



# Curriculum

Media Governance and  
Industries Research Lab



Funded by the  
Erasmus+ Programme  
of the European Union



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## INTRODUCTION TO THE PROGRAMME

### What is it about?

The Open Learning Initiative (OLIve) provides a free of charge academic, non-degree, programme to people of refugee and asylum seeking status to support them in connecting their previous professional and academic experience to their new lives in Europe, including the possibility of considering higher education studies at a later stage.

Historically, displaced groups face difficulties entering into tertiary education because of a number of structural factors, such as local language knowledge, financial constraints, degree (mis)recognition. In a number of countries, refugees and asylum seekers sorely lack support networks. OLIve is a set of programmes, which aim to provide a bridge to tertiary education. There are two programmes: a weekend programme (OLIve) and a University preparatory programme (OLIve-UP).

OLIve (weekend) aims to:

- help prepare students in the academic strand for further study;
- assist students incorporate socially and economically into Austrian and possibly other European societies;
- provide a communicative space for refugee and asylum seeking people in the academic environment;
- contribute to expanding the conventional boundaries of the university;
- open the University of Vienna to students with non-traditional backgrounds.

There will be five circles of 12 weeks implemented by the University of Vienna, starting in April 2017, September 2017, January 2018, April 2018 and September 2018. All classes run on Saturdays.

### Who can take part?

All individuals with refugee or asylum seeking status in Austria or another country of the European Economic Area (EEA) who have an interest in pursuing University study. (Asylberechtigte, AsylweberInnen und subsidiär Schutzberechtigte)

The programme is funded by Erasmus+. The Erasmus network includes the Central European University, Hungary, as project leader, and the University of East London, UK, as project partner. All three universities participating in the project offer Olive (WP) and Olive UP (Vienna and UEL starting in April 2017) or is already being offered (CEU since 2016), whereas the fourth partner the European Network Against Racism ENAR serves as a consulting body.

In Vienna, the Technische Universität Wien is also a partner to OLIve.



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## STRUCTURE

- 12-week programme, Saturdays, minimum of 5 hours
- Up to 50 students per cycle
- English courses
- Academic lectures with mini seminars in small groups
- Tutorials in groups for academic, professional and academic skills
- University experts, language teachers, University of Vienna students, female and male tutors
- Additional excursions and other activities subject to availability.

The students will take three different strands of classes each week:

**Language module:** Academic English – 2 hours per week

**Academic lecture and mini seminar** – 1,5 hour per week

**Special Skills Tutorials** – 2 hours per week

Students will be able to choose out of the provided tutorials.

MODEL DAY	
10:00-11:45	English
Mid-morning break	
12:00-12:45	Academic Lecture
12:45-13:30	Discussion in groups
Lunch break	
14:00-16:00	Special Skills



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**OLe**  
Open Learning Initiative

## LANGUAGE MODULES

### ENGLISH

#### What is it about?

The scientific community of all disciplines communicates mostly in English; therefore many key-texts are written in English. To be able to study at a University in Europe speaking English and understanding the terminology of the subject is an important skill. There will be 5 different groups to allow all students to improve their skills starting from their own level.

#### What do you learn?

Specific courses in academic writing, reading and speaking English. You will receive a certificate of your course and will be trained to be ready to do a certificate relevant for your entry to the university.

**Sessions:** 10 times 1,5hrs in small groups

## ACADEMIC LECTURES

#### What is it about?

Academic lectures are the core of the programme including discussions on current issues. Experts from the University of Vienna mostly social sciences – but not only will give introductions to timely and relevant topics. In each cycle, the lectures will address a different main theme.

#### What do you learn?

Introduction to relevant topics and discussion with other participants and students of the University of Vienna in a mini seminar format.

**Sessions:** 10 times 1,5h – 45 minutes lecture and 45 minutes discussion in small groups

## SPECIAL SKILLS

### 1. CV CLINIC

#### What is it about?

Career planning and choosing the subject of interest play an important role in academic life. In this module students will have an insight into different ways to present their skills by successfully writing a CV and an application and 'dos and don'ts' of job interviews.

#### What do you learn?

Writing your application material and preparation for job interviews

**Sessions:** 3 times 2 hrs in groups of max. 25

## PRESENTATION TECHNIQUES

The aim of the tutorial is to explore different types of presentation techniques and their application to diverse situations. In a peer environment, the participants will be encouraged to test the techniques and to make short presentations to Olive participants. The course will be bilingual (EN/ DE); the participants can choose a presentation technique, the language and a topic of their interest.

Sessions: 3 times 1.04.2017, 8.04.2017 and 22.04.2017 at 2 p.m.



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1. Session: introduction into presentation techniques, spontaneous talking, non-verbal communication and body language, dos and don'ts
2. Session: using media in presentations: Power Point, Prezi, poster, flipchart, how to structure a presentation
3. Session: praxis coaching, feedback and group presentations

## 2. ACADEMIC WRITING AND THINKING

### What is it about?

In this module students will learn how to conduct close reading and to write in an academic way – including citations and terminology. They will be introduced to different types of texts and learn how to scientifically approach problems. Also they will be introduced to scientific research and presenting techniques.

### What do you learn?

Skills and competences to be able to start studying at a University

**Sessions:** 3 times 2,5 hrs in groups of max. 20

## 3. CREATIVE SKILLS

### What is it about?

In this module students will be able to express themselves and work creatively on a project. This module provides classes of drama, film and visual arts with the aim of getting a result that could be shown by the end of the whole course. Also students will be able to learn journalistic skills like how to make a podcast or videos.

### What do you learn?

Time to express yourself and learn new ways to do so.

**Sessions:** 3 times for 2hrs

Courses will vary each semester but at least two kinds of courses will be offered. Students of the first circle will choose between the following courses:

## VIDEO CLASS

### What is it about

Up to 4 participants will have the possibility to participate in a video workshop by OKTO TV (community channel okto.tv). The course offers additionally networking options with refugee tv / indimaj / join media activists.

**Sessions:** 10.-12.04.2017 **or** 12.-14.04 both from 4 p.m.-8 p.m. by Okto TV. Equipment will be provided, language of the course is English



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## RADIO CLASS

### What is it about

The course 'creating a podcast - telling stories' wants to teach the basics of broadcast journalism (audio). We're focusing both on what makes a good story as well as how to plan and realize a podcast. Moreover, we're looking into the basics of sound recording as well as sound cut. Participants will plan and produce a podcast of 5-10 minutes.

### Sessions

3 sessions 2 hrs

## PHOTO WORKSHOP

### What is it about

The main purpose of the photography/video workshop "Communicating through arts (photography & video) as a powerful advocacy tool" is to learn to communicate through visual arts and to develop creative skills. At this workshop, the students will be given a tool that will allow them to tell the world, in a universal language, their desires, their dreams, their lives. Visual arts can be used as a powerful advocacy tool to communicate stories of personal expression, in addition to the numerous benefits of using art as a therapeutic technique. Art also provides a platform to raise awareness. The students will express themselves during the workshop freely, without any judgment of their work. An exhibition of the work is also planned at the end of the workshop.

Sessions: 3 times for 2hrs

## JOURNALISTIC WRITING WORKSHOP

### What is it about

This workshop will offer participants professional skills training in journalism writing, both for print and television. The first two sessions will focus on print journalism and will include elements such as: snappy news writing techniques; writing across platforms in the digital age; incorporating interviews; breaking news for print. The second two sessions will focus on writing for television news and will include elements such as: writing to video (and how it differs from writing for print); writing engaging TV news scripts; incorporating interviews into TV news writing; writing a strong stand-up/piece-to-camera; writing breaking news; writing concise 'look-lives'. Both segments (print & TV) will include a practical element and interactive feedback. All workshops will be informal and interactive in nature.

**Sessions:** 4 times for 2 hrs

## ADVOCACY MODULE

Olive has a cooperation partner at the TU Wien, students can register for an additional course:

### Leben und Arbeiten in Österreich: Rechtlicher Rahmen und soziale Praktiken

Sprache: Deutsch

Der Kurs wird an der TU Wien gehalten (Seminarraum AKG, 2014 Favoritenstraße 16, Erdgeschoss - Eingang an der Straße)

Registrierung: Peter Muchitsch: [Peter.muchitsch@tuwien.ac.at](mailto:Peter.muchitsch@tuwien.ac.at)



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Der Kurs bietet eine Einführung in das österreichische Anti-Diskriminierungsgesetz und zielt darauf ab, die Teilnehmer mit den gesetzlichen Standards und ihrer Praxis im Alltag vertraut zu machen. Es umfasst sowohl die Rechte als auch die Pflichten der Arbeitnehmer. Die Einheiten werden in folgende Themen unterteilt:

"Rasse" und ethnische Herkunft, Geschlecht, Religion und Weltanschauung, sexuelle Orientierung, Alter, Behinderung

**Termine:**

Mittwoch, 26.04, 15:00-18:00

Mittwoch, 03.05, 15:00-18:00

Mittwoch, 10.05, 15:00-18:00

Mittwoch, 17.05, 15:00-18:00

Mittwoch, 24.05, 15:00-18:00

Mittwoch, 07.06, 15:00-18:00



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MEDIA GOVERNANCE  
& INDUSTRIES RESEARCH

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# OLIVE SYLLABUS



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# ACADEMIC LECTURES

## *Title:*

A Comparison between Communication Ethics in Ancient Egypt and the World of Today

Anthony Löwstedt

## *Questions:*

1. What are the four ways in which Ptahhotep's 'Teachings' may be useful for communication ethics today, according to Löwstedt?
2. What are the three ways in which the 'Teachings' differ from the Code of Conduct of the International Federation of Journalists? To what extent, if any, are these differences between Oriental and Western thought?
3. Which country at present has a communication ethics and public sphere most like ancient Egypt?

## *Texts:*

Löwstedt, A. (2017). A Preliminary Comparison of the Communication Precepts of Ptahhotep with Current Regulatory Principles, *Journal of Media Ethics*, forthcoming (attached)

Junge, F. (2003). *Die Lehre Ptahhoteps und die Tugenden der ägyptischen Welt*. Orbis Biblicus et Orientalis 193. Freiburg: Universitätsverlag/Göttingen: Vandenhoeck & Ruprecht. (Much of it is available on Google Books:

<https://books.google.at/books?id=d8t1GLgG1QqC&pg=PA11&lpg=PA11&dq=friedrich+junge+ptahhotep&source=bl&ots=wbh3YpqFku&sig=ruQ4PZow7xa7S1VuAly-zXglcaA&hl=en&sa=X&ved=0ahUKEwj716Gx5u3SAhVrAsAKHfMZAZ8Q6AEIITAB#v=onepage&q=friedrich%20junge%20ptahhotep&f=false>

Stadler, M. (2005). Book review: F. Junge. 2003. Die Lehre Ptahhoteps und die Tugenden der ägyptischen Welt, Fribourg. Orbis Biblicus et Orientalis, vol. 193, in *Journal of the American Oriental Society*, 125, pp. 128-129.

<http://archiv.ub.uni->

heidel-

berg.de/propylaeumdok/2533/1/Stadler\_REZ\_Junge\_Die Lehre Ptahhoteps 2005.pdf

*Title:*

Interkulturelle Kommunikation und Mehrsprachigkeit als Herausforderungen in der Kommunikationsgesellschaft

Petra Herzeg

*Questions:*

1. Welche Bedeutung hat interkulturelle Kommunikation und Kompetenz in der Gesellschaft?
2. Welchen Stellenwert hat Mehrsprachigkeit und welche Bedeutung haben mehrsprachige Medien in der und für die Gesellschaft?
3. Welche Rolle spielen Stereotype und Vorurteile in der unterkulturellen Kommunikation?

*Texts:*

Gina G. Barker (2016) Cross-Cultural Perspectives on Intercultural Communication Competence, Journal of Intercultural Communication Research, 45:1, 13-30, DOI: 10.1080/17475759.2015.1104376

Ingrid Gogolin (2010) Stichwort Mehrsprachigkeit, Z Erziehungswissenschaft, 3:529–547 DOI 10.1007/s11618-010-0162-3

Hans-Jürgen Lüsebrink (2016) Interkulturelle Kommunikation im Kontext der aktuellen Globalisierung - Problembereiche und Herausforderungen, DOI 10.1007/978-3-476-05488-3\_6,

*Title:*

Das Elend der Pressefreiheit in Österreich unter Kanzler Metternich  
Wolfgang Duschkowitsch

Es ist Metternich zu verdanken, dass der „Wiener Kongress“ 1815 unter seiner Führung zu einer europäischen Friedensordnung geführt hat. Es gelang ihm, ein Gleichgewicht unter den fünf Großmächten in Europa (Frankreich, Preußen, Österreich, Großbritannien und Russland) herzustellen.

In Österreich führte Metternich ein Kontrollsyste ein, das bislang praktizierte Usancen der Überwachung strukturell und personell weit übertraf. Zensur und Spitzelwesen begründeten das „Metternich’sche System“. Dieses System gilt bis in die heutige Zeit als Prototyp für die Unterdrückung von Demokratie, Presse- und Meinungsfreiheit.

Das Referat ist gesellschaftsgeschichtlich angelegt. Es behandelt nicht nur das Elend der Pressefreiheit und die Flucht von Gegnern Metternichs ins Exil. Von dort aus sorgten sie mithilfe von neu gegründeten Zeitschriften wie auch Gedichten für wirkungsvolle Aussagen und Verbreitung von Opposition und Protest. Das Referat legt auch dar, wie das Elend der frühmodernen Industriegesellschaft, die „soziale Frage“, eingekleidet in das Schlagwort „Pauperismus“, publizistisch aufgegriffen wurde. Nicht zuletzt führt es vor Augen, welche Kräfte sich formiert haben, darunter Studenten der Universität Wien, um eine Milderung der Zensur zu erreichen. Sie waren es, die gemeinsam mit Arbeitern im März 1848 für den Auftakt der Revolution in Wien sorgten. Metternich dankt ab und floh ins Exil nach London.

*Questions:*

Hat sich Metternich selbst publizistisch an die Öffentlichkeit gewendet?

Nach welchen Prinzipen erfolgte die Zensur?

Gab es Worte, die im Schrifttum nicht verwendet werden durften?

Gab es Verbindungen zwischen Exilanten und oppositionell denkenden Menschen, die ihre Heimat nicht verlassen konnten oder wollten?

Nahmen auch Lieder die Funktion eines Mediums kritischer Kommunikation ein?

*Title:*

'Global challenges in Gender, Media, and Politics'

Bruktawit Ejigu Kassa

The lecture first discusses the ways in which women are underrepresented and misrepresented in media worldwide by using examples from global media monitoring studies. It highlights that media representation matters because through media gender norms and stereotypes are transported and reproduced and the existing gender hierarchy is not only maintained but also idealized. Then, the lecture talks about how the media continue to treat women politicians and candidates in a traditional gender role frames despite a considerable shift in the way that society views a woman's role in the public sphere in recent times. The talk further discusses the ways in which women politicians are persistently trivialized by media speculation over their private lives, domestic arrangements, and clothing styles. Using examples across different places, the lecture points out that sexism in media is a problem found in both developing and developed nations.

Questions for discussion

1. Have you ever observed the media underrepresenting or misrepresenting women? In what ways?
2. How do you see the impact of media's underrepresentation and misrepresentation of women politicians on the women's carrier and the public's perception?

References

- Adcock, C. (2010). The Politician , The Wife , The Citizen , and her Newspaper. *Feminist Media Studies*, 10(02), 135–159. <https://doi.org/10.1080/14680771003672254>
- Ette, M. (2017). Where are the women? Evaluating visibility of Nigerian female politicians in news media space Where are the women? *Gender, Place & Culture*, 24(10), 1480–1497. <https://doi.org/10.1080/0966369X.2017.1387104>
- Garcia-blanco, I., & Wahl-jorgensen, K. (2012). The Discursive Construction of Women Politicians in the European Press WOMEN POLITICIANS IN THE EUROPEAN, 0777. <https://doi.org/10.1080/14680777.2011.615636>
- Haraldsson, A., & Wängnerud, L. (2018). The effect of media sexism on women ' s

political ambition: evidence from a worldwide study. *Feminist Media Studies*, 0777(May), 1–17. <https://doi.org/10.1080/14680777.2018.1468797>

*Title:*

Medienkultur und Mediengesellschaft: kulturtheoretische Konzepte zum Verhältnis von Kommunikation, Kultur und Gesellschaft.

Media Culture and Media Society: culture-theoretical concepts on the relationship of culture and society.

Thomas Bauer

Text EN: Bauer, Thomas A. (2017): Media Quality a Dispositive Model of Public Value. IN: Bauer, Thomas A. / Mikuszeit Bernd H (Hg.): Lehren und Lernen mit Bildungsmedien. Grundlagen - Projekte - Perspektiven - Praxis. Frankfurt am Main: Peter Lang Vlg., S. 179 - 196

*Text DE:*

Bauer, Thomas A. (2017): Werden und Wandel der Mediengesellschaft. IN: Walzer, Nana / Gowin, Peter (Hg.): Evolution der Menschlichkeit. Wege zur Gesellschaft von morgen. Wien: Braumüller Vlg., S.

# ADVOCACY & CREATIVE WORKSHOPS

*Title:*

Presentation skills

Als Thema schlagen wir Präsentationstechniken vor. Das Ziel des Kurses ist es, Präsentationstechniken zu erlernen und anzuwenden. Dabei werden unterschiedliche Präsentationsmedien und -methoden behandelt. Im ungezwungenen Rahmen sollen die TeilnehmerInnen dazu ermuntert werden, vor Publikum (auf Deutsch oder Englisch) zu sprechen und sich mit einem Thema ihrer Wahl auseinander zu setzen.

Einheit 1: Einstieg in die Präsentationstechniken, Selbstpräsentation: spontanes Sprechen, Körpersprache, Do's and Dont's

Einheit 2: Präsentationsmedien und -hilfsmittel (PowerPoint, Prezi, Poster, Flipchart), Aufbau einer gelungenen Präsentation

Einheit 3: Praxiscoaching, Feedback zu den Gruppenpräsentationen

*Title:*

Photography Workshop

Patricia Smolean

TEIL 1- (27.05.) BASICS Photography- Short History- Types of Photography- Composition  
TEIL 2 - (10.06.) Documentary Movie

TEIL 3 - (17.06.) Excursus: Photojournalism/ Documentary Photography + Preparation of the exhibition

TEIL 4 - (24.06.) Exhibition

Our Photography exhibition: Topic: Topic of choice

Form: Areal interesting Photostory, documentary photography - up to 5 pictures per story with a short description/story

Deadline: 15.06.

Please send your photographic stories with a short text description/story via email

(with email subject OLIVE) by latest 15<sup>th</sup> of June, so that we can prepare the exhibition on the next workshop on 17.06. The pictures can be taken with any kind of camera (analog, digital, handycamera).

Think first about the topic thoroughly and then try to communicate it visually in a simple and esthetic form. While photographing keep in mind the compositional rules we talked about on our first workshop.

Anything can be visually documented - your everyday life, your personal story in Vienna, a story of a friend, similarities or differences in Vienna to your home country or anything what is important for you and you would like to communicate it etc. It is important that the pictures are authentic! Complete your pictures with a short text description in German or English.

### Inspirational Photography Exhibitions in Vienna

1010 Museum Judenplatz, Judenplatz 8: Horowitz. 50 Jahre Menschenbilder 1010, Albertina, Albertinaplatz 1: Acting for the Camera 1

1010, Albertina, Albertinaplatz 1: Österreich - Fotografie 1970 - 2000

1010, Gemäldegalerie der Akademie der bildenden Künste, Schillerplatz 3 : Oliver Mark - Naturamorta 1010, TSV Galerie, Salzgries 19: Einblick in Augenblick - Fotografie von Andreas Danzer 1030 KunstHaus Wien, Untere Weißgerberstr. 13 : Edward Burtynsky - Wasser 1030 KunstHausWien, Untere Weißgerberstr. 13: I dreamed we were alive 1030, KunstHausWien, Untere Weißgerberstr . 13: NoHope No Fear 1170, Verein EdelmanSaid , HaslingerGasse 39: Gemächlichkeit im Alltag

1080, Österreichisches Museum für Volkskunde Wien, Laudongasse 15-19: Millionaires of Time... Roma in der Ostslowakei

1040, Wien Museum, Maderstraße 2: Es lebe der Widerspruch ! Fotos aus dem Falter-Archiv

*Title:*

Introduction to Print Journalism

Antony Mills

Students are introduced to the basics of print journalism including basic news story structure and style. This includes the inverted pyramid structure, the 'who, what, where, when why' questions, and writing do's and don'ts, as well as interviews and quote placements.

By the end, students should be able to produce a very basic 200-250 word news story of their choice following the basic structure and style pointers taught, and including at least one quote from an 'interview'

Advocacy through basic video 'stand-up' or 'piece to camera'

Students are introduced to the basics of an in-frame video stand-up or piece to camera, including posture, engagement, hand movements, framing, backdrop, depth as well as language and style.

Working in groups of two using a phone, they create a piece to camera video of each other on a topic of their choice. This is designed as a form of visual self-advocacy in which they can promote their person, interests, skills and plans.

The articles (two) are on the blog here:

<https://univiennamedialab.wordpress.com/2017/06/23/far-right-wins-french-national-election-in-eu-political-earthquake/>

<https://univiennamedialab.wordpress.com/2017/06/23/pakistan-general-warns-afghanistan-our-nuclear-weapons-are-not-decoration/>

# INTRODUCTION TO THE PROGRAMME

## What is it about?

The Open Learning Initiative (OLive) provides a free of charge academic, non-degree, programme to people of refugee and asylum seeking status to support them in connecting their previous professional and academic experience to their new lives in Europe, including the possibility of considering higher education studies at a later stage.

Historically, displaced groups face difficulties entering into tertiary education because of a number of structural factors, such as local language knowledge, financial constraints, degree (mis)recognition. In a number of countries, refugees and asylum seekers sorely lack support networks. OLlive is a set of programmes, which aim to provide a bridge to tertiary education. There are two programmes: a weekend programme (OLlive) and a University Preparatory programme (OLlive-UP).

OLlive aims to:

- help prepare students in the academic strand for further study;
- assist students incorporate socially and economically into Austrian and possibly other European societies;
- provide a communicative space for refugee and asylum seeking people in the academic environment;
- contribute to expanding the conventional boundaries of the university;
- open the University of Vienna to students with non-traditional backgrounds.

The programme will be implemented by the University of Vienna, from September 2017 till February 2018. All classes run from Monday to Friday.

## Who can take part?

Individuals with refugee or asylum seeking status in Austria or another country of the European Economic Area (EEA) who have an interest in pursuing University study. (Asylberechtigte, AsylweberInnen und subsidiär Schutzberechtigte)

The programme is funded by Erasmus+. The Erasmus network includes the Central European University, Hungary, as project leader, and the University of East London, UK, as project partner. All three universities participating in the project offer Olive (WP) and Olive UP (Vienna and UEL starting in April 2017) or is already being offered (CEU since 2016).



- Full-time programme, Monday-Friday, 25 hours/week
- Up to 20 students
- German courses 10 hours/week, Monday-Friday, 10:00-11:30
- English courses 5 hours/week, Tuesday and Thursday, 11:50-14:20
- Academic lectures with mini seminars, workshops, advocacy module, 5 hours/month
- Individual tutorials or tutorials in small groups preparing students for entrance exams and programme of the first year (STEOP) according to their academic interests, 3 hours/week
- University experts, language teachers, University students, female and male tutors
- Additional excursions and other activities subject to availability.

## LANGUAGE MODULES

### ENGLISH

#### **What is it about?**

The scientific community of all disciplines communicates mostly in English; therefore many key-texts are written in English. To be able to study at a University in Europe speaking English and understanding the terminology of the subject is an important skill. There will be 4 different groups to allow all students to improve their skills starting from their own level.

#### **What do you learn?**

Specific courses in academic writing, reading and speaking English. You will receive a certificate of your course and will be trained to be ready to do a certificate relevant for your entry to the university.

**Sessions:** Tuesday and Thursday



## **What is it about?**

The knowledge of the German language is essential for integration and persuasion of Bachelor and part of Masters degrees. The formal german spoken and written is mandatory at Universities. The German is taught in one group, with aim to reach B2 level at the end of the studies.

## **What do you learn?**

Writing, reading and speaking. You will receive a certificate of your course, will be allowed to pass an exam for a certificate relevant for your entry to the university.

**Sessions:** Monday-Friday

## **ACADEMIC LECTURES**

### **What is it about?**

Academic lectures are the core of the programme including discussions on current issues. Experts from the University of Vienna mostly social sciences – but not only will give introductions to timely and relevant topics. In each cycle, the lectures will address a different main theme.

### **What do you learn?**

Introduction to relevant topics and discussion with other participants and students of the University of Vienna in a mini seminar format.

**Sessions:** 10 times 1,5h – 45 minutes lecture and 45 minutes discussion in small groups



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## **SPECIAL WORKSHOPS**

## **What is it about?**

Career planning and choosing the subject of interest play an important role in academic life. In this module students will have an insight into different ways to present their skills by successfully writing a CV and an application and 'dos and don'ts' of job interviews.

## **What do you learn?**

Writing your application material and preparation for job interviews **Sessions:** 3 times 2 hrs in groups of max. 25

The aim of the tutorial is to explore different types of presentation techniques and their application to diverse situations. In a peer environment, the participants will be encouraged to test the techniques and to make short presentations to Olive participants. The course will be bilingual (EN/ DE); the participants can choose a presentation technique, the language and a topic of their interest.

## **ADVOCACY MODULE**

Advocacy module consists of:

November: Dr. Melita Hummel-Sunjic: Social Movements and Initiatives

December: Yulia Belinskaya & Alexandros Georgoulis: Democracy Workshop

January: Peter Muchitsch: Leben und Arbeiten in Österreich: Rechtlicher Rahmen und soziale Praktiken

# INTRODUCTION TO OLIVE: OPEN LEARNING INITIATIVE

2nd of September 2017



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# Welcome to OLlive: 02.09.17



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- 10:00 – 11:00 HS3 – Welcome speech by OLlive team
- 11:00 – 12:15 HS3, HS2, 3.28, 7.03, 7.33 – English
- 12:15 – 12:30 Student lounge on the **3d floor** – Coffee break
- 12:30 – 14:00 HS3 – Academic lecture by Univ.-Prof. Dr. Katharine Sarikakis: “Freedom of Speech: a Human Right”
- 14:00 – 14:30 Student lounge on the **3d floor** – Lunch break

# Dates

- |                     |              |                     |
|---------------------|--------------|---------------------|
| □ September:        | □ October:   | □ November:         |
| □ <b>02.09.2017</b> | □ 07.10.2017 | □ 04.11.2017        |
| □ 09.09.2017        | □ 14.10.2017 | □ 11.11.2017        |
| □ 16.09.2017        | □ 21.10.2017 | □ <b>18.11.2017</b> |
| □ 23.09.2017        | □ 28.10.2017 |                     |
| □ 30.09.2017        |              |                     |

# Model Day



4

MODEL DAY	
10:00–10:30	Get together with the team
10:30–12:15	English in small groups
Break	
12:30–13:15	Academic lecture
13:15–13:50	Discussion in groups (German and English)
Lunch break	
14:15–15:30/16:00	Professional, academic and creative skills

# Welcome pack



- Course registration: chose priority!
- Application for library card
- Curriculum
- Questionnaire: expectations from OLlive
  
- Individual schedule will be provided to every student on 09.09.2017

# Skills (please, register)



6

- Academic skills (3 sessions each, **offered 3 times**)
  - English
  - German
- Professional skills (3 sessions each, offered once)
  - CV clinics
  - Presentation skills
- Creative skills (3 sessions each, offered once)
  - Radio-Workshop
  - Photo-Workshop
  - Journalistic writing
  - Programming workshop

# Library card and Moodle



7

- Access to all University libraries (incl. online) for **one year**
- Access to Moodle: e-learning platform for 6 months
- Access to all computer rooms for 6 months
- University e-mail for 6 months
  
- Detailed introduction to University services on 09.09.2017

# Computer rooms



8

- Zentraler Informatikdienst
- Universitätsstraße 7 (NIG), Erdgeschoß
- 101 PCs
- Monday – Friday: 7.30 – 21.30
- Saturday: 7.30 – 18.30
  
- 50 computer rooms in different districts
- all info: <https://zid.univie.ac.at/>

# Certificate of Completion



- **No more than 2 absences!**
  
- General certificate
- Course report (with hours)
- English certificate (in case of successful completion)

# Welcome to OLIve!





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# MEDIA FREEDOM

Freedom of the press, if it means anything at all, means the freedom to criticize and oppose.

— George Orwell

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Pressefreiheit – wenn sie überhaupt etwas bedeutet – meint die Freiheit zu kritisieren und zu widersprechen.

## Staatsgrundgesetz 1867

Art. 13 Staatsgrundgesetz vom 21. Dezember 1867

“Jedermann hat das Recht durch Wort, Schrift, Druck oder durch bildliche Darstellung seine Meinung innerhalb der gesetzlichen Schranken frei zu äußern. Die Presse darf weder unter Zensur gestellt, noch durch das Konzessions- System beschränkt werden. Administrative Postverbote finden auf inländische Druckschriften keine Anwendung.“

„Everyone has the right to freely express their opinion in words, in writing, in print or in pictures within the legal barriers.

The press may not be cencored nor be restricted by the state.

Postal bans will not be applied on national print products.“

## Artikel 19

„Jeder hat das Recht auf Meinungsfreiheit und freie Meinungsäußerung; dieses Recht schließt die Freiheit ein, an Meinungen ohne Einmischung festzuhalten sowie über Medien jeder Art und ohne Rücksicht auf Grenzen Informationen und Gedankengut zu suchen, zu empfangen und zu verbreiten.“

„Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.“

# Europäische Menschenrechtskonvention

5

## Art. 10 Abs. 1

„Jedermann hat Anspruch auf freie Meinungsäußerung. Dieses Recht schließt die Freiheit der Meinung und die Freiheit zum Empfang und zur Mitteilung von Nachrichten oder Ideen ohne Eingriffe öffentlicher Behörden und ohne Rücksicht auf Landesgrenzen ein. Dieser Artikel schließt nicht aus, dass die Staaten Rundfunk-, Lichtspiel- oder Fernsehunternehmen einem Genehmigungsverfahren unterwerfen.“

„Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.“

# Europäische Menschenrechtskonvention

## Art. 10 Abs. 2

„Da die Ausübung dieser Freiheiten Pflichten und Verantwortung mit sich bringt, kann sie bestimmten, vom Gesetz vorgesehenen Formvorschriften, Bedingungen, Einschränkungen oder Strafandrohungen unterworfen werden, wie sie vom Gesetz vorgeschrieben und in einer demokratischen Gesellschaft im Interesse der nationalen Sicherheit, der territorialen Unversehrtheit oder der öffentlichen Sicherheit, der Aufrechterhaltung der Ordnung und der Verbrechensverhütung, des Schutzes der Gesundheit und der Moral, des Schutzes des guten Rufes oder der Rechte anderer unentbehrlich sind, um die Verbreitung von vertraulichen Nachrichten zu verhindern oder das Ansehen und die Unparteilichkeit der Rechtsprechung zu gewährleisten.“

„The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.“

# MEDIA GOVERNANCE AND MEDIA POLICY

“If liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be best attained when all persons alike share in the government to the utmost.”

— Polity (Πολιτεία) Aristotle

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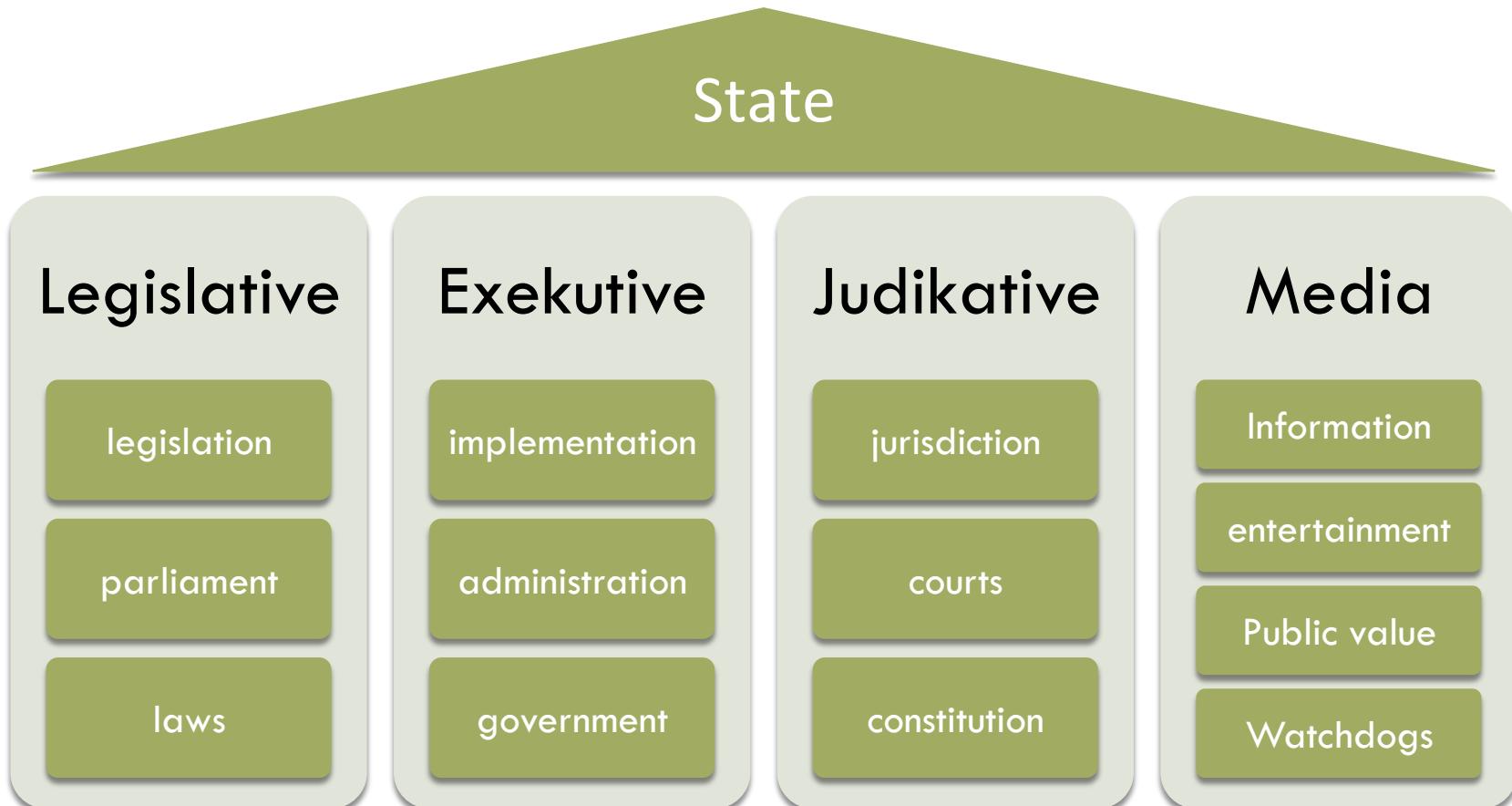
„Wenn Freiheit und Gleichheit, wie sie von einigen gedacht sind, hauptsächlich in der Demokratie zu finden sind, werden sie am besten erreicht werden, wenn alle Personen gleichermaßen an der Regierung teilnehmen.“

# Medien und Demokratie

## Medien als die 4. Macht



# Media and Democracy – media as the 4th power?



# Was ist Medien- und Kommunikationspolitik? Teil 1

Medien- und Kommunikationspolitik bezieht sich auf die grundlegenden Prinzipien, die **Entscheidungen von Autoritäten** – meistens Regierungen – über die Funktionen von Massenmedien anleiten.

Als Bereiche von Medienpolitik werden

- Inhalt,
- Besitz der Medienindustrien,
- Fragen der technischen Infrastruktur und technischer Entwicklung,
- Beziehungen von Medien mit der Öffentlichkeit,
- sowie Fragen der Regulierung von Beziehungen von Medien mit Autoritäten und mit dem Markt.

Das Feld der Medienpolitik ist fächerübergreifend mit der Politikwissenschaft, der Soziologie, der Kultur- und Sozialanthropologie, sowie historischen Fächern.

Inkludiert sind Fragen zu Entscheidungen über **die Regulierung (oder auch Nicht-Regulierung) von Medieninhalten**, wie zum Beispiel pornographisches Material oder Gewalt im Fernsehen, Entscheidungen, die die Medienlandschaft in **private und öffentliche Organisationen** einteilen, je nach Form von Besitz und Fragen, **die Grundfreiheiten** (sowohl journalistische als auch künstlerische) einschränken oder gewähren.

Medienpolitik ist weitergehend ein **Normen- und Institutionengefüge**, das die Rechte und Pflichten von Medienorganisationen und -treibenden erfasst, mit dem Ziel journalistische Qualitäts- und Ethikstandards aufrechtzuerhalten und generell durch Selbst-Regulierung die Beziehung zwischen Medien und Öffentlichkeit zu kontrollieren.

# Was ist Medien- und Kommunikationspolitik? Teil 2

Obwohl Medienpolitik normalerweise von nationalen Regierungen gestaltet wird, sie kann auch durch **staatenähnliche Gebilde**, wie zum Beispiel die Europäische Union oder internationale Organisationen, wie die WHO, sowie durch die Medien selbst in einer Organisation von Medientreibenden und -industrien gestaltet werden.

In der Forschung wird Medienpolitik erweitert aufgefasst, **sodass Prozesse der Politikgestaltung** (policy-making), welche Akteure und Institutionen, sowie Werteordnungen, die der Legitimation von bestimmten Entscheidungen unterliegen, inkludiert. Eher vernachlässigt wird die systematische Forschung zu Effekten der Medienpolitik auf das Publikum als Konsument der Medien und als Bürger, der von den Informationen der Medien abhängig ist.

Mit der Entwicklung von konvergenten Technologien, wie Computern und Smartphones, deckt die Medienpolitik auch Bereiche ab, wie Verkehr von persönlichen Daten mit kommerziellen Zielen, durch unautorisierte Überwachung von kommunikativen Aktivitäten, Werbung oder anderes im Internet, aber auch die Überwachung von Nutzungsverhalten von neuen Medien (Computer, Handy und integrierte Systeme) durch den Staat. Zunehmend wird Medienpolitik durch Bürgerbeteiligung konstituiert, besonders wenn sie einen Einfluss auf Bürger- und Menschenrechte hat.

# What is Media Policy? (1/2)

Media & communications policy: The term refers to the general principles which guide decisions of authorities, usually governments, about the function of the mass media. The objects of media policy are understood to be

- content,
- ownership of the media industries,
- matters of technical infrastructure and technological development,
- the relationship of the media with the public as well as
- matters regulating the relationship of the media with authorities and the market.

The study of media policy borrows from sociology, political sciences, anthropology and history. It involves the study of decisions regulating (or not regulating) media content, such as the broadcast of pornographic material or violence on day-time television, decisions that organise the media landscape into public and private organisations depending on the forms of ownership and those that guarantee or restrict the freedoms associated with expression, whether artistic or journalistic.

Media policy furthermore refers to the set of norms and institutions that administer or manage the rights and obligations of media professionals and organisations, aiming at maintaining journalistic ethics, advertising standards and generally by (usually) self-regulating the relationship of the media with their publics.

# What is Media Policy? (2/2)

Although media policy is usually made by national governments, it can also be made by state-like formations such as the European Union, or international organisations such as the WTO, as well as by the media themselves in their organisation of professions and industries. The study of media policy expands to cover the processes of policy-making, which involves actors and institutions as well as the set of values and beliefs that underlie the justification of certain decisions. More neglected is the systematic study of the effects of media policy for audiences as consumers of the media and as citizens who depend on the media for accurate information.

With the development of convergent technologies, such as computers, media policy covers areas such as the trafficking of personal data for commercial purposes, through the unauthorised monitoring of communicative activity, commercial or other, over the Internet but also the monitoring of use habits of new media (computer, mobile phones and integrated media systems) by state authorities. Increasingly, media policy is thought to constitute part of citizenship policy especially when it has an impact on civil liberties and human rights.

# Akteure in Bezug auf Policies (Colebatch 2002)

## □ Vertikale Dimension

Policy als Regelung mit Weisungscharakter:  
ein autorisierter Entscheidungsträger  
entscheidet den Verlauf der policy

Policy as regulation with a specific direction:  
an authority decides the course of the policy

## □ Horizontale Dimension

Policy als Struktur der Aktionen:  
Beziehungen zwischen verschiedenen  
Organisationen/Akteuren

Policy as a structure of action: relationships  
between organisations/actors

Dimensionen sind nicht als Alternativen zu  
sehen, sondern eher als parallele Prozesse

This dimensions are not alternatives to each  
other but rather parallel processes.

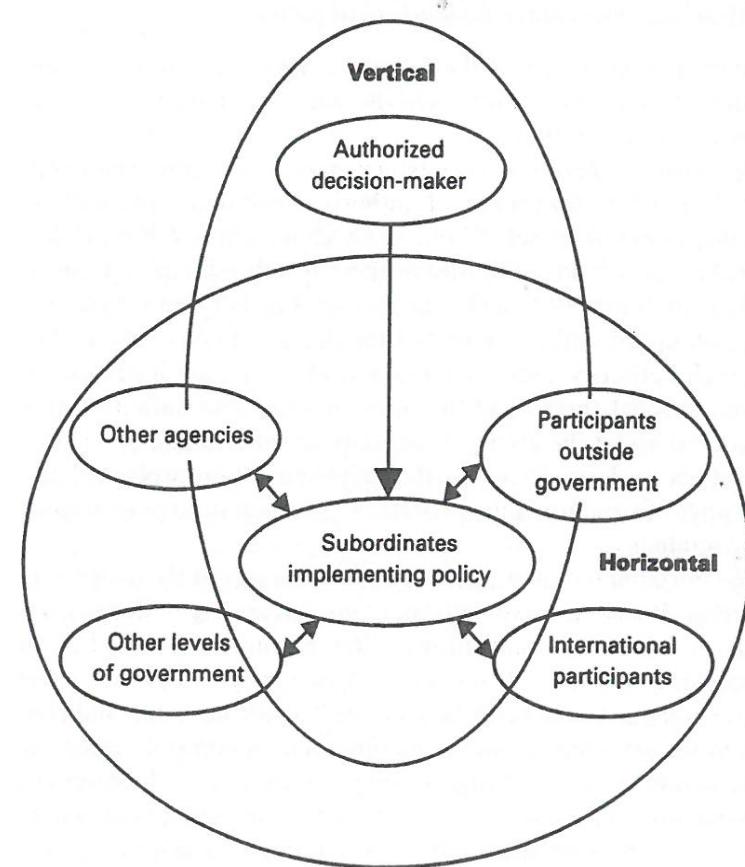


Figure 3.1 The vertical and horizontal dimensions of policy

# Wer nimmt am Policy-Prozess teil?

- Es kann/darf nicht jeder sein Interesse an einem Problem verwirklichen.
- Feststehende Teilnahmerechte
- Insider (e.g. sub-government) und Outsider (e.g. „attentive public“)
- Die Teilnahme am Policy-Prozess ist nicht neutral, es gibt immer äußere Einwirkungen, die die Teilnehmer beeinflussen.
- Not everyone is allowed to realize their interest in a problem.
- Regulation of participation
- Insiders (e.g., sub-government) and outsiders (e.g., "attentive public")
- Participation in the policy process is not neutral, there are always external influences that influence the participants.

# Was ist Media Governance?



## Etymologie:

- Altgriechisches Verb „κυβερνεῖν“ = einen Wagen lenken
- Plato (Alcibiades I) verwendete governance im metaphorischen Sinn (lenken, verwalten)
- Latein “gubernare” = steuern (Schiffe) aber auch kontrollieren und regieren
- Oxford Dictionary definiert governance als “the action or manner of governing; control”.

## Etymology

- Ancient Greek word: „κυβερνεῖν“ = to steer, to control a vehicle
- Plato used governance as a metaphor (manage, control)
- Latin: “gubernare” = to steer a ship but also to control and to govern.
- Oxford dictionary defines governance as “the action or manner of governing; control”

# Was ist Media Governance?



Begriffliche Unklarheiten – direkte  
Übersetzung nicht möglich

*Media governance* steht für:

- ✓ Deskriptive Rahmenbedingungen von Kommunikationskontrollsystmen
- ✓ Synonym für media policy oder Medienregulierung
- ✓ Erweiterte Medienregulierung
- ✓ Institutionen zur Medienregulierung

Terminology undefined:

*Media governance* means:

- ✓ Descriptive framework for media control systems
- ✓ Synonym for media policy or media regulation
- ✓ Extended media regulation
- ✓ Institutions to regulate the media

Media governance as a “(..)sum total of mechanisms (...) that organize media systems” (Freedman 2008:14)

Media governance as ”(..) an analytical framework for the classification and typology of communication systems.” (Ginosar 2013: 357)

# Von Government zu Governance

“**Governance is not synonymous with government** [...] is a system of rule that is as dependent on intersubjective meanings as on formally sanctioned constitutions and charters. Put more emphatically, governance is a system of rule that works only if it is accepted by the majority (or, at least, by the most powerful of those it affects), whereas governments can function even in the face of widespread opposition to their policies.” (Rosenau, 1992:13).

“Governance refers to **self-organizing, interorganizational networks** characterized by interdependence, resource exchange, rules of the game, and significant autonomy from the state.” (Rhodes, 1997:11).

Der Prozess und Summe von institutionellen Funktionen und die Schaffung von Politik (policy regimes) durch Regulierung. (Sandholtz & Stone Sweet 1998)

„das Gesamt aller nebeneinander bestehenden Formen von **kollektiven Regelungen gesellschaftlicher Sachverhalte**: von der institutionalisierten zivilgesellschaftlichen Selbstregulierung über verschiedene Formen des Zusammenwirkens staatlicher und privater Akteure bis hin zu hoheitlichem Handeln staatlicher Akteure“ (Maynth 2005:15)

# Communication Governance



Communication governance refers to a political *process*, through which decisions are made about the media and which is “located” in procedures, formal and informal structures, and spatio-temporal dispersions. The process of governance takes place beyond the clearly defined spaces of “government”. Media and communication governance describes a political direction, in which representations of interests – diffused or concentrated – and thus ideas and their representation are core elements.

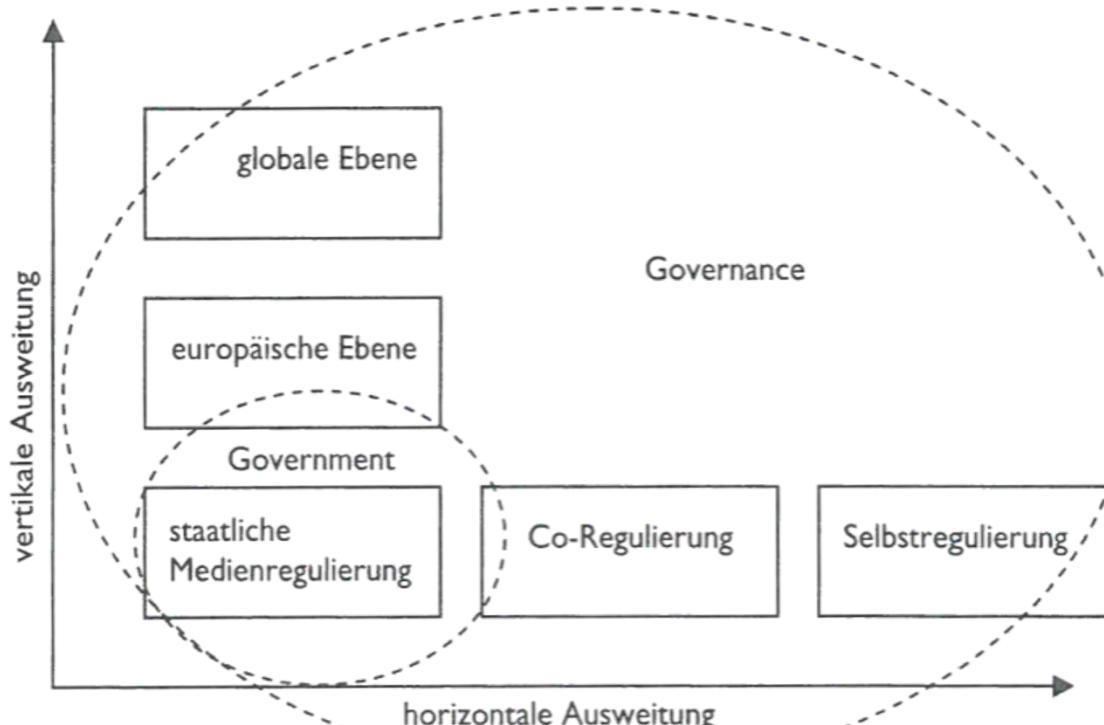
Sarikakis (2012)

# Communicative Governance

- Kommunikations-Governance beschreibt einen politischen Prozess durch den Entscheidungen über Medien getroffen werden, der in Verfahren, formalen und informellen Strukturen, und räumlich und zeitlich verteilt ist.
- Der Prozess von Governance passiert jenseits der klar definierten Position von Regierungen. Medien und Kommunikations-Governance beschreibt eine politische Richtung, in der Interessensvertretung – gestreut oder konzentriert – sowie Ideen und deren Repräsentation Hauptelemente sind.

# Von Government zu Governance (nach Puppis 2010)

Abb. II: Governance als horizontale und vertikale Ausweitung von Government



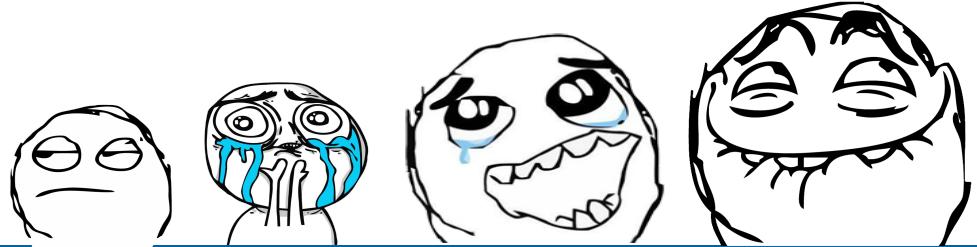
# Was ist Media Governance? – Zusammenfassung



- Ein Prozess
- Verständnis abseits von *government* (reiner Regierungssteuerung)
- Fokus auf multi-level, multi-actor und multi-purpose Faktoren
- Regulierung als zentrale Aufgabe von Governance in Forschung und Praxis
- Process
- Drift away from 'government'
- Attention to multi-level, multi-actor, multi-purpose factors
- Regulation at the heart of governance as study field and praxis



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## Emotions in Politics and Media / Emotionen in Politik und Medien



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Univ.-Prof. Dr. Sophie Lecheler**  
Professor of Political Communication

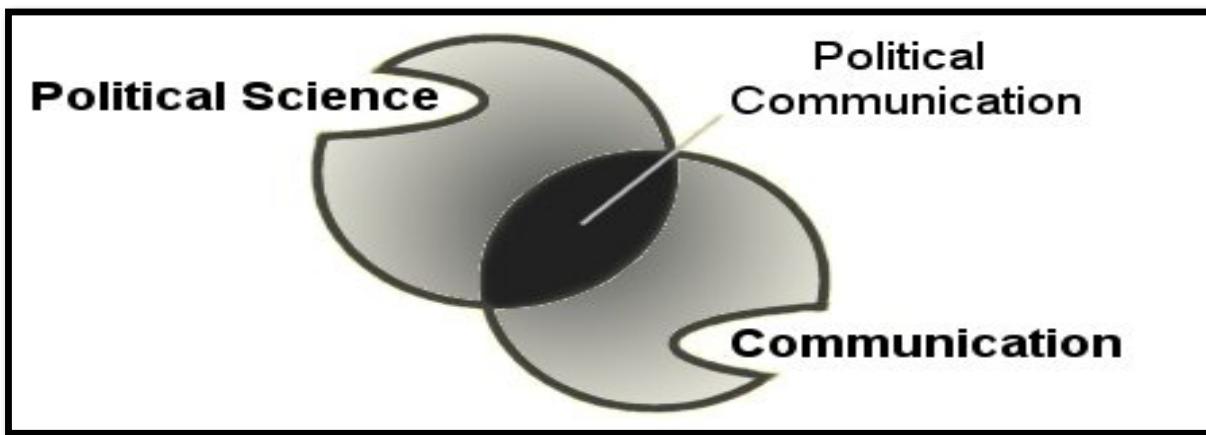
Wien, 2017

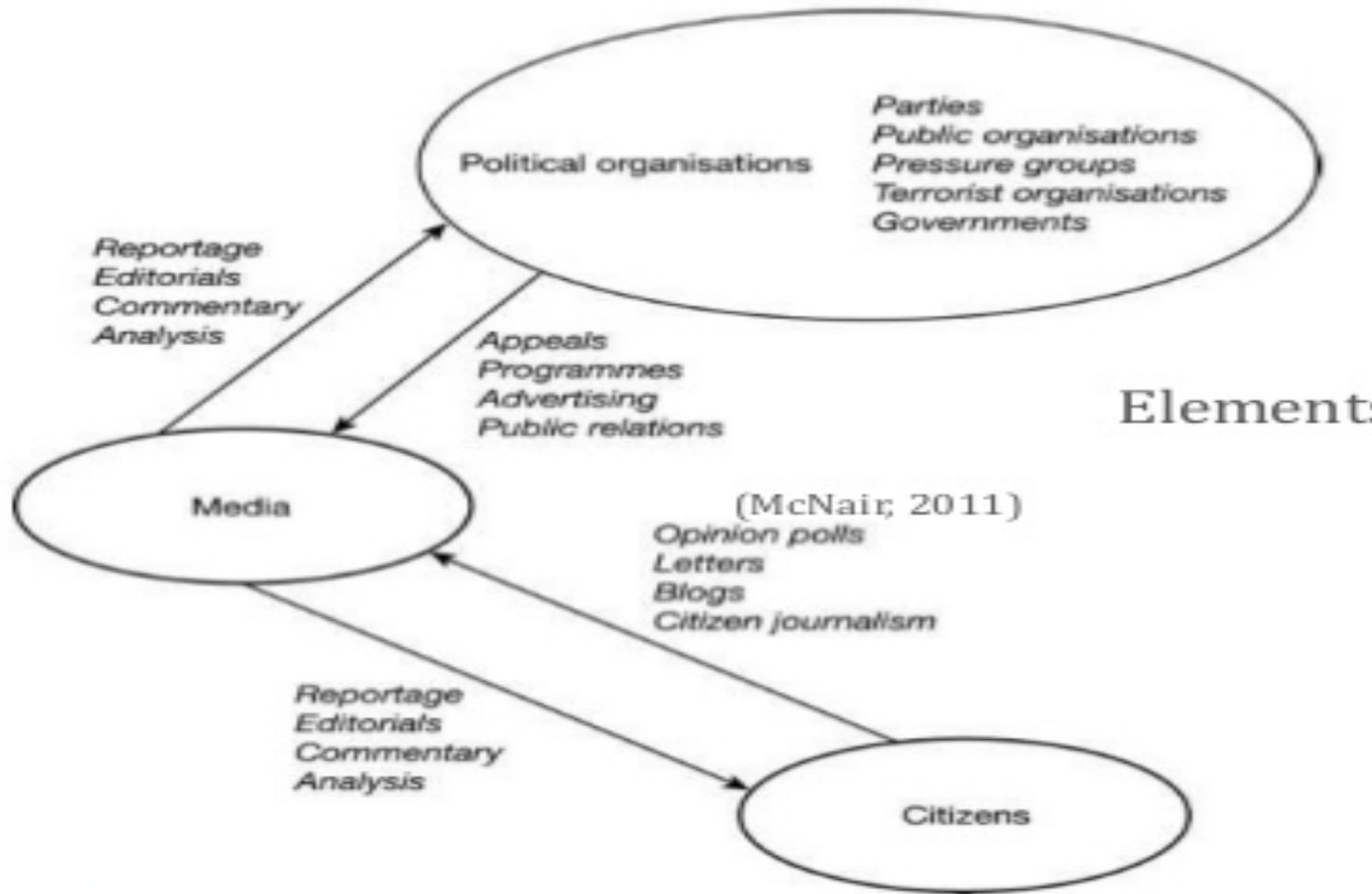
## Outline / Übersicht

- Defining “media and politics” and “emotions”?
- Why is a focus on emotions important?
- The challenge: How can we capture emotions?
- Examples of research
  1. Emotions limit or enhance media effects
  2. Positive Emotions are also relevant in politics

## What is Political Communication? / *Was ist Politische Kommunikation?*

= subfield of communication science that is concerned with how information spreads and influences mass media, politics and citizens.





## Political Communication = Cognitive / *Kognitiv*?

Literature takes **rationality** as source of **freedom** and **informed** political choices

### Emotions...

- oppose rationality? (e.g., John Locke)
- hinder “good” decision making?
- harm public deliberation? (e.g., Habermas)
- contradict common theories? (e.g., Down's (1957) voter calculus)

But, emotions are a big part of politics!





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...and they are a big part of the news!



Journalists seek the  
“emotional angle” & “human  
interest” story



**And emotions might actually be ESSENTIAL from a political point of view:**

"[E]motion enhances our capacity to reason and ... to reason requires emotion not just to recruit its abilities but also to execute its conclusions." (Marcus, 2003, p. 206)



There is evidence that they matter for...

- Persuasion
- Framing
- Voting / Political Participation (*politische Partizipation*)
- Knowledge / Learning (*Wissen und Lernen*)
- Priming
- Opinion Formation (*Meinungsbildung*)
- ...
- ...



## But, what are “emotions”? / Was sind „Emotionen“?

- Emotion** = complex experience of consciousness, bodily sensation, and behaviour that reflects the personal significance or evaluation of a thing, an event, or a state of affairs
- Mood/Laune** = a state of mind or emotion
- Feeling/Gefühl** = the perception of events within the body, closely related to emotion

## (Un)fortunately, there are many models...

- Appraisal Theory (Lazarus, 1991)
- Affective Intelligence (Marcus, Neuman, & MacKuen, 2000)
- Anger Activism Model (Turner, 2006)
- Extended Parallel Process Model (EPPM) (Witte, 1992)
- The Affect Infusion Model (Forgas, 1994, 1995)
- Cognitive-Functional Model (Nabi, 1999)
- The function of Emotional Appeals (Brader, 2005)
- ... etc.

## Example / Beispiel: PANAS-Model

= **positive and negative affect schedule** consists of 10 distinct emotions for PA and NA  
(Watson et al., 1988)

- **Negative Affect:** afraid, scared, nervous, jittery, irritable, hostile, guilty, ashamed, upset, distressed
- **Positive Affect:** active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud, strong

## Important / *Wichtig*: “Types” of Emotions

- **Valence** (positive/negative) / *Valenz*
- **Arousal** (high/low) / *Erregung*
- **Avoidance behavior** (yes/no) / *Vermeidungsverhalten*

→ Discrete emotions play differing role in communication research

---

## Important / *Wichtig*: What is dominant? / *Was ist dominant?*

- **Cognitive primacy:** Appraisal Theory
- **Affective primacy:** Affective Intelligence



## But: Focus on Negativity / *Fokus auf Negativität*

= important dimension in political research (e.g., negative campaigning; conflict framing)

- **Negativity Bias** (=human brain has greater sensitivity for negative or unpleasant information; Cacioppo & Berntson, 1994)
- Growing number of studies dealing with **fear politics, threat and anger** (e.g., Turner, 2006)

→ Do negative emotions have the stronger effect?



## Positive Emotions in Politics? / *Positive Emotion in der Politik?*

= psychological literature shows that positive emotions can also **promote approach behaviour** (=mobilize)

- Study of positive emotions such as **enthusiasm**, joy and hope in political appeals
- When juxtaposed with negative emotions: can have stronger effects on specific political behaviours (e.g., voting)

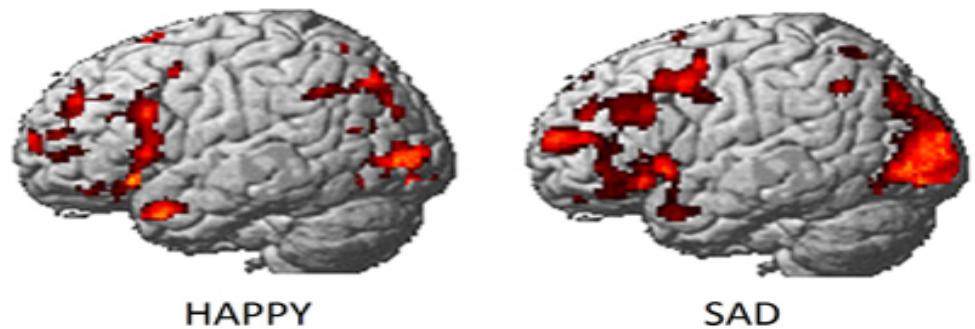
→ **Reconsideration of positive politics & emotions!**

## How to measure emotions? / Wie Emotionen messen?

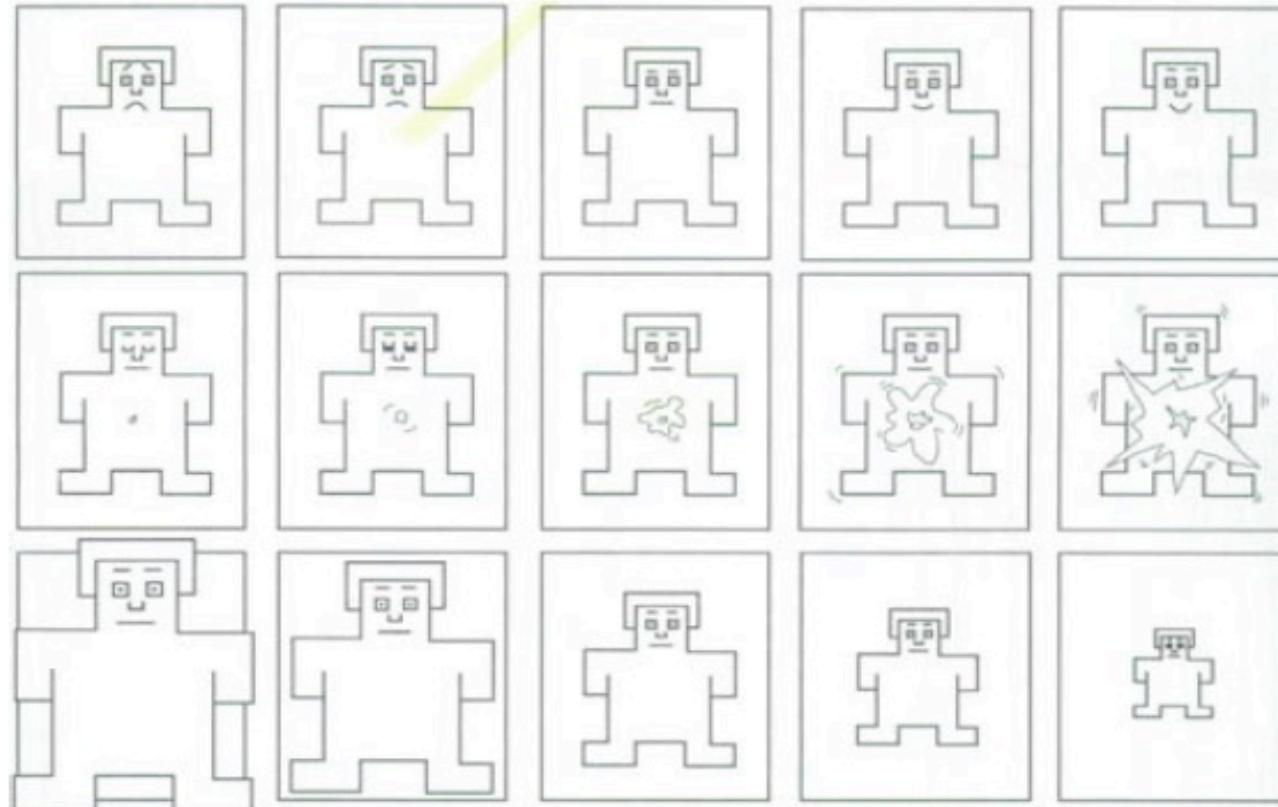
- **body/physical** (e.g., blood pressure, heart rate, perspiration)
- **self-reported** (verbal or visual)
- **behavior** (e.g., facial expression, screaming, laughing)



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*Pleasure*



*Figur 6: Self Assessment Manikin (Morris, 1995: 65)*



)

Angry (closed mouth)



Angry (opened mouth)



Fear (closed mouth)



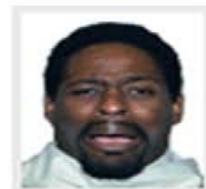
Fear (opened mouth)



Surprise



Sad (closed mouth)



Sad (opened mouth)



Happy (closed mouth)



Disgust (closed mouth)



Disgust (opened mouth)



Happy (opened mouth)



Happy (exuberant)



Neutral (closed mouth)



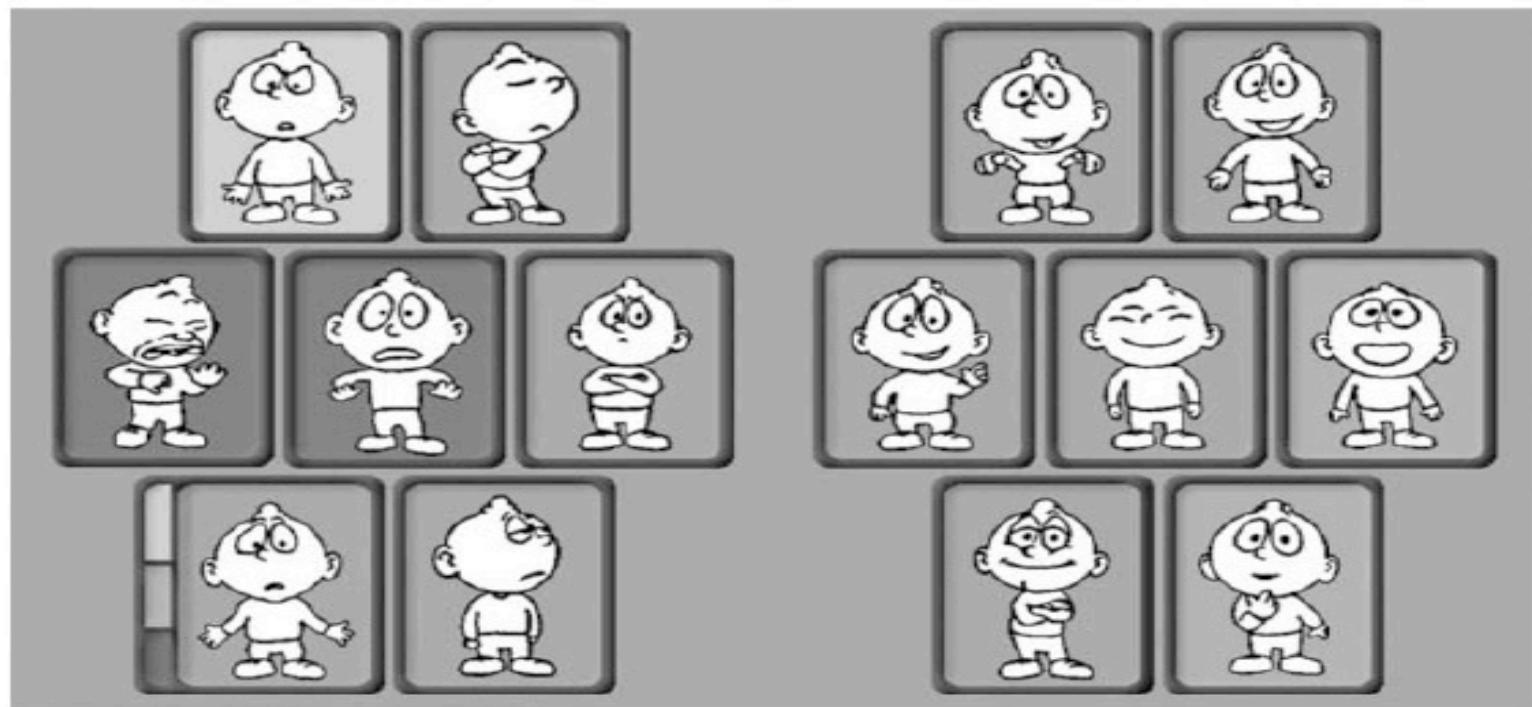
Neutral (opened mouth)



Calm (closed mouth)



Calm (opened mouth)



*Figure 7: Examples of animations in still-version from PrEmo (Desmet, 2002)*



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*Example 1 / Beispiel 1:*  
Emotion will change how strongly the news influence us

‘Bad’ mood can intensify news media effects...



News Consumption

+

Vote Intentions



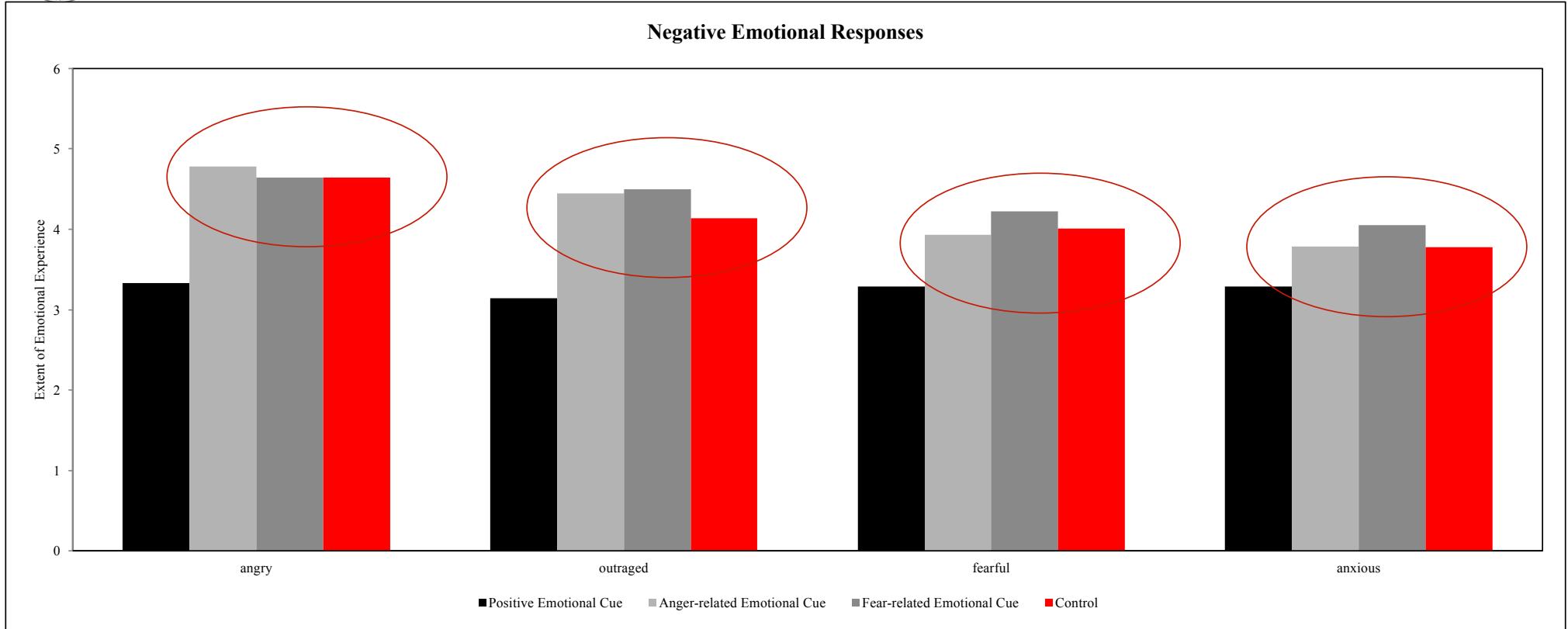
News Consumption

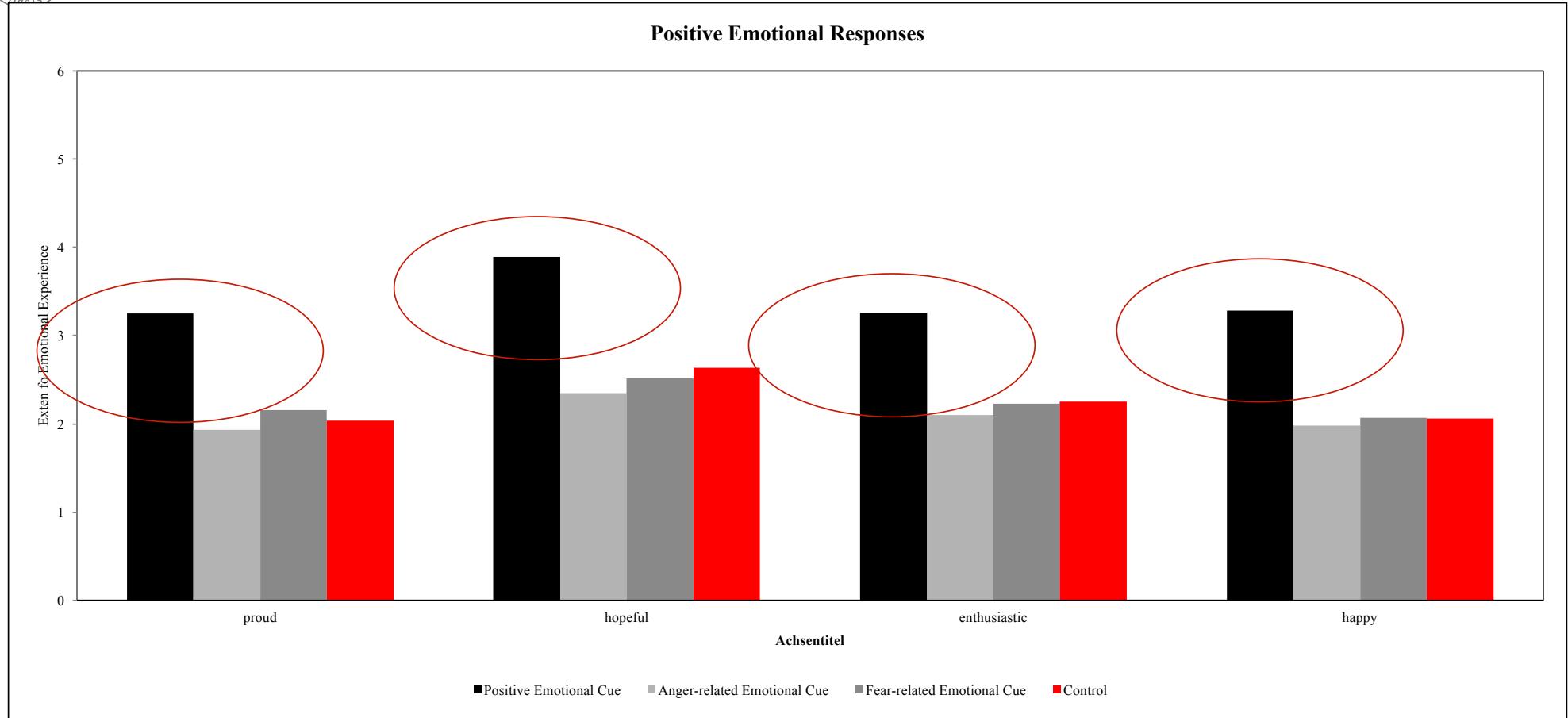
✗

Vote Intentions

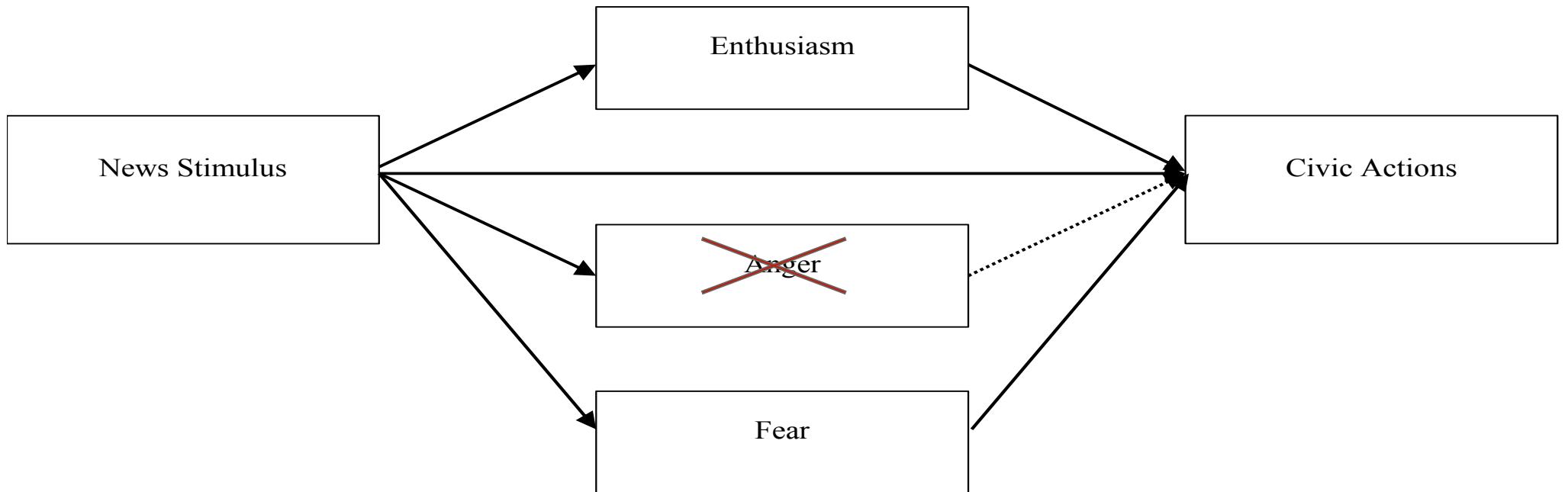
*Example 2 / Beispiel 2:*

Are positive emotions more important in politics than we think?

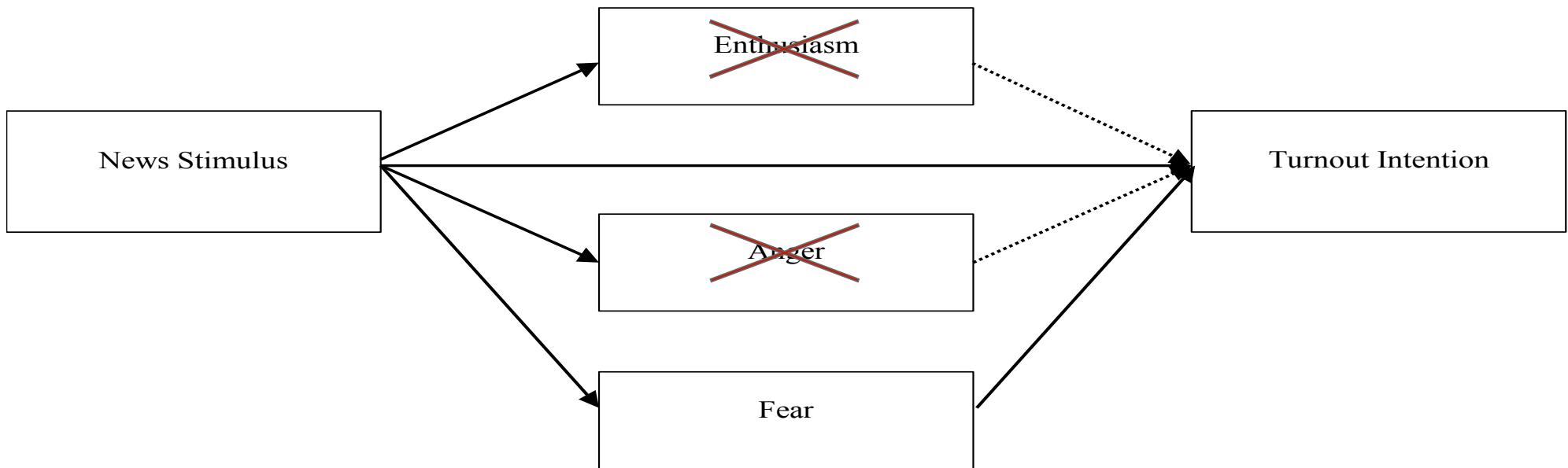




Enthusiasm can be a mobilizer...



But...



## Take Home Message / *Schlußfolgerungen*

1. Emotions drive human decision making, and how media influence us
2. Every communication student needs to consider emotions as part of their research
3. But, be aware, they are hard to measure and have differential effects!

Questions? / Fragen?  
sophie.lecheler@univie.ac.at  
@solecheler



# Refugee Integration in Europe Flüchtlingsintegration in Europa

OLlive Program, Vienna, 16 September 2017

OLlive Programm, Wien, 16. September 2017



Co-funded by the  
Erasmus+ Programme  
of the European Union

# How many Refugees?

# Wie viele Flüchtlinge?

## On 1 January 2016:

- ▶ EU population: 510.3 million
- ▶ Non-EU citizens: 20.7 million  
(=5.4%)
- ▶ Those are: Economic migrants, seasonal workers, students, diplomats, asylum-seekers, refugees,.....
- ▶ No data for recognized refugees, only asylum-seekers
- ▶ Refugees get naturalized over time

## Am 1. Januar 2016:

- ▶ EU Bevölkerung: 510,3 Millionen
- ▶ Nicht-EU Bürger: 20,7 Millionen (=5.4%)
- ▶ Das sind Wirtschaftsmigranten, Saisonarbeiter, Studenten, Diplomaten, Asylwerber, Flüchtlinge etc.
- ▶ Keine Angaben für anerkannte Flüchtlinge, nur für Asylwerber
- ▶ Anerkannte Flüchtlinge werden mit der Zeit Staatsbürger

3

I want nothing  
to do with  
anyone!

## Marginalisation

Rejecting original as  
well as host culture

## HOST CULTURE

I have my  
identity and do  
not want to  
change!

## Separation

Fully maintaining  
original culture,  
rejecting host culture

I have my  
roots, but I  
want be part of  
this new  
country!

## Integration

Adopting cultural  
norms of host culture  
and maintaining  
original culture

I left the past  
behind and  
start a whole  
new life!

## Assimilation

Adopting cultural  
norms of host cult  
and breaking with  
original culture

## ORIGINAL CULTUR

4

Ich will mit niemandem etwas zu tun haben!

## Marginalisierung

Ablehnung von Herkunftskultur und Kultur des Aufnahmelandes

# KULTUR DES AUFNAHME-LANDES

Ich habe meine Identität und will mich nicht ändern!

## Separation

Die Herkunftskultur wird voll beibehalten; die Kultur des Aufnahmelandes wird ganz abgelehnt

Ich habe meine Wurzeln, aber ich möchte ein Teil dieses Landes sein!

## Integration

Aspekte der Kultur des Aufnahmelandes und der Herkunftskultur werden akzeptiert

Ich habe die Vergangenheit hinter mir gelassen und ein ganz neues Leben angefangen!

## Assimilation

Die Kultur des Aufnahmelandes wird übernommen; die Herkunftskultur wird abgelehnt

HERKUNFTSKULTUR

# What is Integration?

# Was ist Integration?

No generally agreed definition.

Keine allgemein anerkannte Definition.

Common elements:

Integration is

- ▶ Processual
- ▶ Individual
- ▶ Two-way

21<sup>st</sup> Century: many people have multiple cultural identities

Gemeinsame Merkmale:

Integration ist:

- ▶ ein Prozess
- ▶ individuell
- ▶ wechselseitig

Im 21. Jahrhundert haben viele Menschen mehrfache kulturelle Identitäten

# UNHCR Definition

## Refugee Integration is:

- ▶ a dynamic and multi-faceted
- ▶ two-way process
- ▶ leading to full and equal membership in society.
- ▶ This includes preparedness by **refugee communities** to adapt to host societies without giving up cultural identity
- ▶ and the **receiving communities and institutions** equally ready to welcome refugees and meet the needs of a diverse population.
- ▶ The process is complex and gradual, comprising **legal, economic, socio-cultural dimensions**.

## Flüchtlingsintegration ist:

- ▶ ein dynamischer und facettenreicher
- ▶ wechselseitiger Prozess
- ▶ der zur vollen und gleichberechtigten Teilhabe an der Gesellschaft führt.
- ▶ Dies umfasst die Bereitschaft der **Flüchtlingsgemeinschaft**, sich an die Aufnahmegergesellschaft anzupassen ohne ihre eigene kulturelle Identität aufzugeben.
- ▶ Die **Aufnahmegergesellschaft und ihre Institutionen** sind gleichermaßen bereit, Flüchtlinge willkommen zu heißen und die Bedürfnisse einer multikulturellen Bevölkerung zu befriedigen.
- ▶ Dieser Prozess ist komplex, stufenweise und umfasst **rechtliche, wirtschaftliche, sozio-kulturelle Aspekte**.

## WHAT REFUGEES SAY

- ▶ “Jobs and language are the most important integration tools.”
- ▶ “Affordable housing is a major problem.”
- ▶ “In areas with many foreigners children do not learn the language.”
- ▶ “Highly qualified refugees experience the deepest social fall.”
- ▶ “Transition from asylum-seeker to recognized refugee is difficult, from total care to total independence.”

## WAS FLÜCHTLINGE SAGEN

- ▶ “Arbeit und Sprache sind die wichtigsten Integrationshilfen.”
- ▶ “Leistbare Wohnungen sind ein großes Problem.”
- ▶ “In Stadtteilen mit vielen Ausländern lernen die Kinder die Sprache nicht.”
- ▶ “Hochqualifizierte Flüchtlinge fallen im Sozialstatus am meisten ab.”
- ▶ “Der Übergang vom voll betreuten Asylwerber zum auf sich selbst gestellten Flüchtling ist schwierig.”

- ▶ **Legal Integration:** access to education, labour market, social assistance and health care; freedom of movement, travel documents, ...citizenship
- ▶ **Economic Integration:** Job, self-reliance, contributing to the economic life of the host country
- ▶ **Socio-cultural Integration:** mastering language, getting to know local community, making friends, living without discrimination; contribution to the social/cultural life of the host country

- ▶ **Rechtliche Integration:** Zugang zu Bildung, Arbeitsmarkt, Sozialleistungen, Gesundheitsversorgung; Bewegungsfreiheit, Reisedokumente,.. Staatsbürgerschaft
- ▶ **Wirtschaftliche Integration:** Arbeit, Eigenständigkeit, Beitrag zum Wirtschaftsleben des Aufnahmelandes
- ▶ **Sozio-kulturelle Integration:** Spracherwerb, Vertrautheit mit dem Umfeld, Gewinnen von Freunden, Leben ohne Diskriminierung; Beitrag zum gesellschaftlichen/kulturellen Leben des Aufnahmelandes

# Group Discussion

## ► Slide 4

1. How and why do people decide to **integrate, assimilate, separate** or even **marginalize** themselves?
2. Discuss the notion of "**Integration**": Which aspects of the original culture do you want to maintain, which aspects of the host culture do you want to adopt?

# Gruppendiskussion

## ► Folie 4

1. Wie und warum entscheiden sich Menschen für **Integration, Assimilation, Trennung** oder sogar **Marginalisierung**?
2. Diskutieren Sie den Begriff "**Integration**": Welche Aspekte der Herkunftskultur wollen Sie beibehalten, welche Aspekte der Kultur des Aufnahmelandes wollen Sie annehmen?

# Group Discussion

## ► Slide 6

Legal, economic and socio-cultural Integration:

1. What must the host society contribute?
2. What must the refugees do themselves?

# Gruppendiskussion

## ► Folie 6

Rechtliche, wirtschaftliche und sozi-kulturelle Integration:

1. Was muss die Aufnahmegerellschaft beitragen?
2. Was müssen die Flüchtlinge selbst leisten?



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## Is ethical journalism possible?

Dipl.-Soz. Izabela Korbiel, Olive 21.10.2017



## main rules in (ethical) journalistic praxis

telling the truth

disclose conflicts of interest

respect community

professional Conduct

## Telling the truth

Be **honest, accurate, truthful** and **fair**. Do not distort or fabricate facts, imagery, sound or data.

Provide accurate context for all reporting.

Seek out **diverse voices** that can contribute important perspectives on the subject you're writing.

Ensure that **sources** are **reliable**. To the maximum extent possible, make clear to our audience who and what your sources are

## Telling the truth

Correct errors quickly, completely and visibly. Make it easy for your audience to bring errors to your attention.

If a report includes criticism of people or organizations, give them the **opportunity to respond**

Clearly distinguish fact from opinion in all content.

## Conflicts of interest

Avoid any conflict of interest that undermines your ability to report fairly. Disclose to your audience any unavoidable conflicts or other situational factors that may validly affect their judgment of your credibility.

Do not allow people to make you dishonestly skew your reporting. Do not offer to skew your reporting under any circumstances.

Do not allow the interests of advertisers or others funding your work to affect the integrity of your journalism.

## community

respect your audience and those you write about.

Consider how your work and its permanence **may affect** the subjects of your reporting, your community and - since the Internet knows no boundaries - the larger world.

## Professional Conduct

Don't plagiarize or violate copyrights.

Keep promises to sources, readers and the community.

If you belong to a news organization, give all staff expectations, support and tools to maintain ethical standards

**Was ist Medienethik für Sie?**

**What is media ethics for you?**

**Wann brauchen wir Medienethik?**

**When do we need (media) ethics?**

## Why ethics?

Ethics is a process of justifying choices between **clashing values**

Ethics is rather about **asking** than answering because the right questions help to find acceptable solutions

Ethics is a way of studying specific journalistic choices (Frost 2000)

## Why ethics?

Implementation of media ethics resulted from **media crisis or pressure** from outside

impulses:

ars

sis

andals

codes of ethics for journalists after the World War I

## Journalistic codes of ethics

1918 introduction of codified ethical values by French Syndicat National des Journalistes

1936 National Union of Journalists in United Kingdom

Codes of ethics/ conduct for journalists exist worldwide, regardless the political system however they vary in content

## w & ethics

law is not determined by ethics

two alternative frames for analysing the same behaviour

legal automatically ethical?

## hics and sensitive issues

coverage of

'ar

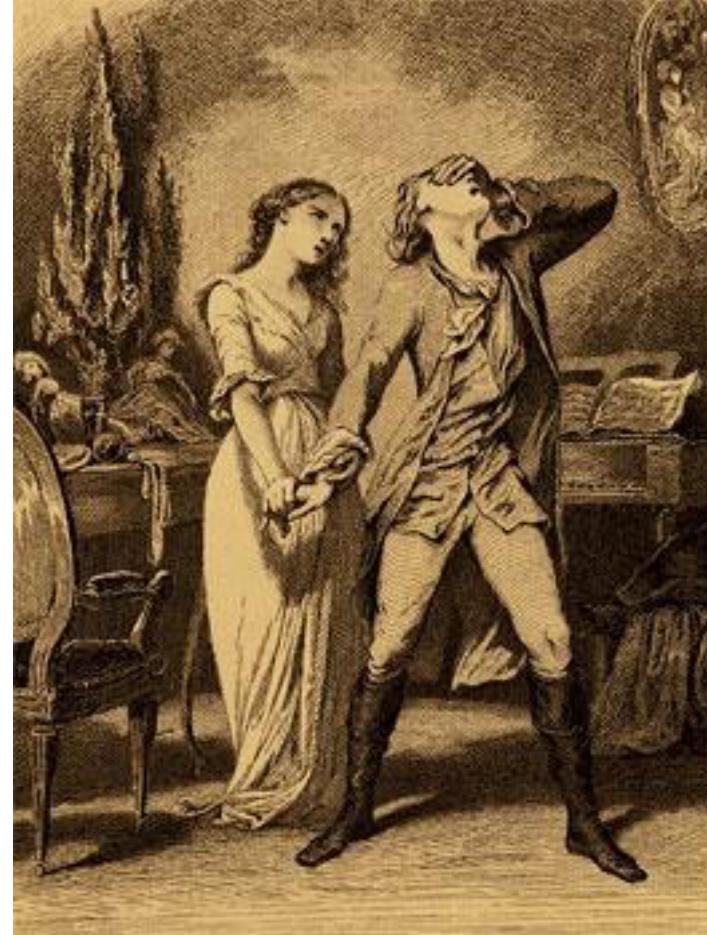
eath

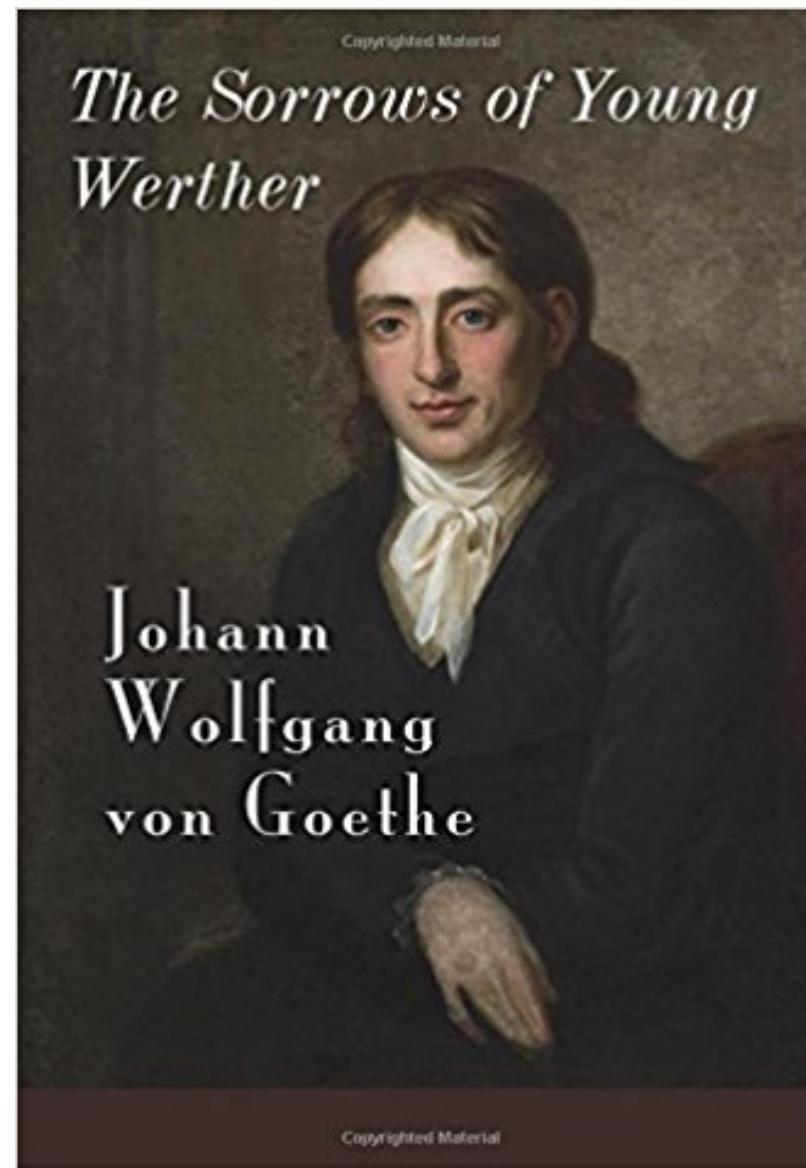
uicide

children

.....

Does this picture remind  
you of a work of Goethe?





## erther effect

tation of behaviour after media coverage

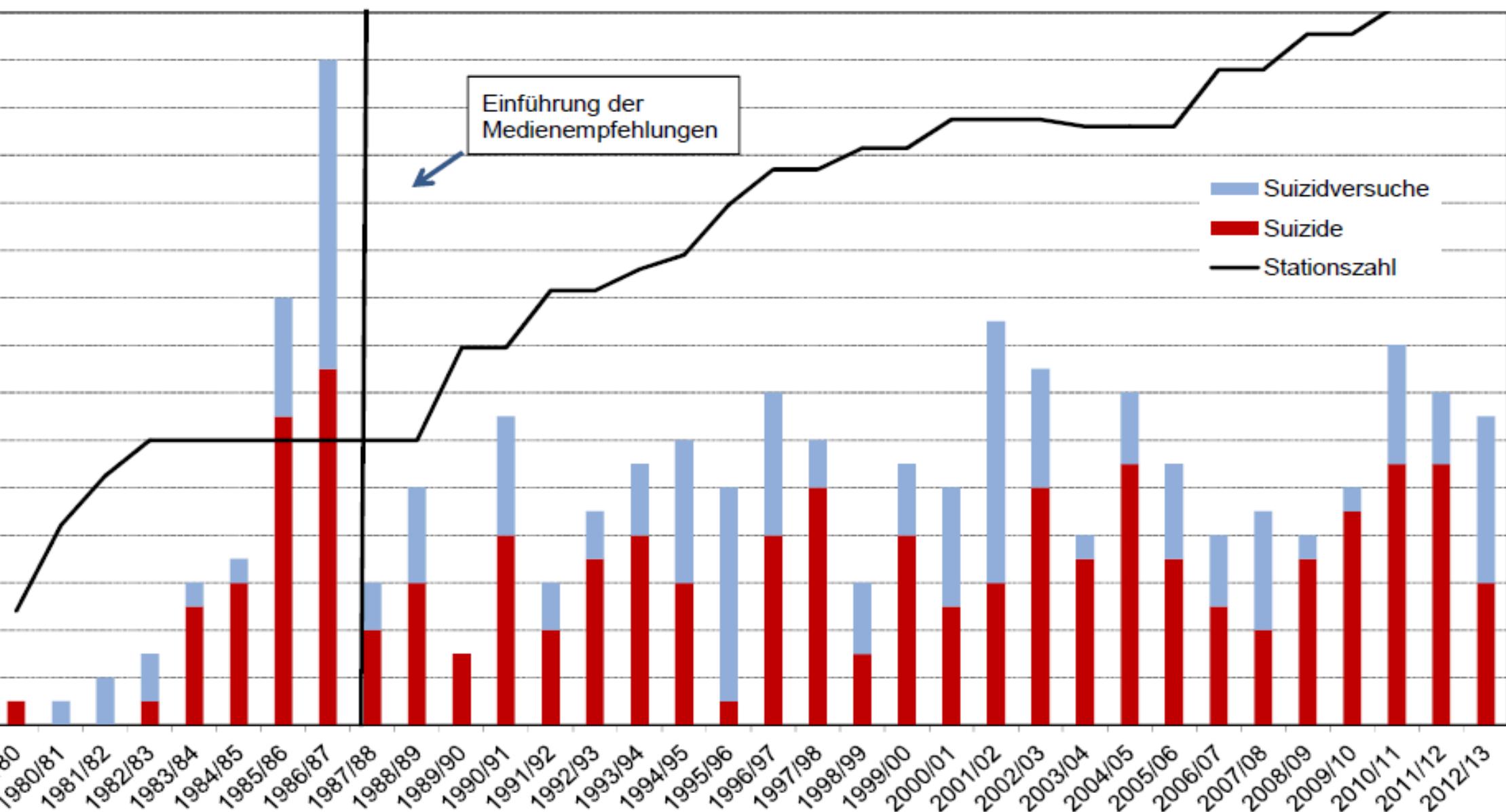
icide wave of young men after the book was published

Vienna: 1980s Subway suicides

Media content **should not harm**, risk of ‘Werther effect’ should be minimised

How?

# U-Bahn Suizide und -versuche, 1980-2013, Wien



## main principles when covering suicide

- do not disclose details
- avoid naming methods
- do not use images/photographs of the victim
- respect privacy
- avoid term 'suicide' in headlines
- avoid sensationalisation & glorification
- do not present suicide as a solution
- debunk myths about suicide
- provide helpline numbers and other sources of help

ennen Sie Beispiele von Suizidberichterstattung, die sehr bekannt geworden ist?

Do you know media coverage of suicide that became very well known?

# Academic Writing Skills

Bruktawit Ejigu

OLive – Open Learning Intiative



Co-funded by the  
Erasmus+ Programme  
of the European Union

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## Brainstorming

- 3 posts
- 1. Name - Studies (before) – field of study?
- 2. What do I already know about academic work?
- 3. What do I expect from the units / What do I want to learn about academic work?

# How do we know about the world around us?

- Education
- Tradition
- Common sense
- Media
- Personal experience

## Everyday Knowledge

- accidental experience,
- naive inference,
- pre- scientific Knowledge
- conditioned by psychological laws,
- the result of spontaneous cognitive process without application of systematic error control strategies

## Scientific Knowledge

- knowledge tested and learnt through systematic thinking and practice
- guided by methodological rules,
- standards of sampling,
- logic of experimentation,
- statistical inference

- 
- “The whole of science is nothing more than a refinement of everyday thinking”.

Albert Einstein

# Why do we do academic work?

- A research is conducted ‘to solve problems and to expand knowledge.
- It is a systematic way of asking questions, a systematic method of enquiry.

# What is academic work/ Research?

- It is the systematic process of collecting and analysing information (data) in order to increase our understanding of the phenomenon with which we are concerned or interested.
- It involves three main stages:
  - planning**
  - data collection**
  - analysis.**

# Characteristics of academic writing

- 1. Systematic - structured with specified steps and rules
- 2. Logical- guided by the rules of logical reasoning (induction and deduction)
- 3. Empirical- based on observations and experimentation on theories
- 4. Replicable, reliable –to be verified by replicating
- 5. Authenticity-original
- 6. Validity- credibility
- 7. Objectivity- unbiased
- 8. Comprehensibility – understandability

# Empirical Social Research

- It is a research involving social scientific methods, theories and concepts, which can enhance our understanding of the social processes and problems encountered by individuals and groups in society.
- It is conducted by sociologists, psychologists, economists, political scientists and anthropologists.
- Sometimes called '**soft sciences**' because their subject matter (humans) are fluid and hard to measure precisely.
- It is an empirical research – i.e. facts are assumed to exist prior to the theories that explain them

---

# Approaches to Research

- Quantitative vs. Qualitative
- Deductive vs. Inductive

## Quantitative

- Meaningfully expressed by numbers
- Provides counts and measures
- Investigation aims to assess a pre-stated theory  
(Deductive Reasoning)
- Often involves hypothesis testing
- Attempts to minimise the influence of the researcher on the outcome
- Quantitative data infers statistics
- Data collection therefore requires ‘closed’ responses

## Qualitative

- Meanings, concepts, and definitions
- Quality assessed through words, images, and description
- Investigation aims to create a novel theory  
(Inductive Reasoning)
- Researcher becomes an inherent part of the study - *ethnography*
- Qualitative data infers complex statements or opinions
- Data collection therefore permits ‘open’ responses

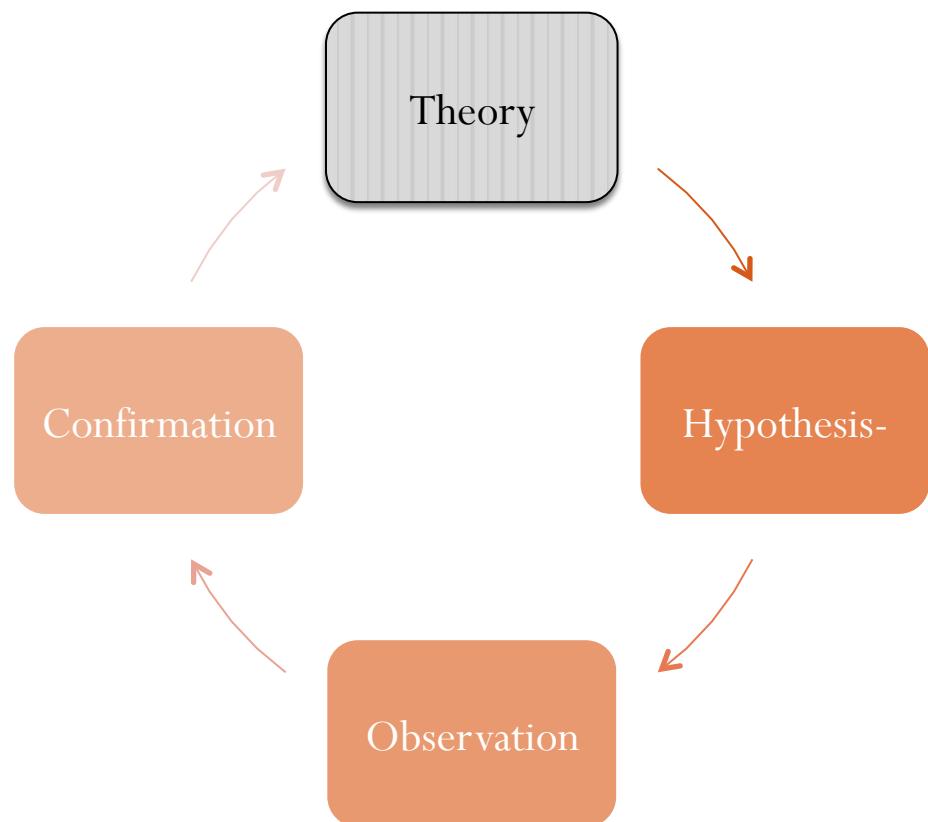
## Deductive

- from the more general to the more specific.
- "top -down" approach.
- Conclusion follows logically from premises (available facts)

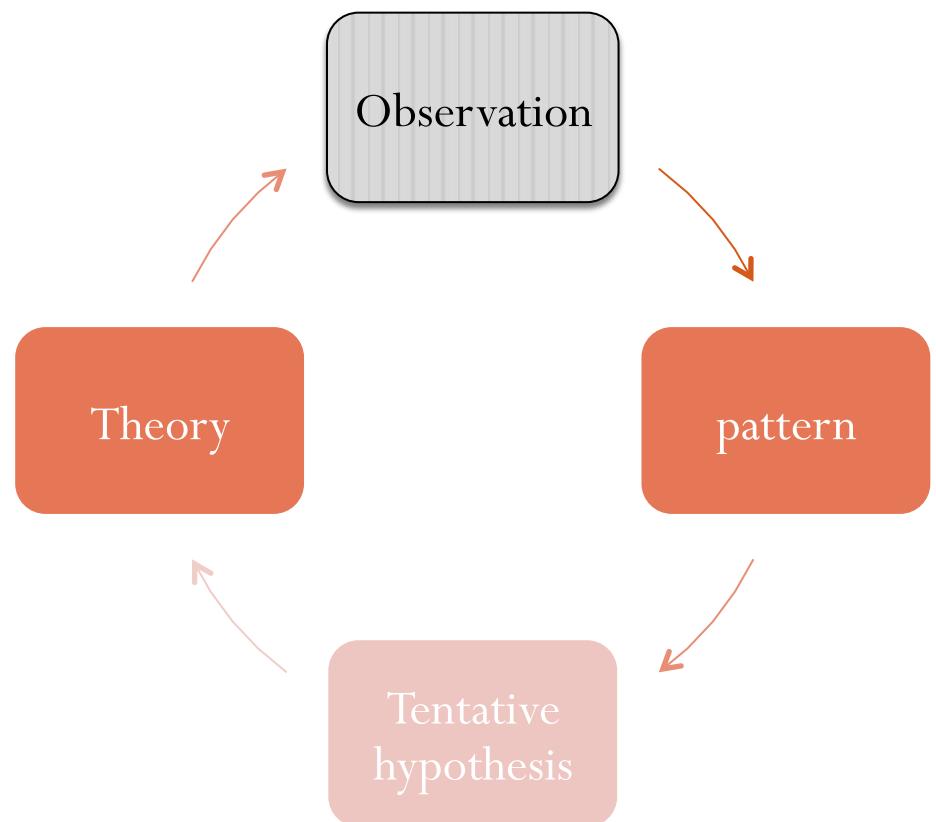
## Inductive

- moving from specific observations to broader generalizations and theories.
- a "bottom up" approach
- conclusion is likely based on premises.
- involves a degree of uncertainty

## Deductive



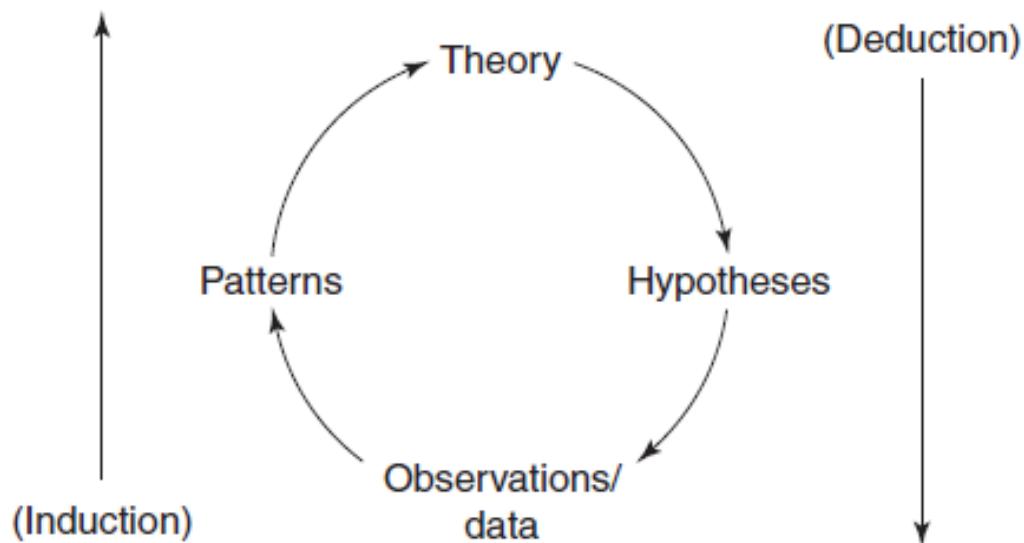
## Inductive



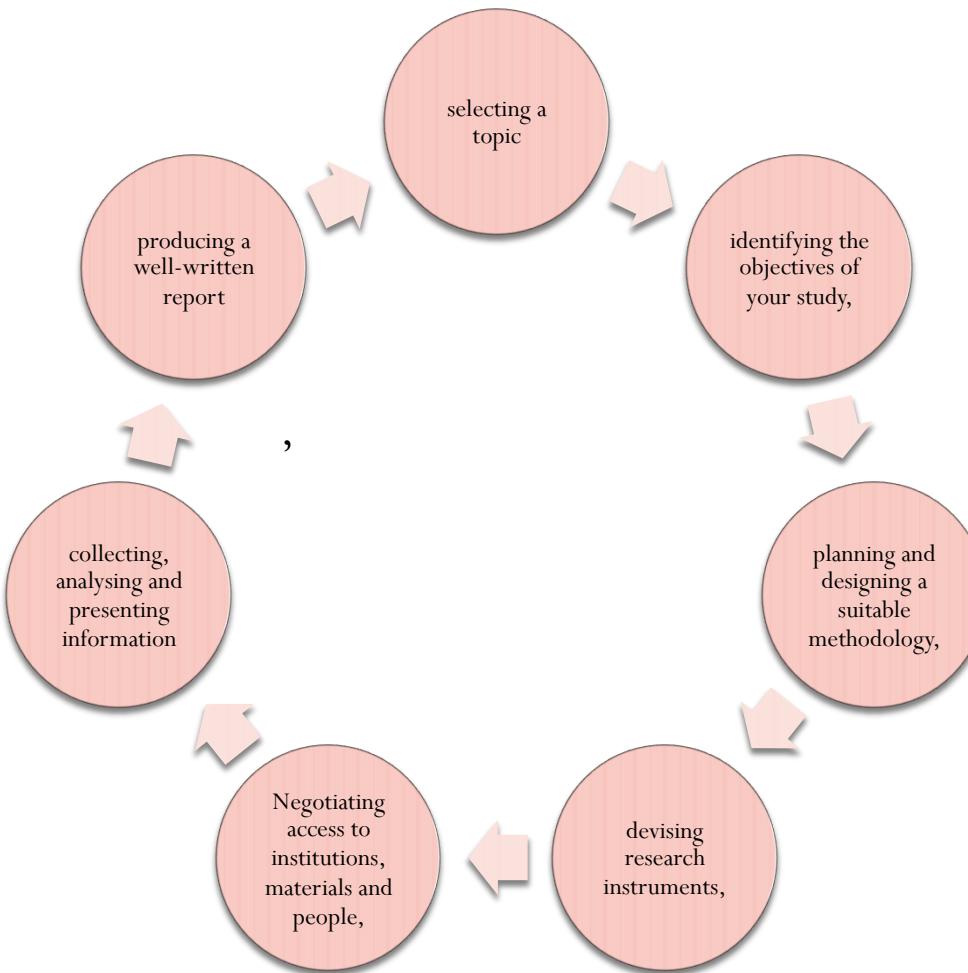
# The Quantitative-Qualitative “Divide” in Research

- Is really an artificial divide
  - Deductive vs inductive
  - Hard vs soft science
  - Objective vs subjective
- The research process more accurately can be described as a cyclical search for social truth

# The Wheel of Research



# What do we do in academic writing



# Something to think about

## Where is my euro?

- You need €100 for buying a shoes
- You take out €50 from your account and I lend you €50

**MONIES OWED: €50 (BE) + €50 (bank) = £100**

- You only spent €97, so had €3 change
- You put € 1 back in your account and gave me € 1 back

**MONIES OWED: €49 (BE) + €49 (bank) = €98**

**...plus you have your €1 = €99**

**Where's the extra euro gone?**



## CV CLINIK- OLIVE UP



Co-funded by the  
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of the European Union

Dr. Olga Kolokytha  
[olga.kolokytha@univie.ac.at](mailto:olga.kolokytha@univie.ac.at)



## **Curriculum vitae**

- What is it
- How to write, what to be careful of
- Examples

## **Cover letter**

- What it is
- How to write a cover letter, what to be careful of

CV

Marketing document

Important for work applications

Format:

Contact info

Education, qualifications

Job experience

Skills, achievements



- Laura Jennifer Susan Smith
- 123 Hillside Avenue
- Lower Portland
- Hull
- HU12 ENA
- [123you@ask20.com](mailto:123you@ask20.com)
- 01272 823567
- 07272340598

Education

2004 – 2007 – University of South Field – Harriton Road Campus - Essex – BA English and Australian Literature – 2:1

2002 – 2004 – Hunnyford Performing Arts College – Humberside Road – Essex – A Levels in English (B), Drama (C), Dance (B) and Theatre Studies (A)

1997 – 2002 – Hunnyford School – Humberside Road – Essex – GCSEs in Double English (AA), Double Science (CC), Mathematics (C), History (B), Drama (A), Dance (A), Home Economics (A), French (C)

Employment History

2004 – 2007 – University of South Field's Student Theatre – Stage Assistant

Responsibilities:

- Assist team leaders with set up for productions
- Help get costumers ready for dress rehearsals and shows
- Sometimes act as a prompt for actors as and when required
- Work with other team members to identify lighting, background and stage prop requirements
- Clean the stage prior to performances and place props in correct places
- Assist with lighting as and when required
- Serve drinks and ice-creams to customers during performance intervals

Other Interests

I enjoy participating in all aspects of University Life. I particularly enjoy socialising with my friends. I also enjoy listening to music, reading and shopping. I am a member of the Raise and Give Society at University and I play the Clarinet in the University's Jazz Band.

References

Mr John Almond – 01272 345090  
Mr Michael O'Neil – 01272 561289



Laura Smith

Address: 123 Hillside Avenue, Lower Portland, Hull, HU12 ENA  
Telephone: 01272 823567  
Mobile: 07272340598  
Email: [laurasmith@ask20.com](mailto:laurasmith@ask20.com)

Career Objective

I am keen to launch a career within the performing arts sphere to further develop and utilise my knowledge and experience of the theatre environment. I am a highly motivated individual who is confident in leading and working with a team. I enjoy the energy and intensity that is associated with the performing arts environment, and so I am seeking employment with an organisation that will provide me with an energetic environment in which my abilities and skills will be challenged.

Education

2007 BA English and Australian Literature, University of South Field  
2004 4 A Levels attained (grades A-C), Hunnyford Performing Arts College  
2002 10 GCSEs attained (grades A-C), Hunnyford School

Employment History

2004 – 2007 – University of South Field's Student Theatre – Stage Assistant

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References

Mr John Almond – 01272 345090  
Mr Michael O'Neil – 01272 561289

## Good CV

Correct language, concise, accurate info

Targeted at the job/ area you apply

Use cover letter

## Common mistakes

Poor grammar and spelling

Wrong information

Too long/ too short



Europass format

<https://europass.cedefop.europa.eu>

A form of CV used across the European Union

5 documents

Free of access, free of charge

Can be completed online



## Cover letter

Sent with CV to provide additional information on skills and experience

Explains aspects of CV, what you cannot say in CV

Marketing tool- what you can offer

First impression of you for employer



## Good cover letter

Your contact information

The employer's contact information

Introduce yourself

Market/ promote yourself

Conclusion- availability for interview or appointment



## Resume Genius' Cover Letter Checklist

### Contact Information

- Name of company applying to, not your own contact information
- Address of company applying to, use location specified in job posting
- Company contact info left aligned at top of page
- Insert space after company contact information then address interviewer by name if possible

### Body

- Keep opening greeting brief and direct
- State where you discovered job opening
- Include why you're applying to the position
- Consider adding two or three targeted bullet points for emphasis
- Body is brief, with two or three short paragraphs

### Closing

- Include professional send-off such as "Thank you for your time" or simply "Sincerely"
- Include hand written signature in addition to typed name in closing
- Include your current address after sign-off, matching address on resume

### Format

- Font is not below 10pt or exceeding 12pts
- Line Spacing is not below single spaced or exceeding 1.5
- Letter total length does not exceed one page
- Margins and borders are standardized, matching those of attached resume
- No colors, word art, pictures or symbols
- Double check for grammatical or spelling errors

*Thanks for downloading the [Resume Genius](#) resume checklist! If you have any general questions about resumes visit our site and leave us a comment.*



„Do your homework“

What does the company do

Who is the target audience

What does the job involve

What skills are important

Cover/ application letter, prospect letter- differences

Be careful!!

Not use the same letter for every application

Don't be too personal

Don't mention weaknesses

Don't be extremely enthusiastic!

MEDIA GOVERNANCE  
& INDUSTRIES RESEARCH

lab



universität  
wien

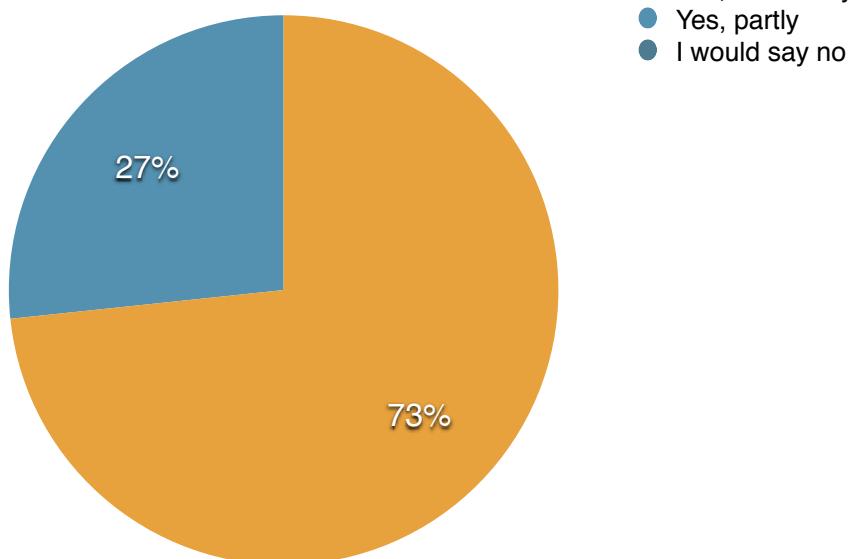


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Did the OLIve meet your expectations?

ANSWER	AMOUNT OF STUDENTS
Yes, absolutely	22
Yes, partly	8
I would say no	0

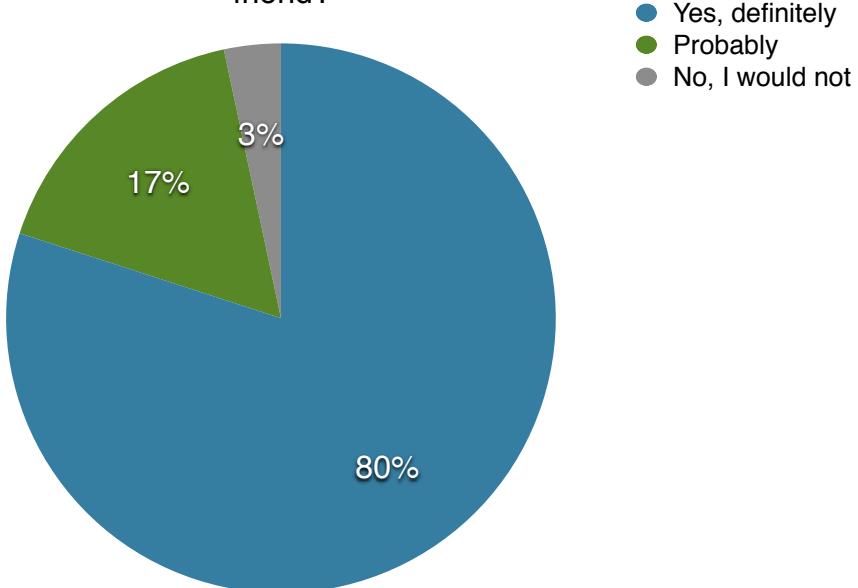
Did the Olive meet your expectations?



Would you recommend OLlive to a friend of yours?

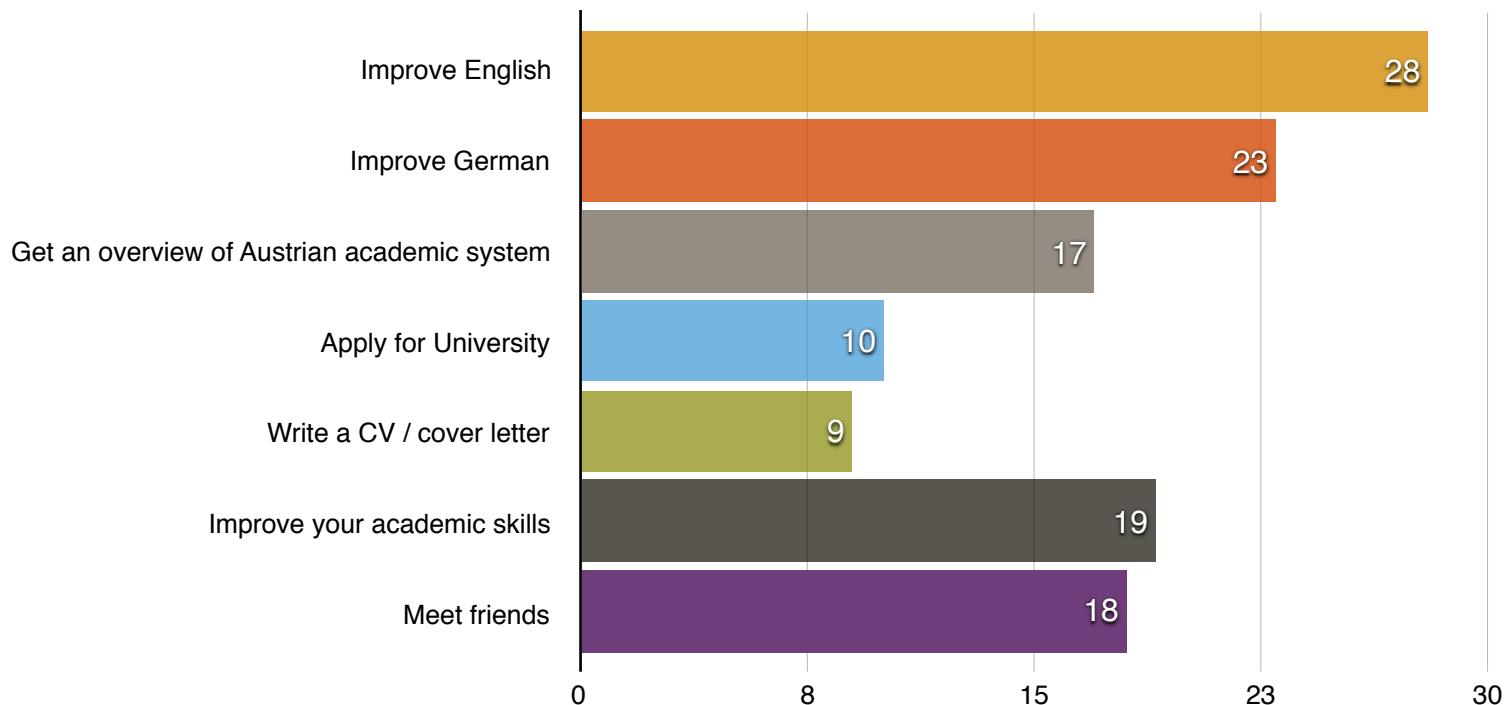
ANSWER	AMOUNT OF STUDENTS
Yes, absolutely	24
Yes, partly	5
I would say no	1

Would you recommend OLlive to a friend?



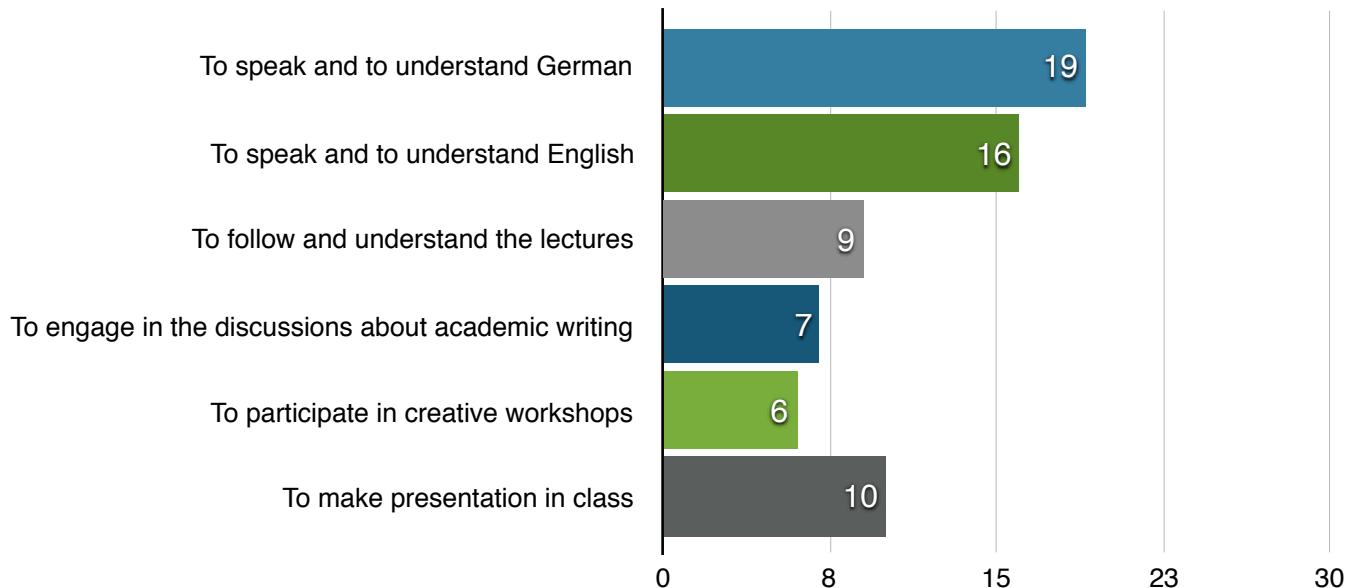
Did OLIve help you to...? (tick all that apply)

ANSWER	AMOUNT OF STUDENTS (IN %)
Improve English	93,3
Improve German	76,6
Get an overview of Austrian academic system	56,6
Apply for University	33,3
Write a CV / cover letter	30
Improve your academic skills	63,3
Meet friends	60



What was the biggest challenge for you? (tick all that apply)

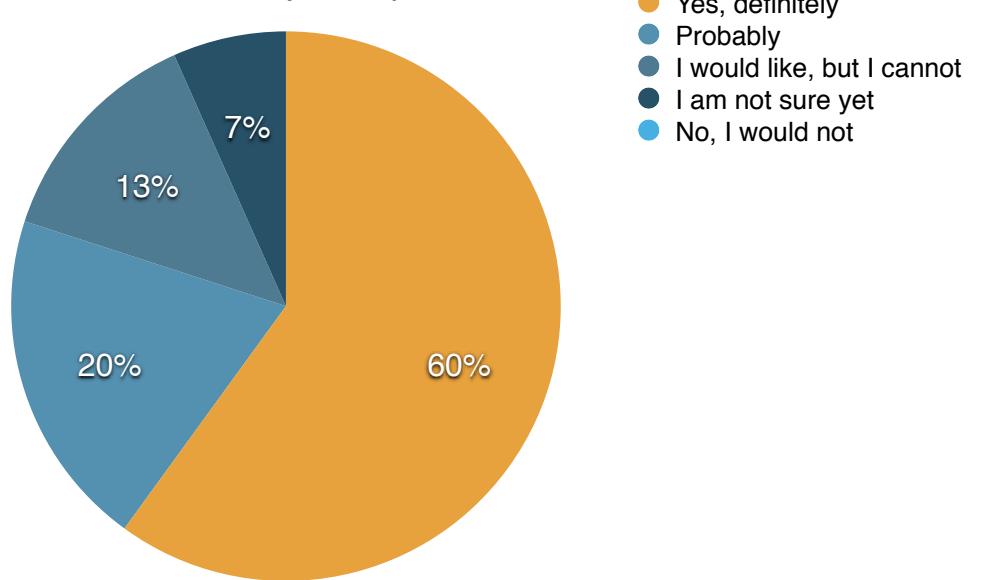
ANSWER	AMOUNT OF STUDENTS
To speak and to understand German	63,3
To speak and to understand English	53,3
To follow and understand the lectures	30
To engage in the discussions about academic writing	23,3
To participate in creative workshops	20
To make presentation in class	33,3



Would you like to continue studies at one of the European University?

ANSWER	AMOUNT OF STUDENTS
Yes, definitely	18
Probably	6
I would like, but I cannot	4
I am not sure yet	2
No, I would not	0

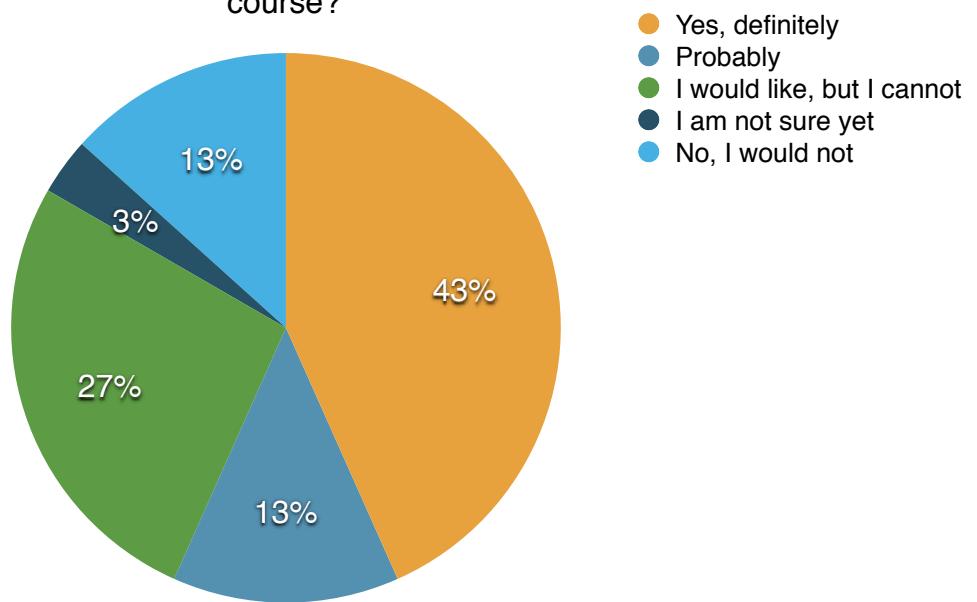
Did the Olive meet your expectations?



Are you interested in continuing OLLive course?

ANSWER	AMOUNT OF STUDENTS
Yes, definitely	13
Probably	4
I would like, but I cannot	8
I am not sure yet	1
No, I would not	4

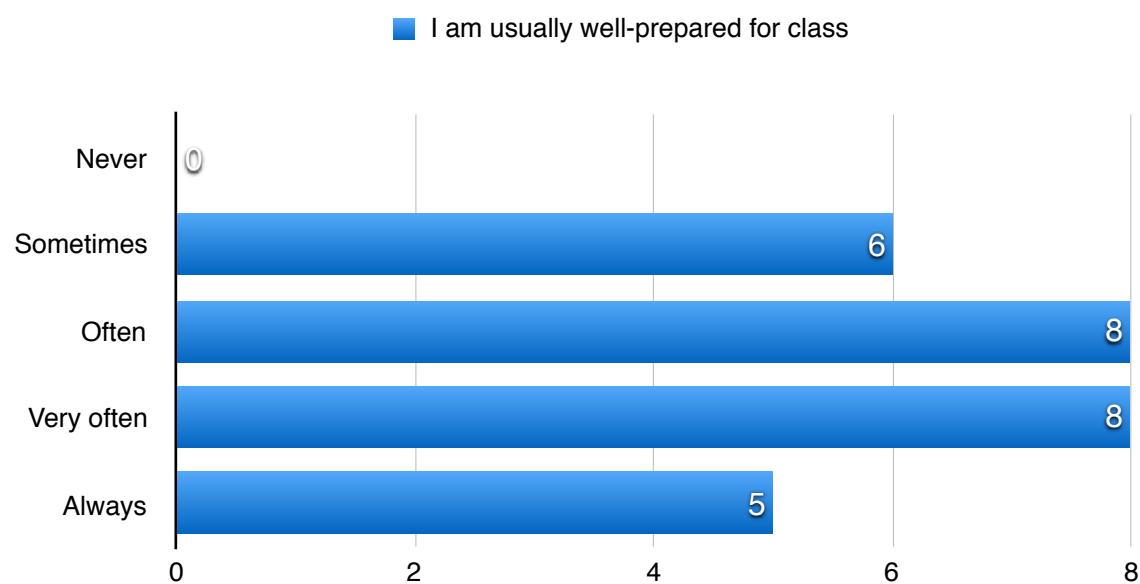
Are you interested in continuing OLLive course?



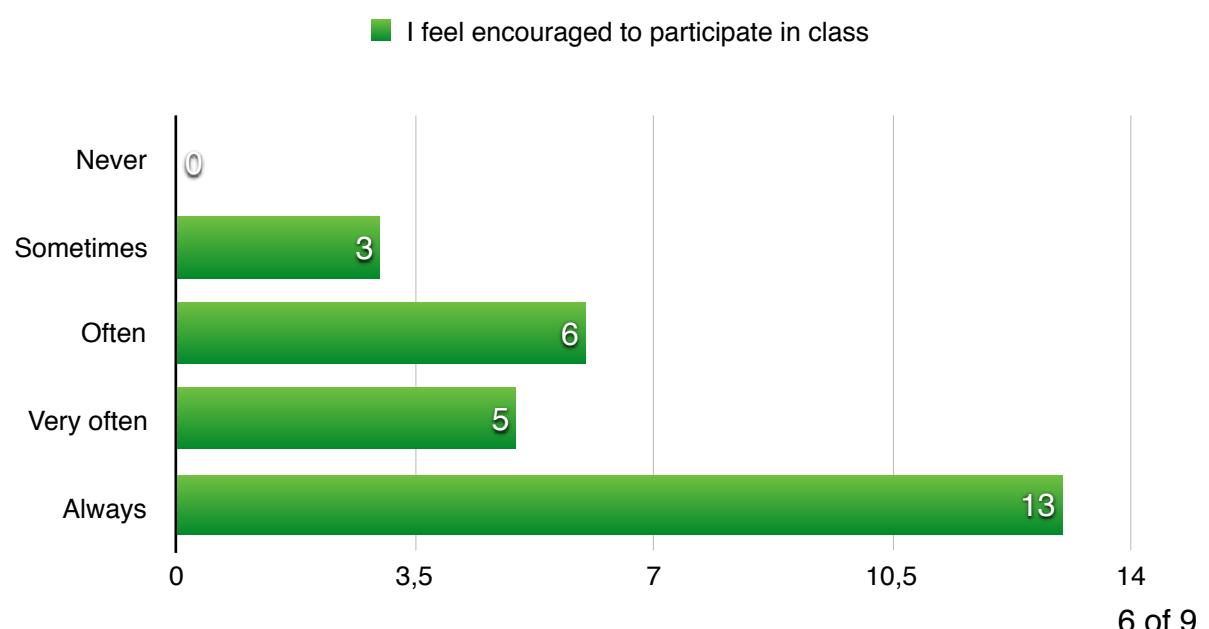
Please, rate the statements using the following scale:

- 1) never;
- 2) sometimes;
- 3) often;
- 4) very often;
- 5) always

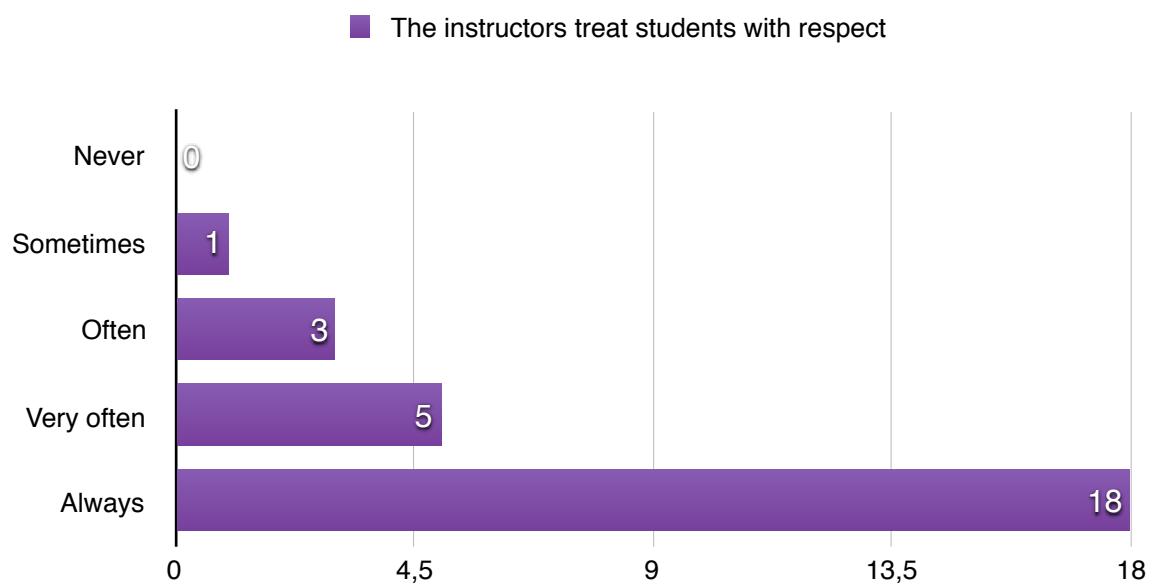
I am usually well-prepared for class **A=3,48**



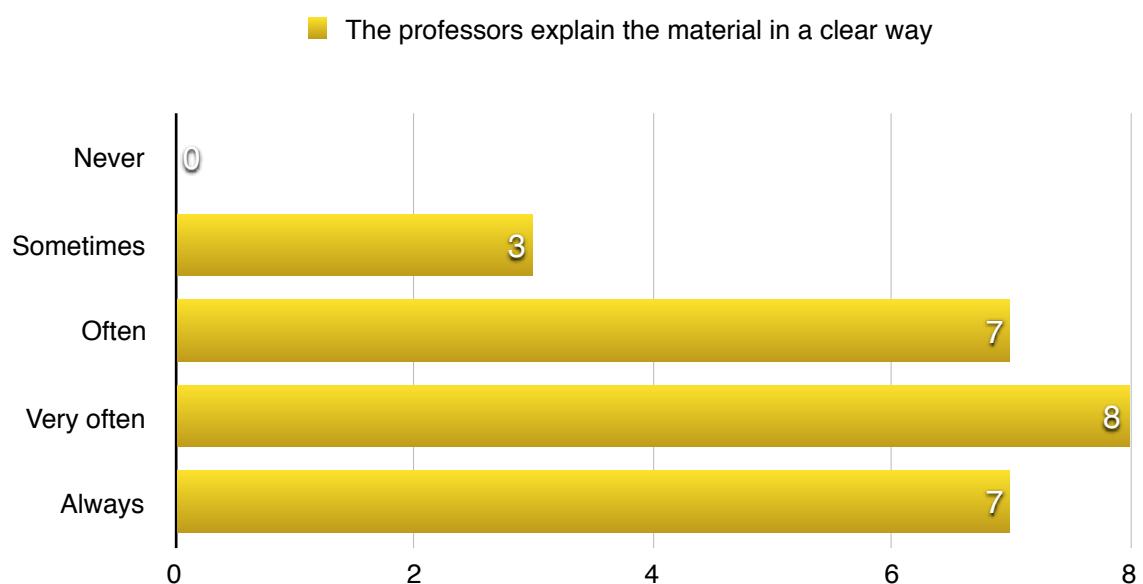
I feel encouraged to participate in class **A=4,2**



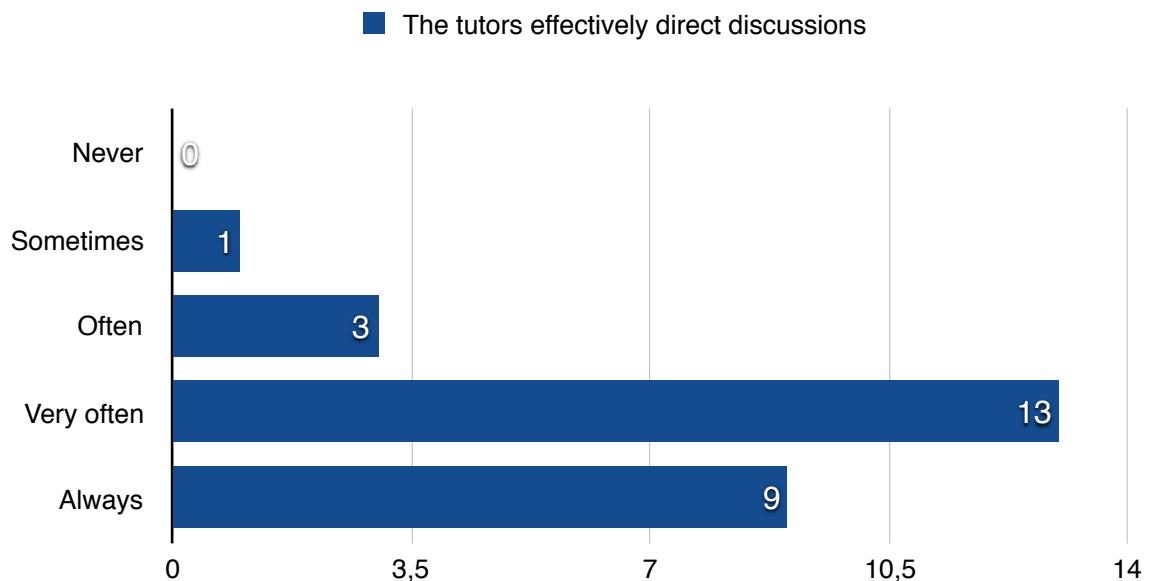
The instructors treat students with respect A=4,48



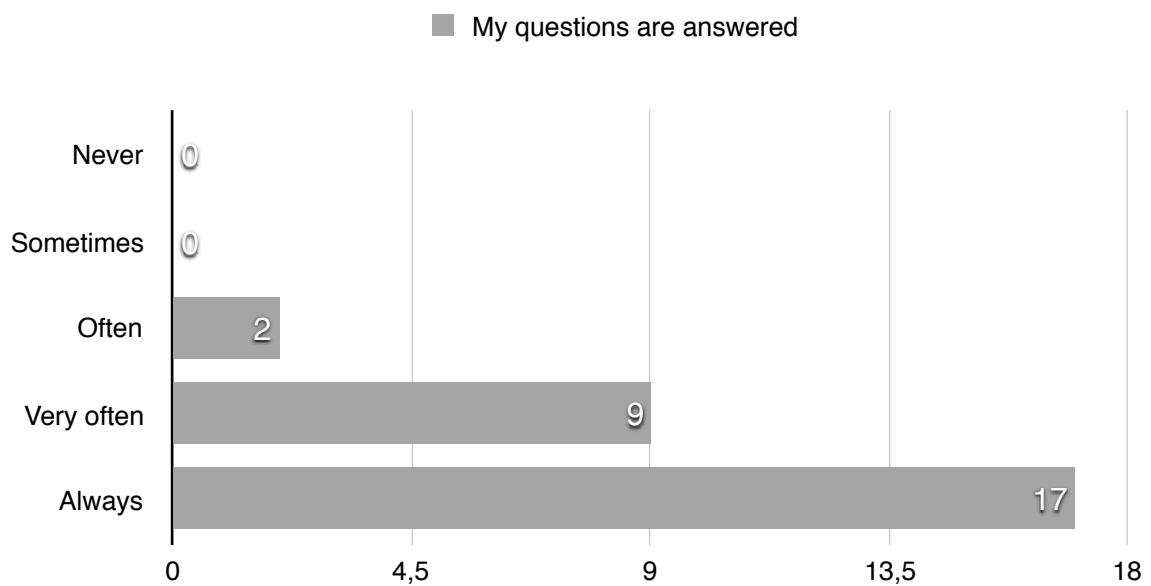
The professors explain the material in a clear way A=3,6



The tutors effectively direct discussions A=4



My questions are answered A=4,5



I received all the help I needed A=4,2

■ I received all the help I needed

