage 2008, pp. 149 - 169.
- Arnold S. de Beer / John C. Merrill: Global Journalism. Topical Issues and Media Systems, 4th Edition, Boston et al.: Pearson, Chapter 1: John C. Merrill: Global Press Philosophies, pp. 3 - 18; Chapter 2: International Media Systems. An Overview, pp. 19 - 34.
- Sylvia M. Chan-Olmsted / Alan B. Albarran: A Framework for the Study of Global Media Economics, in: Alan B. Albarran / Sylvia M. Chan-Olmsted: Global Media Economics. Commercialization, Concentration and Integration of World Media Markets, Iowa State University Press 1998, pp. 3 - 16
- Robert W. McChesney: The Problems of Journalism, in: The Political Economy of Media. Enduring Isues, Emerging Dilemmas, New York: Monthly Review Press 2008, Chapter 1, pp. 25 - 66; 501 - 510.
- Gillian Doyle: Understanding Media Economics, London / Thousand Oaks, New Delhi: Sage Publications, 2002, Reprint 2006, Chapter 9: Media Economics and Public Policy, pp. 161 - 174; References 175 - 180.
- C. Ann Hollifield: Germany, in: Alan B. Albarran / Sylvia M. Chan-Olmsted: Global Media Economics. Commercialization, Concentration and Integration of World Media Markets, Iowa State University Press 1998, pp.119 - 136.
- Robert G. Picard: Historical Trends and Patterns in Media Economics, in: Alan B. Albarran / Sylvia M. Chan-Olmsted / Michael o. Wirth: Handbook of Media Management and Economics, Mahwah, New Jersey / London: Lawrence Erlbaum Associates 2006, pp. 23 - 36.
- Wolfgang Seufert: Media Statistics in Europe, in: Jürgen Heinrich / Gerd G. Kopper (Eds.): Media Economics in Europe, Berlin: Vistas Verlag 1997, pp. 211 - 228.
- Seán Ó Siochrú / Bruce Girard / Amy Mahan: Global Media Governance. A Beginner's Guide, Lanham / Boulder / New York / Oxford: Rowman & Littlefield Publishers, Inc., 2002, Chapter 4: ITU, 5: WTO; 6: UNESCO; 7: WIPO; 8: ICANN, pp. 35 - 116.
- Siebert, Fred S. / Peterson Theodore/ Schramm, Wilbur: Four Theories of the Press. The Authoritarian, Libertarian, Social Responsibility and Soviet Communist Concepts of What the Press Should Be and Do. Urbana: University of Illinois Press, 1963.
- UNESCO: Many Voices, One World, Paris: UNESCO 1980, Recommendations Part II – VII.
- Christopher Walker: Muzzling the Media: The Return of Censorship in the Commonwealth of Independent States, Freedom House 2007.
- Peter Wilkin: The Political Economy of Global Communication. An Introduction, London / Sterling, Virginia: Pluto Press 2001, Chapter 2: Towards a Global Communications Industry, pp. 24 - 52.

Course Name: Knowledge Organization		
Degree programme: International Module Digital Information and Media Culture (Bachelor)		**Responsible Lecturer:** Prof. Dr. Susanne Glissmann
Work load: 180 hours/semester	**Lecture hours per week:** 4	**ECTS Credits:** 6

Course objectives:

Whereas, many general concepts and principles in knowledge organization and information management have stayed stable over the last fifty years applications rapidly change in the course of technical innovations.

Upon completion of this course, students should be able to:
- permeat general knowledge organization principles and concepts
- understand and apply these principles within the framework of selected new technical environments
- develop and creatively use knowledge organization tools

Contents:

In the past the module alternately focussed on two different topics a) the application of knowledge organisation for the management of visual resources and b) Linked Open Data and Semantic Web. Future topics may include the question how knowledge organisation systems meet the challenges of networked user-centered technical environments, knowledge organization in/of Social Media and Big Data.

a) Visual Resources Management

- After a short introduction into the principles of visual literacy this module focuses on retrieving and evaluating, cataloguing and classifying visual resources as well as on creatively using visual resources. Participants get an overview of different approaches to image description in varied domains like journalism and stock photography, broadcasting corporations, history of art, cultural heritage and museums. Important metadata standards and ontological reference models for visual resources including IPTC, VRA and CIDOC-CRM are introduced.
- Via a 'hands on' approach participants apply diverse classification and indexing schemes for visual materials and use different cataloguing tools and databases. This includes the exploration of semantic technologies and networked tools in the field of image indexing and description.
- Participants also have the opportunity to actively use visual resources. As part of the assignment all participants create a digital story using varied visual resources. The documentary series "Verschollene Filmschätze / Mystères d' Archives" (ARTE) is a very inspiring example of the potential of digital storytelling for educational purposes (http://videos.arte.tv/de/videos/verschollene-filmschaetze--7140914.html).

b) Linked Open Data and Semantic Web
The Semantic Web is the attempt to structure the huge amount of information principally accessible via the WWW in a way that it can be easily interpreted by machines, to enable machines to accomplish parts of the time consuming work involved in finding, combining, and acting upon information on the web. Whereas, the holistic vision of a really Semantic Web incorporating tools that are able to understand and interpret the meaning of words and signs in order to draw intelligent conclusions on the provided data on a global scale has yet to emerge semantic technologies are already widely used in numerous areas of knowledge organization (image databases, questioning answering systems, DBpedia, - the semantic version of Wikipedia) and information search (semantic search, google graph). An important prerequisite for the development of a Semantic Web is the idea of linked (open) data (LOD). Linked Data is a way of publishing data on the (Semantic) Web to encourages reuse, reduce redundancy, maximise its inter-connectedness and enable network effects to add value to data.
After exploring selected 'semantic' end-user-applications like DBpedia and Europeana students acquire knowledge on basic concepts and technologies of semantic technologies and Linked Open Data including
- a revision of knowledge organisation tools like taxonimies, controlled vocabularies, thesauri
- XML and RDF (Resource Description Framework) und RDFa
- Introduction to ontologies and the ontology language OWL as well as the ontology query language SPARQL
- Introduction into the use of an ontology editor like Protegée or Semantic Turkey

	Course language:
About didactics and work load distribution:	English
• Introductory lectures and student presentations	
• Reading and seminar discussions of current journal articles	
• Conducting a small project that involves the creative use of resources (texts, data, images, …)	
• Participants should allow for 1,5 to 2 hours wrap-up and preparation (reading, exercises) weekly. For the assignment additional 40 to 60 hours are scheduled.	

Requirements for participation:

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Type of exam / Assessment:

- Each participant will give a short presentation on a special aspect in the context of the module topic.

- In order to gain experience with using the presented methods the each participant is assigned a project (e. g. digital story, visualization of data, conceptualization of an idea for a semantic application and creation of a small ontology applying an ontology. The assignment consists of the ontology, a number of SPARQL-queries and a documentation) that involves using the presented methods in a more creative way.

- Participants are required to apply the learned principles and methods in the context of making collections accessible (cataloguing, database development, applying markup languages to resources …) using the different standards and or data models studied during the module

Literature:

- FEIGENBAUM, Leo; PRUD'HOMMEAUX, Eric (2013-05-30). SPARQL by Example: A Tutorial. http://www.cambridgesemantics.com/semantic-university/sparql-by-example- Retrieved: 2015-09-04

- GANDON, Fabien; HERMAN, Ivan (2013). An introduction to Semantic Web and Linked Data. http://www.slideshare.net/Culturadigital/an-introduction-to-semantic-web-and-linked-data. Retrieved: 2015-09-04

- HITZLER, Pascal (2008). Semantic Web : Grundlagen. Berlin, Heidelberg : Springer-Verlag Berlin Heidelberg

- Library of Congress (1995): Thesaurus for Graphic Materials I: Subject Terms (TGM I): INTRODUCTION (1995 printed edition).   Chap. II: Indexing images: some principles. Online: http://www.loc.gov/rr/print/tgm1/ii.html. Retrieved: 2015-05-30

- Moving Theory into Praxis - Digital Imaging Tutorial. Chapter 5: Metadata. Online: http://www.library.cornell.edu/preservation/tutorial/contents.html. Retrieved: 2015-05-30

- NOTE, Margot (2011): Managing Image Collections : A practical guide. Chandos Publishing, Oxford

- NOY, Natalya F. ; MCGUINESS, Deborah L. (2001). Ontology development 101 : a guide to creating your first ontology [online]. Stanford, CA : Stanford Knowledge Systems Laboratory, 2001 (Technical Report KSL-01-05). – http://protege.stanford.edu/publications/ontology_development/ontology101-noy-mcguinness.html Retrieved: 2015-09-04

- SHATFORD, Sara (1984): "Describing a picture: a thousand words are seldom cost effective." In: Cataloging & Classification Quarterly (1984) 4(4), 13-30

- SHATFORD, Sara (1986): "Analysing the subject of a picture: a theoretical approach." In: Cataloging & Classification Quarterly (1986) 6(3), 39-62

- SHATFORD LAYNE, Sara (2002): Subject access to art images. In: Baca, Murtha (ed.): Introduction to art image access: issues, tools, standards, strategies. Getty Research Institute, Los Angeles, 2002. S. 1-19. Online: http://www.getty.edu/research/conducting_research/standards/intro_aia/layne.html

- SUNDT, Christine L.: The quest for access to images: history and development.   http://www.uoregon.edu/~csundt/imagedir.htm. Retrieved: 2014-05-30

Course Name: **Search Engine Technology & Ranking Optimization**		
International Programme: Digital Information and Media Culture (Bachelor)	Responsible Lecturer: Tom Alby	
Work load: 180 hours/semester	**Lecture hours per week:** 4	**ECTS Credits:** 6

Course objectives:

Upon successful completion of this course, students will be able to:

- understand the basics of search engine technology,
- optimize a website to improve its ranking in Google & Co,
- understand how to measure success

Contents:

- Search engines like Google or Bing are the most used tools for finding information on the Web. For information professionals, it is important to understand how search engines work and how the general public uses them. This knowledge can be applied when searching for information professionally, when developing one's own searching systems, and when optimizing a website for a better ranking

- In this course we will explore the basics of search engine technology (crawling, indexing, ranking, results presentation). Technical background knowledge is not required, as we will not go into the details of algorithms. However, interest in technical matters is expected.

- The focus of this course will be on how content and websites need to be optimized in order to make them rank better so that they are found by more users (so called Search Engine Optimization or SEO)

About didactics and work load distribution:

60 hours class lectures; 108 hours individual study

Requirements for participation: –	**Course language:** English
Type of exam / assessment: 1. Presentation – 30% 2. Final project – 70%	

Requirements for credit point allocation:

1. Class participation
2. Working Project

Literature:

- Levene, M.: *An Introduction to Search Engines and Web Navigation*. Harlow: Pearson Education Limited, 2nd edition; 2011.
- Croft, W.B.; Metzler, D.; Strohman, T.: *Search Engines: Information retrieval in practice*. Boston, MA: Pearson; 2010.
- Case, D.O.: *Looking for Information: A survey of Research on Information Seeking, Needs, and Behavior*. Bingley: Emerald, 3rd edition, 2012
- Additional readings will be provided in class.

Course Name: Social Media & Innovation

International programme: Digital Information and Media Culture (Bachelor)	Responsible Lecturer: Ada von der Decken

Work load: 180 hours/semester	Lecture hours per week: 4	ECTS Credits: 6

Course objectives:

Upon successful completion of this course, students will be able to:

- overview current standards and developments in the journalism and social media field
- publish their own online-content
- reflect their teamwork and planning competences

Contents:

- web activities of traditional publishers and new players on the scene
- features of social media (source, dialogue, distribution)
- new forms of online journalism
- practice-oriented seminar

About didactics and work load distribution:

- 5-day workshop (8 hours/day)
- report about research conducted

Course language:

English

Requirements for participation:

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Type of exam / Assessment:

Each participant will produce a story on a local topic and hand in a report on their research.

Requirements for credit point allocation:

Active class participation

Literature:

- Brian Carroll (2014): Writing and Editing for Digital Media. Routledge.
- Mark E. Briggs (2013): Journalism Next: A Practical Guide to Digital Reporting and Publishing. CQ.
- Paul Bradshaw/Liisa Rohumaa (2011): The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age. Longman.