

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ

ЗАТВЕРДЖЕНО

на засіданні кафедри
міжнародних відносин і політичної
філософії
Протокол № 17 від 28.08.2025 р.

ПОГОДЖЕНО

Проректор з навчально-методичної
роботи



Каріна НЕМАШКАЛО

Міжнародні медіакомунікації
робоча програма навчальної дисципліни (РПНД)

Галузь знань С «Соціальні науки, журналістика, інформація та міжнародні відносини»
Спеціальність СЗ «Міжнародні відносини»
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Розробник:
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Данило НЕПОЧАТОВ

Завідувач кафедри
міжнародних відносин і
політичної філософії

Олег КУЗЬ

Гарант програми

Ірина ЖЕРЕБЯТНІКОВА

Харків
2025

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF
ECONOMICS**

APPROVED

at the meeting of the Department of
International Relations and Political
Philosophy
Protocol №. 17 of 28.08.2025



AGREED

Vice-Rector for Educational and Methodical
Work

Karina NEMASHKALO

**International Media communications
Programme of the Course**

Field of Knowledge **C «Social Sciences, Journalism, Information and International Relations»**
Specialty **C3 «International Relations»**
Study Cycle **First (Bachelor's)**
Study Programme **International Relations**

Course Status **Elective**

Language **English**

Developers:

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**Kharkiv
2025**

INTRODUCTION

The Course Programme International Media Communications is an elective component of the educational and professional training programme for Bachelor's students majoring in *C3 International Relations*. Its relevance is determined by the increasing role of international media as non-state actors in international relations and digital communications in shaping political agendas and diplomacy. Students majoring in *International Relations* will be able to critically analyse news, understand the mechanisms of the global media market, and assess information influences to make well-grounded professional decisions.

Media not only reflect international processes but also actively participate in their construction through information selection, event framing, and the dissemination of narratives in the transnational information space.

The course considers international media communications as an empirically observable and analytically measurable process. Within the framework of the course, students acquire approaches to systematic monitoring and analysis of international media content using digital and data-driven tools. This approach makes it possible to combine qualitative media analysis with elements of quantitative and computational analysis in order to identify structures, trends, and patterns of the global information space.

The course is grounded in the analysis of representative case studies of international media communications that illustrate different models of media markets, regional specificities of information environments, and practices of covering international events, including geopolitical crises and conflicts.

The object of the course is international media communications as a component of the global information space and a form of interaction between actors in international relations.

The subject of the course comprises political, informational, cultural, and technological factors shaping international media narratives, agendas, communication strategies, and models of transnational media interaction.

The purpose of the course is to develop in students a systematic understanding of the nature of international media communications, the mechanisms of their functioning and transformation, as well as to teach them to analyse global information processes using comparative, case-based, and data-driven approaches.

The tasks of the course are as follows:

- to familiarise students with the main theoretical approaches to the analysis of international media communications, including the concepts of agenda-setting, gatekeeping, framing, narrative competition, and information power in international relations;

- to form an understanding of the role of international media, news agencies, and digital platforms in shaping the global information space and transnational communication processes in different regional contexts;
- to teach students to conduct systematic monitoring of the international media field using digital tools, including automated alert systems, for the collection and initial structuring of media data;
- to master basic methods of analysing international media content in a data-driven environment, including work with data tables, frequency analysis, time trend analysis, and visualisation of results in an analytical software environment;
- to develop the ability to apply elements of computational analysis to identify patterns and structures of international information flows with subsequent critical interpretation of the results obtained;
- to develop skills in preparing analytical overviews and media intelligence briefs on international issues based on a combination of qualitative case analysis and quantitative media data, taking into account ethical constraints and the responsibility of the analyst.
- The learning outcomes and competencies formed by the course are presented in Table 1.

Table 1

Learning outcomes and competencies formed by the course

Learning Outcomes	Competencies
LO3.	GC5, SC1, SC13.
LO5.	GC4, SC10, SC12.
LO7.	GC6, SC2, SC4.
LO8.	GC12, SC3, SC4, SC12.
LO9.	GC5, GC12, SC11, SC13.
LO10.	GC11, SC12.
LO11.	SC4, SC10, SC13.
LO14.	SC3, SC4, SC5, SC12.

where, LO03. To know the nature of international cooperation, the character of interaction among international actors, and the correlation between state and non-state actors in world politics.

LO05. To know the nature and mechanisms of international communications.

LO07. To describe and analyse the international situation, and to collect from various sources the information necessary for this purpose on international and foreign policy events and processes.

LO08. To collect, process, and analyse large volumes of information on the state of international relations, the foreign policy of Ukraine and other states, regional systems, and international communications.

LO09. To study issues of international relations, regional development, foreign policy, and international communications using modern political, economic, and legal theories and concepts, scientific methods, and interdisciplinary approaches; to present research results and provide relevant recommendations.

LO10. To communicate fluently in the state language and foreign languages at a professional level necessary for conducting professional discussions and preparing analytical and research documents.

LO11. To carry out applied analysis of international relations, the foreign policy of Ukraine and other states, international processes, and the international situation in accordance with defined objectives; to prepare informational and analytical materials.

LO14. To use modern digital technologies, specialised software, databases, and information systems to solve complex specialised tasks in the field of international relations, social communications, and/or regional studies.

GC4. Knowledge and understanding of the subject area and understanding of professional activity.

GC5. Ability to work in an international context.

GC6. Ability to generate new ideas (creativity).

GC11. Ability to communicate in a foreign language.

GC12. Ability to search for, process, and analyse information from various sources.

SC1. Ability to identify features and development trends, and to understand the nature, dynamics, and principles of organisation of international relations, social communications, and/or regional studies.

SC2. Ability to analyse international processes in various contexts (political, cultural, informational, etc.).

SC3. Ability to assess the state and directions of research in international relations and world politics.

SC4. Ability to solve complex specialised tasks and practical problems in the field of international relations and social communications.

SC5. Ability to analyse the impact of the global economy, international law, and domestic politics on international relations.

SC10. Ability to analyse the structure and dynamics of international public communications.

SC11. Ability to analyse the nature and evolution of international organisations.

SC12. Ability to carry out communication and information-analytical activities in the field of international relations.

SC13. Ability to analyse the activities of international non-state actors and transnational relations.

COURSE CONTENT

Topic 1. Introduction to International Media Communications: Media as Non-State Actors in International Relations

The topic outlines the subject of the course and explains the role of international media, news agencies, and digital platforms as non-state actors in international relations. It examines their influence on the international agenda, political decision-making, and perceptions of states.

Key questions:

- Why are media considered non-state actors in international relations?
- How do they influence the international agenda?

Topic 2. Historical Evolution of International Media and the Global Media Market

This topic analyses the emergence of international media and the formation of the global media market, news agencies, and transnational information flows. Emphasis is placed on structural changes that shape the contemporary media system.

Key questions:

- How was the contemporary global media market formed?
- Why are information flows asymmetric?

Topic 3. Communication Theories in International Contexts: Agenda-Setting, Gatekeeping, Framing

The topic systematises key theories explaining the formation of the international agenda, news selection, and interpretation. It examines the application of these approaches to the analysis of international media content.

Key questions:

- How is the international agenda formed?
- Who selects and interprets international events, and how?

Topic 4. Digital Media and Platforms in International Relations

This topic examines digital platforms as actors of transnational communications that influence the representation of topics and narratives. Algorithmic mechanisms and platform bias are analysed.

Key questions:

- How do platforms transform international communications?
- What is algorithmic visibility?

Topic 5. Media and International Conflict

The topic focuses on the role of media in covering international conflicts and crises, as well as in shaping frames and narratives. It explores the possibilities and limitations of analysing information influence.

Key questions:

- How do media affect the perception of conflicts?
- Which frames dominate international news coverage?

Topic 6. Politics and Regulation of International Media Communications

This topic analyses state and supranational approaches to regulating international media and platforms, including issues of freedom of speech, content moderation, and digital sovereignty.

Key questions:

- Where is the boundary between regulation and censorship?
- How does regulation affect international communications?

Topic 7. Ethics and Challenges in International Media Communications

The topic addresses journalistic ethical standards, responsibility for information interpretation, and challenges related to automated analysis of media data.

Key questions:

- What ethical risks exist in the international media space?
- What are the limitations of data-driven analysis?

Topic 8. Cultural Diplomacy through Media

This topic is devoted to the role of media and popular culture in shaping the international image of states and in the implementation of cultural diplomacy and soft power.

Key questions:

- How do media shape the image of a state?
- Who are the key actors of cultural diplomacy?

Topic 9. International News Agencies and Journalism

The topic analyses the role of international news agencies and journalism in shaping global news flows, as well as approaches to systematic media monitoring.

Key questions:

- How is “global news” formed?
- How can comparative media monitoring be conducted?

Topic 10. Synthesis and Future Trends in International Media Communications

This topic summarises the theoretical and analytical approaches of the course and examines future trends in international media communications in the context of preparing an analytical media intelligence brief.

Key questions:

- How can monitoring data be integrated into an analytical product?
- Which trends will shape the future of international media communications?

The list of practical (seminar) classes / tasks for the course is given in Table 2.

Table 2

List of Practical (Seminar) Studies

Topics	Content
Topic 1. Introduction to International Media Communications: Media as Non-State Actors of International Relations	<i>Individual task:</i> 7 days of monitoring one international topic (two query formulations) and calculating source and country frequencies. <i>Data:</i> Google Alerts (primary data collection) + GDELT 2.1 (verification and/or sample scaling). <i>Tools:</i> R (readr, dplyr, ggplot2), gdeltr2 (or direct queries to GDELT). <i>Group task (Stage 1):</i> development of a unified dataset format (CSV + variable codebook + coding rules for “country/language/source type”).
Topic 2. Historical Evolution of International Media and the Global Media Market	<i>Individual task:</i> classify sources in the personal dataset (state/private; national/transnational; agencies/media/platforms) and calculate shares of actor types. <i>Data:</i> personal dataset + source directories and reference lists in Media Cloud (where available). <i>Tools:</i> R (dplyr, ggplot2; countrycode/janitor if needed). <i>Group task (Stage 2):</i> development of a source taxonomy (shared source reference guide with classification rules).
Topic 3. Communication Theories in International Contexts: Agenda-Setting, Gatekeeping,	<i>Individual task:</i> 7 days of collecting “mentions per day” for two query formulations and building a time-series visualization. <i>Data:</i> Google Alerts or GDELT 2.1 (preferred for regular mention counts). <i>Tools:</i> R (lubridate, dplyr, ggplot2). <i>Group task (Stage 3):</i> joint agenda timeline identifying attention peaks and linking them to key events (event notes).

Framing	
Topic 4. Digital Media and Platforms in International Relations	<p><i>Individual task:</i> compare international versus national/regional media for one topic; construct overlap analysis (shared vs unique events or storylines).</p> <p><i>Data:</i> GDELT 2.1 (sources, countries, languages) or Media Cloud (collection-based queries).</p> <p><i>Tools:</i> R (dplyr, tidyr, ggplot2).</p> <p><i>Group task (Stage 4):</i> “gatekeeping map” identifying which storylines systematically fail to enter the international media flow and which actors shape this process.</p>
Topic 5. Media and International Conflict	<p><i>Individual task:</i> build a corpus of 20–30 headlines or lead paragraphs from different countries/languages; conduct frequency analysis and KWIC/keyness.</p> <p><i>Data:</i> GDELT 2.1 (links, headlines, metadata) or Media Cloud; manual selection where necessary.</p> <p><i>Tools:</i> R (quanteda or tidytext; stringr).</p> <p><i>Group task (Stage 5):</i> joint frame codebook defining frames, linguistic markers, and coding rules.</p>
Topic 6. Politics and Regulation of International Media Communications	<p><i>Individual task:</i> code 2–3 policy documents (actor/instrument/goal/risks) and construct a matrix of regulatory models.</p> <p><i>Data:</i> UNESCO Guidelines and other core platform/media regulation documents (at least one international framework).</p> <p><i>Tools:</i> R (tibble/dplyr, ggplot2); optional use of Quarto for reporting.</p> <p><i>Group task (Stage 6):</i> joint policy matrix comparing 2–3 regulatory regimes (EU/US/another country or international level).</p>
Topic 7. Ethics and Challenges in International Media Communications	<p><i>Individual task:</i> select a recurring narrative and annotate its appearances over time; visualize its dynamics.</p> <p><i>Data:</i> EUvsDisinfo (as an example of a structured case database) and/or personal news corpus/sample.</p> <p><i>Tools:</i> R (lubridate, dplyr, ggplot2).</p> <p><i>Group task (Stage 7):</i> identification of 2–3 narratives and agreement on shared rules for defining narrative repetition.</p>
Topic 8. Cultural Diplomacy through Media	<p><i>Individual task:</i> collect mentions/citations of 10–15 actors (ministries of foreign affairs, international organizations, media outlets) and build a network graph (centrality measures).</p> <p><i>Data:</i> GDELT (co-mentions, actors, organizations) or Media Cloud (queries with extraction of domains/actors).</p> <p><i>Tools:</i> R (igraph).</p>

	<i>Group task (Stage 8):</i> integrated actor network with interpretation of hubs, bridges, and peripheral actors.
Topic 9. International News Agencies and Journalism	<i>Individual task:</i> distinguish news agencies from media retransmitters; calculate agency share in the media flow, top sources, and geographic distribution. <i>Data:</i> GDELT 2.1 (sources, domains, language, country) + personal classification via source taxonomy. <i>Tools:</i> R (dplyr, ggplot2). <i>Group task (Stage 9):</i> “news supply chain” section identifying primary news producers and amplification actors.
Topic 10. Synthesis and Future Trends in International Media Communications	<i>Individual task</i> (insight card, 2 points): 1 table + 1 chart + 120–180-word interpretation based on personal R analysis. <i>Data/Tools:</i> outputs from previous topics; R and optionally Quarto. <i>Group task (Final):</i> International Media Intelligence Project — unified dataset, reproducible analytical report (Quarto/Rmd), and a package of visualizations and findings.

The list of self-studies in the course is given in Table 3.

Table 3

List of self-studies

Tasks	Content
Task 1	Independent familiarization with core concepts of international media communications and tools for monitoring international media content. Data collection on one international topic using Google Alerts over 7 days (source, country, language, date) and/or sample expansion via GDELT 2.1. Construction of source and country frequency distributions using R (dplyr, ggplot2).
Task 2	Independent classification of sources in the personal dataset (state/private; national/transnational; agencies/media/platforms) based on an agreed source taxonomy and/or open source directories (where available). Analysis and visualization of media flow structure using R (dplyr, ggplot2).
Task 3	Independent collection of media data for at least 10–14 days using two query formulations (Google Alerts and/or GDELT 2.1). Construction of time series of mentions, identification of attention peaks, and short interpretation of agenda-setting dynamics using R

	(lubridate, ggplot2).
Task 4	Independent comparison of international and national/regional media flows for one topic. Construction of an overlap table (shared and unique storylines/events) and visualization of gatekeeping mechanisms using R (dplyr, tidyr, ggplot2). Data sources: personal corpus and/or Google Alerts, GDELT 2.1, Media Cloud.
Task 5	Independent construction of a corpus of 20–30 headlines or lead paragraphs of international news (from different countries/languages) based on personal data collection and/or GDELT 2.1 / Media Cloud. Frequency analysis, KWIC or keyness analysis to identify dominant frames using R (quanteda or tidytext).
Task 6	Independent comparison of three different query formulations to identify platform or algorithmic visibility asymmetries (platform bias). Construction and visualization of comparative frequencies of sources, countries, and languages using R (dplyr, ggplot2). Data: Google Alerts and/or GDELT 2.1 / Media Cloud.
Task 7	Independent selection of a recurring narrative and annotation of its appearances in the dataset (based on personal corpus and/or structured case examples). Visualization of temporal dynamics and mention intensity using R (lubridate, ggplot2). Data: personal corpus and/or open case databases (e.g., EUvsDisinfo, where relevant).
Task 8	Independent collection of data on mentions and/or citations of 10–15 actors (state institutions, international organizations, media outlets, platforms) within the selected topic. Construction of a network graph and calculation of basic centrality metrics using R (igraph). Data: personal samples and/or GDELT 2.1 / Media Cloud.
Task 9	Independent analysis of 2–3 policy documents on international media and digital platform regulation (international and/or national frameworks). Coding of documents (actor, instrument, goal, risk) and construction of a comparative matrix with visualization of regulatory models using R. Data: policy documents (including international guidelines such as UNESCO documents, where applicable).
Task 10	Independent preparation of an individual insight card based on personal computational analysis (1 chart, 1 table, short interpretation) and integration of the result into the final group product. Tools: R;

	optional use of Quarto/R Markdown.
Task 11	<p>The semester-long International Media Intelligence Project is completed in groups of 2–3 students throughout the semester. Final defense is conducted in a review format. Each group project must include:</p> <ul style="list-style-type: none"> - a structured media dataset (CSV: date, source, country, language, actor type, headline, link); - a source taxonomy; - visualizations of attention dynamics (time series, peaks); - results of gatekeeping analysis (comparison of media flows); - frame and narrative analysis (frequencies, KWIC/keyness); - platform bias visualizations; - network analysis of actors (igraph + metrics); - a policy matrix of regulatory models; - a reproducible analytical report (R scripts and/or Quarto/R Markdown); - a final analytical document (International Media Intelligence Brief) with conclusions and a “Methods and Limitations” section; - a presentation of results.

The number of lecture hours, practical (seminar) hours, and hours of self-study is given in the technological map of the course.

TEACHING METHODS

During the teaching of the course “International Media Communications”, both traditional and innovative methods of organising the educational process are employed. These methods are aimed at developing students’ skills in analysing international media as non-state actors in international relations, working with empirical media data, applying quantitative and computational approaches, as well as interpreting global information processes.

The educational process combines lectures, seminars, practical classes, and research-project formats, with an emphasis on individual and group analytical work using digital tools.

Verbal methods:

- lecture with elements of an analytical overview of the international media landscape (Topics 1, 2, 6, 9);

- problem-based lecture focused on posing analytical questions and formulating hypotheses (Topics 1, 3);
- mini-lecture explaining theoretical approaches to the analysis of media communications (agenda-setting, gatekeeping, framing) (Topics 3, 5, 7, 10).

Visual methods:

- demonstration and analysis of international media content, news flows, and digital platforms (Topics 1, 4, 6);
- use of infographics, time series, network graphs, and statistical visualisations created in
- the R environment (Topics 2–10);
- presentation of the results of media data analysis and semester projects (Topic 10).

Practical methods:

- completion of individual computational tasks related to the collection, structuring, and analysis of media data using Google Alerts and the R programming language (Topics 1–9);
- analysis of attention dynamics, media flow structures, frames, and narratives based on empirical data (Topics 3–7);
- work with policy documents and coding of regulatory approaches in the field of international media and platforms (Topic 9).

Interactive methods:

- group analytical work aimed at forming a shared media data corpus and a source taxonomy (Topics 1, 2);
- collective analysis of agenda dynamics, gatekeeping mechanisms, and platform asymmetry (Topics 3, 4, 6);
- group-based network analysis of communication actors in international media communications (Topic 8);
- presentation and public defence of semester project results in a review format (Topic 10).

Methods for enhancing learning and cognitive activity:

- research-based learning for completing individual computational tasks and the semester group project (Topics 1–10);
- problem-solving and inquiry-based tasks aimed at identifying patterns and asymmetries in the international media space (Topics 2–7);
- case method involving the analysis of real international events and media coverage of crises and conflicts (Topics 4, 5, 7);
- project method during the implementation of the semester group assignment International Media Intelligence Project (Topic 10).

FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system for assessing the learning outcomes of students.

Current control is carried out during lectures and practical (seminar) classes and is aimed at checking the level of preparedness of the student to perform a specific task. Assessment is based on the total number of points earned: for courses with a form of semester control as an exam, the total amount of points for current control is 60 points.

Final control is carried out in the form of a semester exam. The maximum score for the exam is 40 points.

The final grade in the course is determined by summing all points obtained during current control and the exam (maximum – 100 points).

To be admitted to the semester exam, the student must obtain at least 35 points during current control. The minimum passing score for the exam is 25 points.

Current assessment of academic performance is carried out in the following forms:

- *collection and primary processing of media data* — 2 times per semester (collection of international news using Google Alerts, formation of a structured dataset with the following attributes: source, country, language, date). The maximum score for the task is *3 points (3-point assessment scale; 6 points total per semester)*;
- *classification of sources and actors of international media communications* — 2 times per semester (state/private; national/transnational; agencies/media/platforms). The maximum score for the task is *3 points (3-point assessment scale; 6 points total per semester)*;
- *quantitative analysis of media flows and the media agenda* — 3 times per semester (frequency analysis, time series, agenda-setting and gatekeeping analysis using the R programming language). The maximum score for the task is *4 points (4-point assessment scale; 12 points total per semester)*;
- *analysis of frames, narratives, and platform asymmetry* — 2 times per semester (KWIC / keyness, analysis of recurring narratives, platform bias in international media). The maximum score for the task is *4 points (4-point assessment scale; 8 points total per semester)*;
- *network and policy analysis of international media communications* — 2 times per semester (network analysis of actors using R igraph; coding and comparative analysis of policy documents). The maximum score for one completion is *4 points (4-point assessment scale; 8 points total per semester)*;
- *preparation of an individual insight card based on the student's own computational analysis* — 1 time per semester (1 graph, 1 table, a short

analytical interpretation). The maximum score is *2 points (2-point assessment scale; 2 points total per semester)*;

- *method project* — 1 time per semester; the project is carried out in groups of 2–3 students and is completed with a presentation of results followed by discussion. The maximum score is *18 points (18-point assessment scale; 18 points total per semester)*.

More detailed information on the assessment system is provided in the technological map of the course.

AN EXAMPLE OF AN EXAM CARD

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First (Bachelor's) cycle of higher education
C «Social Sciences, Journalism, Information and International Relations»
Specialty C3 International Relations
Study programme “International Relations”
Study course International Media Communications

EXAMINATION CARD № 1

Task 1 (practical)

Based on the provided dataset of international news, complete the following tasks:

a) Describe which type of analysis (agenda-setting / gatekeeping / framing / platform bias) is appropriate for this dataset and explain why.

b) Propose pseudocode for:

counting the number of mentions by date, or

calculating the frequency distribution of sources / countries.

(The logic of the code is assessed; flawless syntax is not required.)

c) Explain which empirical pattern can be identified through such analysis (trend, attention peak, dominance of actors, etc.).

Maximum — 15 points for the task.

Task 2 (theoretical)

Based on the provided dataset, propose R code for:

counting the number of mentions by date, or

calculating the frequency distribution of sources / countries.

Maximum — 15 points for the task.

Task 3 (heuristic)

a) Explain why international media and digital platforms are considered non-state actors in international relations (concepts, logic, examples).

b) Explain the difference between national media, transnational media, and international news agencies.

Maximum — 10 points for the task.

Approved at the Department of International Relations and Political Philosophy meeting,
protocol № 1, dated «22» August 2025.

Examiner
Nepochatov

Lecturer Danylo

THE ASSESSMENT CRITERIA

Criteria for Assessing Individual Analytical Assignments

4-point assessment scale

Level of Performance	Points
The analysis is carried out correctly; the R code is reproducible; visualisations correspond to the data; results are logically interpreted; a short but meaningful analytical conclusion is provided.	4
The analysis is generally correct; minor technical or visual inaccuracies are present; the interpretation is partially superficial but consistent with the obtained data.	3
The analysis is completed partially; the code contains errors or is not fully reproducible; visualisations are incorrect or poorly interpreted.	2
The analysis is formal or incorrect; the code does not work; results are not related to the data or are absent.	1

Criteria for Assessing Individual Computational Assignments

3-point assessment scale

Level of Performance	Points
Data are collected correctly and in full; the dataset structure meets the requirements; variables are defined correctly; appropriate queries and categories are used; no critical errors are present.	3
Data are generally collected correctly, but minor inaccuracies in structure, categories, or completeness are present; errors do not significantly affect further analysis.	2
Data are collected partially or with errors; the structure is violated; key variables are missing; the task is completed formally or with critical shortcomings.	1

Criteria for Assessing the Method Project

18-point assessment scale

Level of Performance	Points
Data are collected correctly and in full; the corpus is structured; the R analysis is reproducible; several types of analysis are applied (time-series, gatekeeping, framing, network, or platform bias); conclusions logically follow from empirical results; the insight card is integrated into the final analysis.	18
The project is completed at a very high-quality level. Data are complete; the analysis is reproducible; at least three types of analysis are applied; the insight card is correct, though the synthesis of results is less deep.	17
The project is of high quality and well structured. The main stages of analysis are performed correctly; visualisations are informative; the insight card is present but has limited analytical depth.	16

The project generally meets the requirements. Data are collected correctly; the analysis is performed, but there are some technical or analytical shortcomings (partial reproducibility of the code, simplified interpretations).	15
The project is completed at a sufficient level. The data corpus is collected correctly but with limitations in volume or diversity; the analysis is conducted properly but without deep synthesis; the insight card is present but has limited analytical value; the connection between data and conclusions is generally traceable.	14
The project demonstrates a basic understanding of the task. The analysis is fragmentary; a limited number of tools is used; visualisations are simple; reproducibility is partial; the insight card is predominantly descriptive.	13
The project is completed partially. Data or analysis are incomplete; the computational approach is applied selectively; the insight card is absent or completed formally; conclusions are weakly connected to empirical results.	12
The project contains noticeable technical and analytical shortcomings. The data corpus is limited; the R analysis is superficial or unstable; the logic between stages of analysis is disrupted; the insight card does not reflect the research results.	11
The project is fragmentary. Data or code are presented incorrectly; visualisations are erroneous or absent; reproducibility of the analysis is absent; analytical conclusions are not formulated.	10
The project is completed formally. Separate tables or charts are present without a coherent analytical connection, methodological explanation, or interpretation.	9
The project demonstrates minimal understanding of the task. Data are collected partially or chaotically; analysis is unsystematic; conclusions are unsubstantiated or declarative.	8
The project contains serious conceptual and technical errors. Data or analysis do not correspond to the stated task; computational logic is violated.	7
The project is fragmentary and unsystematic. The R analysis is formal or incorrect; most mandatory components are missing.	6
The project shows signs of purely formal completion. Data are incomplete; analysis is absent or unsuitable for interpretation.	5
The project almost does not meet the requirements. Separate files or fragments are submitted without an analytical connection between them.	4
The project does not reflect the content of the task. Data and analysis are random, irrelevant, or methodologically flawed.	3
The project is essentially not completed. Structured data and computational analysis are absent.	2
Submitted materials lack substantive content and are unsuitable for assessment.	1

Criteria for Assessing the Practical Task in the Examination Card
15-point assessment scale

Level of performance	Points
The task is completed fully and at a high level. The type of analysis is selected correctly and clearly justified with regard to the dataset structure. The pseudocode is logical, consistent, and reflects the full data-processing cycle (aggregation, counting, grouping). The empirical pattern is described correctly and linked to the selected type of analysis.	15
The type of analysis is identified correctly; the justification is generally convincing. The	14

pseudocode is logical but includes minor simplifications or omissions of individual steps. The empirical pattern is described correctly, but the interpretation is less detailed.	
The type of analysis is selected appropriately, but the justification is partially superficial. The pseudocode is understandable but presented in a shortened form. The pattern is described in general terms without detail.	13
The type of analysis is selected appropriately; however, the logic of the choice is explained incompletely. The pseudocode is fragmentary but demonstrates an understanding of counting principles. The empirical pattern is formulated descriptively.	12
Partial understanding of types of analysis is demonstrated. The pseudocode contains logical inaccuracies or omits key steps. The pattern is defined unclearly or without a clear link to the data.	11
The type of analysis is identified formally, without in-depth justification. The pseudocode is schematic and describes the idea of counting without structure. The pattern is described in very general terms.	10
An attempt to select the type of analysis is present, but with methodological inaccuracies. The pseudocode is inconsistent or incomplete. Interpretation of the empirical pattern is weak.	9
The task is completed partially. The type of analysis is identified incorrectly or without explanation. The pseudocode does not allow the logic of the analysis to be reproduced. The pattern is formulated superficially.	8
The analysis and pseudocode are presented fragmentarily. The link between data, method, and conclusions is weak or absent.	7
Formal completion of the task. The pseudocode is incorrect or does not correspond to the task. The empirical pattern is not explained.	6
Only separate elements of the answer are present (the name of the analysis or a general idea of counting) without logic.	5
A superficial attempt at an answer with significant logical errors.	4
The task is completed incorrectly; there is no understanding of computational logic.	3
Minimal, random fragments of an answer without substantive content.	2
The task is essentially not completed.	1

Criteria for Assessing the Theoretical Task in the Examination Card

15-point assessment scale

Level of Performance	Points
A correct and logically consistent R code is proposed, implementing the full analysis cycle (variable selection, grouping, counting, obtaining results). The code is aligned with the dataset structure and allows the analysis to be reproduced.	15
The R code is generally correct; the counting logic is preserved. Minor syntactic or structural inaccuracies are present but do not undermine the analytical idea.	14
The code is correct in essence but presented in a shortened form (some steps are omitted or implicitly defined). The principle of data aggregation is clear.	13
The code is correct in essence but presented in a shortened form (some steps are omitted or implicitly defined). The principle of data aggregation is clear.	12

There is a partial understanding of computational logic; the code is fragmented or inconsistent.	11
The code is schematic, describing the idea of counting, but cannot be directly executed or reproduced.	10
Only a general approach to counting is provided without correct implementation in R.	9
The R code contains logical errors that prevent obtaining a correct result.	8
Formal completion of the task; the code does not correspond to the stated analytical task.	7
Separate R commands are provided without logical connections between them.	6
A minimal attempt at an answer; the code is unsuitable for interpretation.	5
Significant misunderstandings of data analysis principles are evident.	4
The code does not perform counting of mentions or frequencies.	3
Random or irrelevant code fragments are provided.	2
The task is essentially not completed.	1

Criteria for Assessing the Heuristic Task in the Examination Card

10-point assessment scale

Level of Performance	Points
The answer is complete, logically structured, and conceptually correct. The role of media communications in international relations is explained; correct concepts are used; relevant examples from international practice are provided.	10
The answer is well-argued; examples are appropriate, but analytical depth is somewhat limited.	9
The answer is generally correct; concepts are used properly, but without extended examples.	8
Understanding of key ideas is demonstrated; argumentation is superficial.	7
Partial understanding of the topic; inaccuracies in definitions or examples are present.	6
Partial understanding of the topic; inaccuracies in definitions or examples are present.	5
Fragmentary knowledge; weak structure of the answer.	4
Significant conceptual errors; incorrect understanding of the role of media.	3
Minimal, superficial understanding of the topic.	2
The answer does not correspond to the content of the question.	1

RECOMMENDED LITERATURE

Main

1. Daly D., Kuru J., Fripp A. Humans R Social Media. Tucson : The iVoices Media Lab of the University of Arizona, 2024. URL: <https://opentextbooks.library.arizona.edu/humansrsocialmedia/>.
2. Handbook of Computational Social Science for Policy / ed. by E. Bertoni et al. Cham : Springer International Publishing, 2023. URL: <https://doi.org/10.1007/978-3-031-16624-2> .
3. International Relationships and World Policy / O. Kuz et al. Kharkiv : Simon Kuznets Kharkiv National University of Economics. Kharkiv, 2020. 200 p. URL: <https://repository.hneu.edu.ua/handle/123456789/25295>.

Additional

4. Brovko O. Local government resilience in the face of Russian aggression: the case of Ukraine. Territory, Politics, Governance. 2024. P. 1–20. URL: <https://repository.hneu.edu.ua/handle/123456789/32772>.
5. Kuz O., Konnova N., Korotkov D. Corruption Models of Behaviour in the Structure of the Political System of Society. Dialogue and Universalism. 2024. Vol. 34, no. 1. P. 131–141. URL: <https://repository.hneu.edu.ua/handle/123456789/32650>
6. Kleiner J. How political regimes affect national cybersecurity: the polity flux effect. Democratization. 2025. P. 1–32. URL: <https://doi.org/10.1080/13510347.2025.2451951>
7. Steen S., Janet M B. Cognitive Warfare. Brussels, 2025. 24 p. URL: <https://www.sto.nato.int/document/cognitive-warfare/>.
8. Ünver H. A. Computational International Relations What Can Programming, Coding and Internet Research Do for the Discipline?. All Azimuth: A Journal of Foreign Policy and Peace. 2018. URL: <https://doi.org/10.20991/allazimuth.476433>

Information resources

9. The World Factbook - The World Factbook. We are the Nation's first line of defense - CIA. URL: <https://www.cia.gov/the-world-factbook/>
10. Britannica. Britannica. URL: <https://www.britannica.com> .
11. Atlantic Council. *Atlantic Council*. URL: <http://www.atlanticcouncil.org>

12. Brookings - Quality. Independence. Impact. Brookings. URL:
<https://www.brookings.edu>