UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Media Education

2627-3-E1901R086

Course title

Becoming ‘digitally competent’

Topics and course structure

The Media Education Methods and Techniques course is borrowed from the Media Education course of the degree course in Intercultural Communication. It is designed to enable participants to develop their digital competences, following the European Commission's Digital Competence Framework for Citizens, called DigComp 2.2. The syllabus is structured in five sections, each dedicated to one of the competence areas of the framework. It is divided into five parts, corresponding to as many areas of DigComp 2.2:

1. Information and data literacy

What are the key digital skills related to searching for and managing information online? The main topics addressed will be:

- Navigating and searching for information online
- Selection and organisation of data and content, storage in structured environments
- Assessing the credibility and reliability of online sources
- Creating your own search and updating strategies

2. Communication and collaboration

How does one interact effectively through digital technologies? Specifically, topics such as:

- Tools and platforms for digital communication

- Online collaboration and digital project management
- Netiquette and digital identity management
- Active participation in digital communities and networks

3. Digital content creation

How do you produce original and relevant digital content? We will find out through reflection and targeted in-depth studies on:

- Creation and editing of digital content (texts, images, videos)
- Basic elements relating to copyright and licences (Creative Commons, copyright)
- Use of tools for digital design and production
- Knowledge of formats and tools for multimedia creation

4. Security

What risks are involved in digital? What practices guarantee health and well-being? In this section we will examine in particular:

- Data protection and privacy
- Network security and account protection
- Device security (PCs, smartphones, tablets)

Objectives

The following learning is to be promoted through constant and participative attendance of the lectures and the course-related workshop, in terms of

Knowledge and understanding

- What the Digital Competence Frameworks are and what they describe
- Information and data literacy aspects
- Aspects related to online communication and collaboration
- Digital content creation techniques and best practices
- Elements of computer security and privacy
- Elements of problem solving in the digital environment

Ability to apply knowledge and understanding

- Navigate, search and filter data, information and digital content
- Evaluate data, information and digital content
- Manage data, information and digital content
- Interacting with others through technologies
- Sharing information through digital technologies
- Collaborating through digital technologies
- Develop, integrate and rework digital content
- Select appropriate licences for content
- Protect devices, personal data and privacy
- Protect health and well-being
- Identifying technological needs and responses
- Using digital technologies creatively

- Identifying skills gaps

Methodologies

The course will be delivered in presence, recordings will be made and will be available to the students.

Different methodologies will be used, united by the aim of allowing participants to experiment with the different options provided by digital in education. It will be possible to develop a practical project to demonstrate the acquisition of the skill set covered by the course objectives.

More specifically, the course - with a total duration of 42 hours - will consist of

- 17 2-hour lectures delivered in face-to-face mode;
- 4 laboratory activities of 2 hours conducted in face-to-face interactive mode.

International Exchange Component (COIL)

Starting from the 2026–27 academic year, the course includes a Collaborative Online International Learning (COIL) component, in partnership with Prof. Amy Chambless (Teaching Professor and Director of Italian Language Instruction, UNC Chapel Hill), whose ITAL 203 class will join the exchange. This initiative will be developed across 6 weeks in the middle of the course teaching period (mid-October to end of November).
COIL is a pedagogical approach to global education, originally developed by the State University of New York (SUNY), that connects students across institutions through shared, task-based learning experiences. In this exchange, mixed international groups will be formed – each consisting of approximately two UNC students and three UNIMIB students – who will collaborate on activities aligned with both courses' learning goals.
The exchange is built around a mutual relationship: UNIMIB students will have the possibility to develop a digital content project anchored in the DigComp 3.0 framework, and UNC students – enrolled in a course on Italian language and culture – will interview their Italian peers about topics related to university life, digital competence, and the role of AI in education and the workforce.

Three synchronous group meetings are planned:

- Session 1 – mid-October: Getting to know each other. Mixed groups meet for the first time, share interests, and discuss cultural and digital communication themes. Instructors will provide guiding prompts; the conversation may mix Italian and English.
- Session 2 – by 10 November: Work-in-progress review.
- Session 3 – by end of November: In-depth interview and exchange.

For UNIMIB students, participation in the COIL component is part of the personal project activity and it will not alter the standard assessment criteria: the project will be evaluated using the course rubric.
Further organisational details (sign-up, group matching, platform, time zone logistics) will be communicated during lectures and on the e-learning platform.

Online and offline teaching materials

Slides, examples of digital content in various formats, interactive content, video demonstrations of the use of software, in-depth articles on various topics.

The 'delivery' part of the course will be recorded and made available on the platform for free viewing by

participants. The ‘interactive’ part will allow the development of the various digital skills envisaged both through the use of content and by experimenting with the production of multimedia objects.

Programme and references

The bibliography will consist of Open Access texts made available on the course page.

Sezione 1

Landriscina,
F. (2007). Ma si fanno i conti con il carico cognitivo? Journal of
e-Learning and Knowledge Society, 3(1), 63–74.
Lockar,
A., Ondelli, S., Romanini, F., & Silvestro, E. (2018). Credibile ma
falso. Come riconoscere le fake news (quasi senza leggerle). EUT Edizioni
Università di Trieste.
Silvestri,
F. (2023). Troll languages. Phenomenologies and semiotics of a distinctive
form of Hate Speech. Rivista Italiana di Filosofia del Linguaggio, SFL,
57–68. https://doi.org/10.4396/2022SFL03

Sezione 2

Andrea
Trentini, Andrea Rossi, & Giovanni Biscuolo. (2020). Cittadinanza
Digitale e Tecnocivismo: In un mondo digitale la cittadinanza inizia dai
bit. Milano: Ledizioni (solo Capitoli 1, 2 e 3)
Paci, D.
(2021). Conoscere è partecipare: Digital public history, wiki e citizen
humanities. Umanistica Digitale, 235-249
Scagliarini,
S. (2021). IDENTITÀ DIGITALE E TUTELA DELLA PRIVACY. Il diritto
costituzionale e le sfide dell’innovazione tecnologica. Presentato al
Convegno annuale Associazione Gruppo di Pisa, Genova

Sezione 3

Aliprandi,
S. (2024). L’autore artificiale. Creatività e proprietà intellettuale
nell’era dell’AI. Milano: Ledizioni

Sezione 4

Gui,
M., Gerosa, T., Vitullo, A., & Losi, L. (2020). L’età dello
smartphone. Università degli Studi di Milano-Bicocca.
Guida
all'applicazione del Regolamento UE 2016 679 a
cura del Garante per la Privacy

Assessment methods

Type of test

The exam will be oral, in line with the course objectives, to allow for dialogue and interaction with students in order to assess their critical understanding of the course topics, their didactic/disciplinary analysis skills, and their ability to connect theory and practice. Students may choose between two options:

- **Review/discussion** of the project carried out;
- **Oral interview** with questions on the texts.

Evaluation criteria

The project activity will be assessed according to a rubric presented in class.
In the interview, in addition to knowledge of the texts, the ability to demonstrate the acquisition of the course concepts and the ability to link the digital competence framework presented with relevant professional practices will be assessed.

Office hours

An appointment can be booked from here:
https://calendly.com/andrea-mangiatordi

Programme validity

The programmes are valid for two academic years.

Course tutors and assistants

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES