UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Sodobne teorije medijev in komuniciranja
Course title:	Contemporary Media and Communication Theory

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Strateško komuniciranje, druga stopnja	Program nima smeri	1.	2.
Strategic Communication, second level	The programme has no field	1st	2nd

Vrsta predmeta / Course type	Obvezni / Compulsory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30	-	15	-	-	135	6

Nosilec predmeta / Lecturer:	prof. dr. Mateja Rek / Prof. Mateja Rek, PhD

Jeziki / Languages:	Predavanja / Lectures:	slovenski, angleški / Slovenian, English
	Vaje / Tutorial:	slovenski, angleški / Slovenian, English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisits:
Poznavanje delovanja medijev, ki jih študent pridobi v okviru študija na prvi (bolonjski) stopnji.	Knowledge of the basics concepts of media communication acquired by the student in the course of study at the first (Bologna) level.

Vsebina:	**Content (Syllabus outline):**
1. Zgodovina in razvoj teorij množičnih medijev 2. Značilnosti sodobnih teorij medijskega komuniciranja – izbrani primeri 3. Mediji kot sestavni del javne sfere, družbena vloga medijev v luči posameznih teorij 4. Sodobna družba kot medijska družba, medijska konstrukcija realnosti 5. Teoretska refleksija medijev v slovenski družbi	1. The history and development of mass media theories 2. Characteristics of modern theories of media communication - selected examples 3. Media as an integral part of the public sphere, the social role of the media in the light of various theories 4. Modern society as a media company, media construction of reality 5. Theoretical reflection of media in Slovenian society

Temeljni literatura in viri / Readings:

Rek, M. 2019. *Umetnost komuniciranja v kontekstu pozne moderne.* Ljubljana: Vega.

Schroeder, R. 2018. Towards a theory of digital media. Information. *Communication & Society*, 21(3), 323-339.

Laughey, D. 2007. *Key Themes in Media Theory*. Open University Press.

Di Gangi, P. M., and Wasko, M. M. 2016. Social media engagement theory: Exploring the influence of user engagement on social media usage. *Journal of Organizational and End User Computing* (JOEUC), 28(2), 53-73.

Cilji in kompetence:	**Objectives and competences:**
Cilj predmeta je, da študenti spoznajo ustroj medijskega področja in medijske fenomene ter njihovo povezanosti s strukturo in razvojem družb. Pri predmetu se študenti naučijo uporabe in kombiniranja znanj in veščin z različnih disciplinarnih področij z namenom doseganja integralnega pristopa k medijski produkciji. Študenti pri predmetu postanejo sposobni razumevanja, obvladovanja in povezovanja kompleksnih medijskih informacij. Splošne kompetence: • sposobnost kompleksne analize kulturnih in družbenih procesov; • sposobnost oblikovanja kompleksnih in izvirnih idej, konceptov in rešitev določenih problemov; • sposobnost doseganja strokovne odličnosti na podlagi visoke ravni avtonomnosti,	The purpose of the course is to get students acquainted with the structure of the media field and media phenomena and their connection with the structure and development of societies. In the course, students learn how to use and combine knowledge and skills from different disciplinary fields in order to achieve an integrated approach to media production. Students become proficient in understanding, managing and integrating complex media information. General competences: • ability to analyze complex cultural and social processes; • ability to formulate complex and original ideas, concepts and solutions to certain problems;

(samo)kritičnosti, (samo)refleksivnosti in (samo)evalviranja;
• strateška usmerjenost, tj. sposobnost anticipacije dogodkov, sposobnost ponujanja rešitev za izboljšanje stanja;
• razvoj komunikacijskih sposobnosti in spretnosti za komuniciranje na različnih ravneh v medkulturnem okolju;
• sposobnost uporabe kompleksnejših oblik znanj v praksi.

Predmetno-specifične kompetence:
• poznanje zgodovine odnosov z javnostmi in njihove umestitve v kontekst politike, gospospodarstva;
• sposobnost komuniciranja v različnih kulturnih okoljih;
• sposobnost oblikovanja strategije komuniciranja z javnostmi, primerne specifičnemu problemu;
• sposobnost samoizražanja in prezentacije svojih stališč in idej skozi različne medijske žanre;
• poznavanje ustroja medijskega področja in razumevanje medijskih fenomenov in njihove povezanosti s strukturo in razvojem družb;
• razumevanje poslanstva medijev v sodobni demokratični družbi;
• razumevanje vloge javnih medijskih diskurzov v polju konstitucije identitete.

• ability to achieve professional excellence on the basis of a high level of autonomy (self)criticism, (self)reflexivity and (self)evaluation;
• strategic orientation, i.e. ability to anticipate events, ability to offer solutions to improve the situation;
• development of communication abilities and skills for communicating at different levels in an intercultural environment;
• ability to use complex forms of knowledge in practice.

Subject-specific competences:
• knowledge of the history of public relations and their placement in the context of politics, economy;
• ability to communicate in different cultural environments;
• ability to design a public communication strategy suitable for specific problem;
• ability to self-express and present one's views and ideas through various media genres;
• knowledge of the structure of the media field and understanding of media phenomena and their connection with the structure and development of societies;
• understanding the mission of the media in a contemporary democratic society;
• understanding the role of public media discourses in the field of identity constitution.

Predvideni študijski rezultati:	Intended learning outcomes:
Študent: − demonstrira poznavanje najnoveših teorij s področja medijev kot ključnih elementov javne sfere; − zavzame kritično stališče do ključnih vprašanj, povezanih s stanjem medijev in javne sfere v sodobni družbi; − je sposoben analize različnih medijskih fenomenov, značilnih za sodobno družbo; − je sposoben evalvacije stanja na področju medijev; − je sposoben razumevanja narave medijskega diskurza; − je sposoben primerjalne obravnave različnih vidikov medijskega delovanja; − razvije sposobnost nadgradnje temeljnega znanja z namenom oblikovanja kvalitetnih medijskih vsebin; − razvije sposobnost kompleksne analize medijskih vsebin in tehnik; − pridobi razumevanje poslanstva medijev v sodobni demokratični družbi; − pozna obvladovanje evropskih standardov kulture javnega dialoga; − ima sposobnost medijskega komuniciranja v različnih kulturnih okoljih; − pridobi sposobnost samoizražanja in prezentacije svojih stališč in idej skozi različne medijske žanre.	Student: − Demonstrates knowledge of the latest media theories as key elements of the public sphere; − Takes a critical view of key issues relating to the state of the media and the public sphere in contemporary society; − Is capable of analyzing the various media phenomena specific to contemporary society; − Is capable of evaluating the media situation; − Is capable of understanding the nature of media discourse; − Is capable of comparative consideration of different aspects of media operations; − Develop the ability to upgrade basic knowledge with the aim of creating quality media content; − Develops the ability to analyze complex media content and techniques; − Gains an understanding of the mission of the media in a modern democratic society; − Is familiar with the European standards of public dialogue culture; − Has the ability to communicate media in different cultural settings; − Acquires the ability to express themselves and present their views and ideas through various media genres.

Metode poučevanja in učenja:	Learning and teaching methods:
• predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri); • seminarske vaje (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije); • individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj); • samostojen študij (motiviranje, usmerjanje, samoopazovanje, samouravnavanje, refleksija, samoocenjevanje); • uporaba spletne učilnice oziroma drugih sodobnih IKT orodij.	• Lectures with active engagement of students (explanation, discussion, questions, examples); • Tutorials (reflection of experience, project work, teamwork, critical thinking, discussion, feedback); • Individual and group consultations (discussions, additional explanation, specific questions); • Individual study (motivation, guidance, self-observation, self-regulation, reflection, self-evaluation); • Use of online classroom or other contemporary ICT tools.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Način (pisni izpit, ustno izpraševanje, naloge, projekt):		Type (examination, oral, coursework, project):
Pisni/ustni izpiti	80 %	Written/oral exam
Obveznosti vaj	20 %	Assignments
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.		Grading scale - in accordance with the Rules of examination and evaluation of knowledge.

Reference nosilca / Lecturer's references:

REK, Mateja. *Umetnost komuniciranja v kontekstu pozne moderne*. 1. izd. Ljubljana: Vega, 2019.

REK, Mateja. Media education in Slovene preschools: a review of four studies. *CEPS journal: Center for Educational Policy Studies Journal*, ISSN 1855-9719, 2019, vol. 9, no. 1, str. 45-60.

REK, Mateja, KOVAČIČ, Andrej. Media and preschool children: the role of parents as role models and educators. *Medijske studije*, ISSN 1847-9758, 2018, vol. 9, no. 18, str. 27-43.

REK, Mateja, OZVATIČ, Tanja. Using the specific affect coding system to observe affective behaviour in public speaking. *Research in social change*, ISSN 1855-4202, Jan. 2017, vol. 9, iss. 1, str. 28-48.

REK, Mateja. Unwanted behaviour among youth: influence of digital media consumption. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2016, vol. 9, no. 3, str. 122-135.

KOVAČIČ, Andrej, REK, Mateja. Factors increasing media exposure of preschool children. *The new educational review*, ISSN 1732-6729, 2016, vol. 45, str. 249-257.

KOVAČIČ, Andrej, MAVRI, Barbara, REK, Mateja. Predšolski otroci in vpliv medijev. *Pedagoška obzorja: časopis za didaktiko in metodiko*, ISSN 0353-1392, 2016, letn. 31, [št.] 2, str. 20-35.

REK, Mateja. Researching the role of civil society and media in curbing corruption: a need for a more indepth interdisciplinary approach. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, Jan. 2015, vol. 8, no. 1, str. 60-76.

KOVAČIČ, Andrej, REK, Mateja. Factors increasing media exposure of preschool children. *The new educational review*, ISSN 1732-6729, 2016, vol. 45, str. 249-257.

KOVAČIČ, Andrej, MAVRI, Barbara, REK, Mateja. Predšolski otroci in vpliv medijev. *Pedagoška obzorja: časopis za didaktiko in metodiko*, ISSN 0353-1392, 2016, letn. 31, [št.] 2, str. 20-35.

REK, Mateja. Researching the role of civil society and media in curbing corruption: a need for a more indepth interdisciplinary approach. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, Jan. 2015, vol. 8, no. 1, str. 60-76.