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| 1. | Field of study | Socio-cultural Animation with Cultural Education |
| 2. | Faculty | Faculty of Fine Arts and Educational Science |
| 3. | Academic year of entry | 2023/2024 (winter term), 2024/2025 (winter term) |
| 4. | Level of qualifications/degree | first-cycle studies |
| 5. | Degree profile | general academic |
| 6. | Mode of study | full-time |

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| 7. | General information about the module | |
| Module name | | Media and promotion in culture |
| Module code | | W6-ASKEK-S1-MEDIAPRO |
| Number of the ECTS credits | | 3 |
| Language of instruction | | Polish |
| Purpose and description of the content of education | | The module media and promotion in culture aims to familiarize students with the methods of promoting cultural activities and sensitize them to the specificity of the conditions regarding the values and challenges of promotion in the media. The set of issues concerns the practical aspects of the functioning of the media, values and threats, including ethical problems. The module may contain elements of creating a marketing strategy for activities in the area of culture. |
| List of modules that must be completed before starting this module (if necessary) | | not applicable |

| 8. | Learning outcomes of the module | | | |
|------|--|---|--------------------------------|--|
| Code | Description | Learning outcomes of the programme | Level of competenc (scale 1-5) | |
| K01 | the student responsibly applies knowledge of mass communication to cultural promotion activities, taking into account the need to update knowledge and the importance of social, cultural and ethical contexts | ASKEK_K05 | 2 | |
| U01 | the student has the skills to design and carry out promotional activities in culture using the available means of mass communication, taking into account ethical and economic challenges | ASKEK_U01 ASKEK_U02 ASKEK_U06 | 2 2 3 | |
| W01 | the student has knowledge in the field of understanding, designing and carrying out promotional activities in culture using the available means of mass communication. The student has knowledge of the media as well as ethical and economic challenges | ASKEK_W04 ASKEK_W06 ASKEK_W08 ASKEK_W09 ASKEK_W10 | 2 3 1 2 3 | |

| 9. | Methods of conducting classes | | |
|------|--------------------------------------|--------------------|--|
| Code | Category | Name (description) | |
| a03 | Lecture methods / expository methods | Description | |

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| | | <i>a description of objects, phenomena, processes or people; it involves specifying the structure and characteristic features of the object, phenomenon, or process being described; it is usually accompanied by a demonstration of the described object or by its models, drawings, tables, charts, etc.; a description may take the form of an explanation, classification, justification or comparison</i> |
| a05 | Lecture methods / expository methods | Explanation/clarification <i>explication involving the derivation of a predetermined theorem from other, already known ones, in the number of steps specified by the person teaching the course</i> |
| b02 | Problem-solving methods | Lecture-discussion <i>transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up</i> |
| b04 | Problem-solving methods | Activating method – discussion / debate <i>an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem</i> |
| b07 | Problem-solving methods | Activating methods: a case study <i>a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon</i> |
| b10 | Problem-solving methods | SWOT analysis <i>a method of analyzing a phenomenon/action/work of an institution, employed to organize information and solve problems; applied in strategic planning, project implementation or solving a business or organizational problem; a universal tool to be used in the initial stage of a strategic analysis which involves sorting information about a problem into four categories: strengths and weaknesses, opportunities and threats; SWOT analysis makes it possible to determine the factors in favour of a project and its chances for success, as well as eliminating or reducing negative factors and threats to the project at the stage of early diagnosis</i> |
| c07 | Demonstration methods | Screen presentation <i>a presentation of synthetic image content using computer graphics, e.g., a series of slides or other multimedia forms, usually accompanied by a commentary; typical components of a screen presentation include text organized into bulleted points, charts, images and animations, sometimes sound effects or music; a multimedia illustration of course content presented in the form of a projected image</i> |
| f02 | Methods of self-learning | Individual work with a text <i>searching for and acquiring new information using textbooks and other written sources (including their digital versions); searching for texts, selecting fragments for analysis/interpretation, using other texts to solve a problem related to the studied issue</i> |

| 10. Forms of teaching | | | | | |
|------------------------------|--------------------|-----------------|---|---------------------------------|--|
| Code | Name | Number of hours | Assessment of the learning outcomes of the module | Learning outcomes of the module | Methods of conducting classes |
| fs_1 | discussion classes | 30 | course work | K01, U01, W01 | a03, a05, b02, b04, b07, b10, c07, f02 |

| 11. The student's work, apart from participation in classes, includes in particular: | | | | |
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| Code | Category | Name (description) | Is it part of the BUNA? | |
| a01 | Preparation for classes | Search for materials and review activities necessary for class participation <i>reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the range of activities indicated in it as required for full participation in classes</i> | Yes | |
| a02 | Preparation for classes | Literature reading / analysis of source materials <i>reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class</i> | Yes | |
| a03 | Preparation for classes | Developing practical skills <i>activities involving the repetition, refinement and consolidation of practical skills, including those developed during previous classes or new skills necessary for the implementation of subsequent elements of the curriculum (as preparation for class participation)</i> | Yes | |
| a04 | Preparation for classes | Consulting materials complementary to those indicated in the syllabus <i>agreeing on materials complementary to those indicated in the syllabus, supporting the implementation of tasks resulting from or necessary for class participation</i> | Yes | |
| a05 | Preparation for classes | Production/preparation of tools, materials or documentation necessary for class participation <i>developing, preparing and assessing the usefulness of tools and materials (e.g. aids, scenarios, research tools, equipment, etc.) to be employed in class or as an aid when preparing for classes</i> | Yes | |
| b01 | Consulting the curriculum and the organization of classes | Getting acquainted with the syllabus content <i>reading through the syllabus and getting acquainted with its content</i> | Yes | |
| b02 | Consulting the curriculum and the organization of classes | Verification / adjustment / discussion of syllabus provisions <i>consulting the content of the syllabus, possibly in the presence of the year tutor or members of the class group, and, if necessary, reassessing the provisions concerning special conditions for class participation, e.g., space and time requirements, technical and other requirements, including conditions for participation in classes outside the walls of the university, classes organized in blocks, organized online, etc.</i> | Yes | |
| c01 | Preparation for verification of learning outcomes | Determining the stages of task implementation contributing to the verification of learning outcomes <i>devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.</i> | Yes | |
| c02 | Preparation for verification of learning outcomes | Studying the literature used in and the materials produced in class <i>exploring the studied content, inquiring, considering, assimilating, interpreting it, or organizing knowledge obtained from the literature, documentation, instructions, scenarios, etc., used in class as well as from the notes or other materials/artifacts made in class</i> | Yes | |
| c03 | Preparation for verification of learning outcomes | Implementation of an individual or group assignment necessary for course/phase/ examination completion <i>a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory</i> | Yes | |

| | | <i>phase/element of the verification of the learning outcomes assigned to the course</i> | |
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| d01 | Consulting the results of the verification of learning outcomes | Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes <i>reading through the academic teacher's comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes</i> | Yes |
| d02 | Consulting the results of the verification of learning outcomes | Development of a corrective action plan as well as supplementary/corrective tasks <i>reviewing and selecting tasks and activities enabling the elimination of errors indicated by the academic teacher, their verification or correction resulting in completing the task with at least the minimum passing grade</i> | Yes |
| e01 | Activities complementary to the classes | Undertaking, on one's own initiative and individually, activities aimed at expanding the scope or depth of the teaching content, also beyond the walls of the University <i>a set of activities undertaken independently and on the student's own initiative, aimed at expanding the depth and scope of knowledge and skills, their revision and repetition, retention or verification, also activities carried outside the university, e.g., in a culture promoting or educational institution, a laboratory, in the open air, etc.; also self-education</i> | Yes |

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: <https://usosweb.us.edu.pl>.