DOCTORAL STUDY MEDIA AND COMMUNICATION

2018/2019
UNIVERSITY NORTH
Koprivnica

1 General information about the doctoral study

Title of the proposed doctoral study
Postgraduate university doctoral study Media and Communication

Study provider
University North

Study executor:
University North

Title of the study executor:
Department of Media and Communication

Scientific or artistic area and the field in which the execution of the study is planned
Area: *Social sciences*
Field: *Information and communication sciences*

The anticipated duration of the doctoral study (in years)
The study lasts three academic years. Doctoral candidates can enrol in the study programme as full-time students (the study needs to be completed within four years) or part-time students (the study needs to be completed within eight years.)

Number of mandatory courses/modules
Students need to attend lectures, pass exams and earn a minimum of 5 ECTS credits in the module *theory*. Students need to attend lectures, pass exams and earn a minimum of 5 ECTS credits in the module *methodology*.

Number of elective courses/modules
Students need to attend lectures, pass exams and earn a minimum of 10 ECTS credits in the module *theory* and 8 ECTS credits in the module *methodology*. In the module of research, students need to attend lectures, pass exams and earn a minimum of 20 ECTS credits and a maximum of 30 credits. Students arrange the choice of research topics with a study adviser or mentor, and the research topics need to be related to the research problem of a dissertation, in accordance with the personal plan for doctoral candidates' development.

Academic degree acquired upon completion of the study
PhD of social sciences, field of information and communication science.

The proposed minimum number of doctoral candidates
15

The proposed maximum number of doctoral candidates
30 – 35

Title of the study programme	**Postgraduate university doctoral study Media and Communication**
Provider of the study programme	**University North**
Executor of the study programme	**University North/Department of Media and Communication**
Type of the study programme	**Postgraduate university study**
Level of the study programme	**Level 8.2 CROQF**
Overall number of ECTS credits	**180 ECTS**
Academic/professional title	**PhD in social sciences, field of information and communication science**

2 Objectives of the study programme

The objective of the doctoral study Media and Communication is to deepen the study of communication and stress the importance of the all-encompassing influence in regard to the diversity of social interactions, stress and encourage the importance of active involvement in the public communication space for the purpose of strengthening dialogue culture and collaboration in Croatian society as well as the achievement of professional communication relations with the foreign public space. Furthermore, the objective is to create preconditions for the development of innovations and deeper involvement in the trends of digital economy and create a scientific cadre that, with its scientific work, will contribute to bringing qualitative changes to the public, private as well as scientific sector itself and enable the transformation of the existing media structures from mainly consumer structures into producer structures, keeping in mind relevant cultural (historical and current) parameters, especially in terms of contributing to the creation of new scientific, cultural, as well as culturally designed market values. The need for such a cadre comes from the fact that areas of media industry in Croatia mainly employ an insufficiently profiled (predominantly self-educated in terms of the media itself and communication) cadre that inherits practices which do not sufficiently meet the complex demands of highly medialised creative industries. On one hand, establishing the scientific level of studying Media and Communication will improve the scientific profile of the Croatian scientific system. On the other hand, it will inevitably affect the practical sphere. The purposefulness of the study will be ensured by acquiring the adequate knowledge and competences of attendants of the proposed doctoral programme which primarily refers to the understanding of communication sciences as interdisciplinary and integrative sciences tending to solve and enhance contemporary communication situations and circumstances. Various forms of communication will be studied as well as communication in different areas (non-verbal communication, print-media communication, political communication, film communication etc.) with an emphasis on the fact that it is the concept that covers at the same time a few different areas of science (from humanities to engineering), as well as art.
Also, the objective is to provide insight into historical and contemporary topics in the areas of information and communication sciences, as well as to enable candidates to analyse communication processes on different levels ranging from intrapersonal, interpersonal to those of social and media levels.

Accordingly, the doctoral study Media and Communication is trying to get close to the modern format of doctoral education which implies the structural study programme organised within research groups in two phases: **a) teaching phase, b) research phase.** Those two phases will take place in parallel (not in consecutive order) so the research is represented from the very beginning of the study. Therefore, the foundation of doctoral education in Media and Communication is

original research which is completed and improved with the topics of the scientific-research strategy of this study, so doctoral candidates are enabled to become independent and professional researchers.
The main objectives of the postgraduate university doctoral study are: creating new knowledge in the information-communication area of science, developing a research mindset, personal development that enables doctoral candidates to transform into professional researchers. Taking into account instructions as part of the project MODOC (Modernisation of Doctoral Education), we are oriented towards meeting the need for giving support in a career, particularly in the area of transferable skills.

3 Competences acquired by students upon completion of the study and jobs they are qualified for

Attendants are included in the programme with the minimum entrance level 7. 1, i.e. with 300 ECTS credits earned during the previous study. The total sum of all learning outcomes planned in the doctoral study programme is 180 ECTS credits (4500 – 5400 hours of work invested in the study.)
The level of qualification acquired in the doctoral study programme is level 8.2.
Accordingly, doctoral candidates acquire competences of the highest level 8.2 in accordance with the Croatian Qualification Framework (CROQF) that refers to creating and evaluating new facts in the area of scientific research, which leads to pushing knowledge boundaries. Also, doctoral candidates develop social skills, independence and responsibility for their work.

Learning outcomes of the programme:

LO 1: the ability to obtain information by critical evaluation (literature review, critical analysis of the texts, detection bias, interview skills)
LO 2: the ability to design and implement research project (drafting research proposals, organization of research processes, risk detection, budget planning, and research team management)
LO 3: implementation of statistical packages for data analysis (interpretation base on analysis of qualitative and quantitative data)
LO 4: the ability to implement appropriate research methods in scientific research
LO 5: to design and implement new theoretical paradigms based on original research in the field
LO 6: demonstrate skills in academic writing and communication (mastery in speaking and listening skills, ability to promote achievements in the field to non-professional communities)
LO 7: respects ethical and professional principles in scientific research and professional activities
LO 8: demonstrates awareness of social responsibility for the success of the research, the social usefulness of the research results and the possible social consequences
LO 9: organizational competencies for scientific and professional efficiency
LO 10: organizational competencies for time management and career-building.

Upon completion of the study, doctoral candidates will be able to find a job in scientific-educational and scientific institutions, such as universities, institutes, colleges; in media (television, radio, print media, online publishers); in sectors engaged in public communication (public relations, political communication, marketing); in various public institutions (national authorities, ministries, institutes, administrative organisations, agencies, regional and local governments); in private companies of the business sector (private companies, international firms,

different agencies); in cultural institutions (museums, theatres, festivals), and in public and political activities (political parties, citizens' initiatives, associations and organizations).
In the sphere of certain competencies, this programme sets the expected outcome level 8.2 which is built throughout a total of six semesters, i.e. a minimum of three years of the research study.
The continuation of the postdoctoral study is possible in collaborative and partner institutions abroad, as well as in many other higher education institutions which organise various programmes of postdoctoral training.

CURRICULUM

4 Description of the study programme structure

The doctoral study Media and Communication is based on flexibility in the organisation of teaching processes, i.d. in the way ECTS credits are earned, thereby getting closer to modern trends in doctoral education. Doctoral education is the crucial activity of the university and plays a key role in encouraging research and creating new knowledge for the benefit of society. The quality of doctoral education is relevant to the overall competitiveness of the university.

The study is oriented towards mentor work with candidates, and from the very beginning it is oriented towards research. The study is structured in four mandatory modules which include mandatory and elective elements:

1 theory
2 methodology
3 research
4 scientific colloquium

During the first year, doctoral candidates are introduced to a study adviser who helps them in organising their study obligations – in taking exams and preparing courses in the module *methodology and theory* and in choosing a course/seminar in the nodule *research*. During the semester, along with teaching activities, doctoral candidates can earn ECTS credits in different scientific-research activities (e.g. publishing a scientific paper, drawing up a personal development plan, participating in conferences, participating in lectures of undergraduate and graduate studies, etc.).

In collaboration with their study adviser and/or mentor every doctoral candidate creates a personal development plan throughout the study with a list of mandatory and elective activities and corresponding ECTS credits. The personal development plan is drawn up during the first year of studying and it is proposed to the Council for Postgraduate Studies by the end of the academic year. The Council can adopt or reject plans and programmes with an explanation or advice on improvement.

At the end of the first year, students choose a mentor who guides them through scientific-research and other activities from no later than the third semester to the defence of the doctoral dissertation in the sixth semester. Study advisers and mentors monitor the personal development plan of doctoral candidates on specially designed forms, and according to the number of ECST credits earned and distributed throughout the modules they enter a *pass* mark in students' transcript books.

At least once at the end of every academic year (there are no credits for this activity), doctoral candidates are obliged to take part in regular extracurricular meetings of all doctoral candidates, mentors, and heads of the doctoral study in order to monitor the development of scientific research and the work of every single doctoral candidate.

The training of doctoral candidates involves intensive research work which is in accordance with the Scientific-Research Strategy of the doctoral study, as well as with their inclusion in research projects at University North. For the academic year 2018/2019, University North advertised vacancies for doctoral candidates of the Postgraduate University Doctoral Study Media and Communication for the purpose of funding scientific-research activities. Also, it advertised a special vacancy for study advisers and mentors for the Postgraduate University Doctoral Study Media and Communication, again for the purpose of including doctoral candidates in different research topics and projects together with their advisers and mentors.

Methodological exercises are a constituent part of the teaching programme and students are being enabled to apply methodological and statistical methods practicing on their own research data or other data prepared by teachers. Furthermore, the doctoral study programme develops and encourages teaching competences and presentation competences. The obligatory part of the doctoral programme is presenting the results of doctoral research before the committee for monitoring work and other doctoral candidates, which enables critical thinking and an exchange of students' experiences on different levels of the doctoral study. This kind of work as well as the doctoral conference and discussion groups (so called *journal club*) are organised as part of regular courses, particularly during the third semester whereby students are enabled to acquire skills of presenting research results, critically evaluate the results, give and receive feedback and grade their own work and the work of others.
The educational/teaching part in the structure of the doctoral programme is an important component, but it has to be oriented towards promoting generic, i.e. common scientific and non-scientific skills that can be passed on, ethical standards, the exchange of doctoral candidates' ideas and ideas exchanged between a doctoral candidate and a scientist. In this sense, the objective is to earn ECTS credits instead of standard grades. Therefore, all activities (exams, expression, consultations, taking part in different workshops and discussion groups, drawing up a personal development plan, etc.) are entered as a **pass** mark.
Furthermore, it is necessary to ensure (if there is a need) that students attend lectures and take exams that are carried out on the level of undergraduate or master's specialist studies. In the upcoming enrolment cycle, in case of enrolling a large number of candidates from various areas or from abroad, it is necessary to ensure a preparatory first year (or the first semester) so that the acquisition of all that knowledge that the doctoral candidates lack is made possible. In that case, the doctoral study would provide 240 instead of 190 ECTS credits, which is often the case in Scandinavian countries.

In order to do their tasks successfully during the doctoral study, doctoral candidates need to go through the elements of all four modules:

- **Methodology** – courses in general research methodology, scientific methods, research procedures, statistical data processing, etc.
- **Theory** – courses in the theory of the media and communication area; general courses in the theory of information and communication; theoretical courses that branch out into public relations, publishing and cognitive aspects of communication.
- **Research –** research courses/seminars that comply with the Scientific-Research Strategy of the Doctoral Study. On one hand they function as an upgrade of the courses in the module *theory,* on the other hand they branch out towards workshops on transferable skills in the module *scientific colloquium*. Doctoral candidates choose the topics according to their preferences and the topic of the doctoral dissertation.
- **Scientific colloquium –** is organised in the form of guest lectures, conferences, discussion groups (journal club), whereby the development of the doctoral candidate's potential is enhanced, which leads to developing communication and business skills in the areas of media, communication and publishing. With this module, emphasis is laid on the importance of the acquisition and further development of transferable skills. Accordingly, specialised workshops are organised.
  a) **Discussion group (journal club)** aims at encouraging doctoral candidates in critical reading and reflecting on scientific papers that are chosen/proposed by doctoral candidates and/or mentors. Discussion groups take place on a regular basis and last

as long as two school lessons every second week with a possibility of a video conference for participants are not in Koprivnica. At least twice, every doctoral candidate needs to have an active role in presenting research papers during the second year of the study.

b) As part of this module, the **Doctoral Conference for Doctoral Candidates** at which relevant topics from the area of media and communication are presented is organized. Doctoral candidates participate independently or in the company of a professor, study adviser or mentor. The papers are published in the Proceedings of the doctoral conference. The conference is organised on a yearly basis, and doctoral candidates are obliged to participate in at least two conferences during the study.

c) **Workshops on transferable skills**: they are oriented towards the implementation of the Croatian Classifications Framework into doctoral training, and they are an integral part of the doctoral study programme Media and Communication. They encourage the acquisition of specific scientific skills, the acquisition of planning skills and running a project, the knowledge of research methodology, the acquisition of deductive skills, creating a network of potential associates, the protection of intellectual property in research, etc. Workshops are intensively organised in the third year of the study, namely every second week. Workshops take place for as long as one to two days.

d) Workshops on transferable skills branch out into two subgroups:

d1) Workshops on business, organisational and communication skills: workshops are intended as the additional questioning of topics and problems in the area of media, communication and publishing. The goal is to encourage the increase of scientific, business, and communication skills and to enable them to use acquired knowledge in the real sector. The workshops refer to the following content: creativity, problem solving and intellectual curiosity (acquiring skills of expert efficiency); project management (acquiring skills of managing oneself and time); teamwork (acquiring skills of leadership and skills that contribute to the efficiency of communication); development of a professional network and networking skills (acquiring skills of building a career.)

d2) Workshops on academic skills and workshops on promoting the ethics of scientific-research work: the workshops are designed in such a way that doctoral candidates could make extra preparations for demands, obligations and expectations in the context of scientific-research review work and review procedures, scientific integrity, searching scientific data, academic writing, science popularisation, the understanding of intellectual property and copyright, plagiarism, etc.

During the last two semesters, the focus is on individual scientific work and work on the doctoral dissertation.

List of mandatory and elective courses and/or modules including the number of active-class lessons necessary for the implementation thereof and the number of ECTS credits

LIST OF MODULES/COURSES							
YEAR 1							
1st semester							
MODULE	COURSE	COURSE INSTRUCTOR	LECTURES	SEMINARS	EXERCISES	ECTS	STATUS
Methodology	Methodology of Scientific Research	Full Professor Nikola Mrvac, PhD/Assistant Proffesor Asmir Gračanin, PhD	10+10*			5	O
	Synthesis of Presentations and Scientific Data	Full Professor Nikola Mrvac, PhD/Assistant Professor, Krunoslav Hajdek, PhD/Assistant Professor Anita Jeličić	10+10*			3	I**
	Analytical Models and Simulations of Interpersonal Communication Protocols	Assistant Prof.essor Nikša Sviličić, PhD	10+10*			3	I
Theory	Information Context of the Media and	Full Professor Marin Milković, PhD/Full	10+10*			5	O

* Note: 10 lessons are intended for active class, 10 lessons for consultations in which, apart from course instructors, other teachers of the Department, of other sections and departments of University North, as well as experts in certain areas from domestic and foreign universities can participate.
**Doctoral candidates select one out of two courses offered in the module *methodology*.

***11 research course/seminars are being currently offered, but the offer can vary depending on teachers' resources, changes in the research interests of certain teachers and the potential involvement of other teachers of the Department and other sections and departments of University North, as well as the involvement of experts in certain areas from other domestic and foreign universities that can offer topics in this module.

	Communication Study	Professor Damir Boras, PhD/Full Professor Jadranka Lasić Lazić, PhD					
Research	Research topics (doctoral candidates choose 2 from the selection of research courses/seminars in accordance with the topic planned in the programme***)		10+10*			10	I
2nd semester							
MODULE	COURSE	COURSE INSTRUCTOR	LECTURES	SEMINARS	EXERCISES	ECTS	STATUS
Methodology	Analytical Tools for ICT Support of Communication and Media	Full Professor Vladimir Šimović, PhD/ Associate Professor Ljerka Luić, PhD	10+10*			5	I**
	Communication Research Methods in the Digital Space	Assistant Professor Darijo Čerepinko PhD/Assistant Professor Damira Đukec, PhD	10+10*			5	I
	Methodological Approaches in Researching Digital Intelligence in the Area of	Associate Proffesor Ljerka Luić, PhD	10+10			5	I

	Media and Communication				
Theory	Theory of Information and Communication	Full Professor Nikolaj Lazić, PhD/Full Professor Marin Milković, PhD/ Full Professor Damir Boras, PhD	10+10	5	O
	Communication and Media from the Perspective of Publishing	Full Professor Marin Milković, PhD/ Full Proffesor Klaudio Pap, PhD/ Associate Proffesor Damir Vusić, PhD	10+10*	5	I***
	Public Relations Management	Full Professor Zoran Tomić, PhD/ Assistant Professor Đorđe Obradović, PhD	10+10*	5	I
	Cognitive Aspects of Communication	Full Professor Marina Biti, PhD/Assistant Professor Andrija Bernik, PhD	10+10*	5	I

MODULE *RESEARCH*
1st and 2nd semester

* Note: 10 lessons are intended for active class, 10 lessons for consultations in which, apart from course instructors, other teachers of the Department, of other sections and departments of University North, as well as experts in certain areas from domestic and foreign universities can participate.
** Doctoral candidates select 1 out of 3 courses offered in the module *methodology*.
*** Doctoral candidates select 1 out of 3 courses offered in the module *theory*.
***11 research course/seminars are being currently offered, but the offer can vary depending on teachers' resources, changes in the research interests of certain teachers and the potential involvement of other teachers of the Department and other sections and departments of University North, as well as the involvement of experts in certain areas from other domestic and foreign universities that can offer topics in this module.

Research	Research Seminar (doctoral candidates select 2 from the selection of research courses/seminars in accordance to the topic planned in the programme)		10+10*	10	I****

COURSE	COURSE INSTRUCTOR	LECTURES	SEMINARS	EXERCISES	ECTS	STATUS
Epistemology of Information and Communication Sciences	Full Professor Jadranka Lasić-Lazić, PhD/Full Professor Sonja Špiranec, PhD	10+10*			5	I
Communication Competence in the Context of Professionalisation	Full Professor Nevenka Tatković, PhD/Full Professor Dijana Vican, PhD	10+10			5	I
Organisational Communication	Full Professor Majda Tafra-Vlahović, PhD/Assistant Professor Željka Bagarić, PhD	10+10			5	I
Media Semiotics	Associate Professor Iva Rosanda Žigo,PhD / Full Professor Damir Kukić, PhD / Associate Professor Aljoša Pužar, PhD	10+10			5	I
Politics and Media: Dialectics and Dichotomy	Associate Professor Petar Kurečić, PhD/Full Professor Zoran Tomić, PhD	10+10			5	I

* Note: 10 lessons are intended for active class, 10 lessons for office hours in which, apart from course instructors, other teachers of the Department, of other sections and departments of University North, as well as experts in certain areas from domestic and foreign universities can participate.

Intercultural Communication – Cultural Criticism	Full Professor Zvonko Kovač, PhD /Assistant Professor Gordana Tkalec, PhD	10+10	5	I
New Trends in Media Design	Associate Professor Mario Tomiša, PhD	10+10	5	I
Marketing Management in Publishing	Associate Professor Goran Kozina, PhD	10+10	5	I
Media Intertextuality	Assistant Professor Gordana Tkalec, PhD / Associate Professor Prof. Ljerka Luić, PhD	10+10	5	I
Personal Data Protection in Media	Associate Professor Goran Vojković, PhD / Assistant Professor Petar Mišević, PhD	10+10	5	I
Organisation and Management of Corporate-Information Security	Assistant Prof. Petar Mišević, PhD / Full Professor Mirko Bilandžić, PhD	10+10	5	I

Study obligations are divided into mandatory class from in the theoretical and methodological module that includes 28 ECST credits; obligations associated with research seminars (20 – 30 ECTS credits), work with mentors and on projects (20 ECTS credits), writing and publishing a scientific paper (10-20 ECST credits) and other scientific and research activities.

Table 3 (recommended to doctoral candidates) – Study structure and the distribution of ECST credits per semester

IMPLEMENTATION OF THE STUDY PER SEMESTER					
1st semester	**2nd semester**	**3rd semester**	**4th semester**	**5th and 6th semester**	**7th and 8th semester**

Mandatory courses in the module *theory* and the module *methodology* (13 ECTS) Module *research* (10 ECTS) Discussion group Other activities	Mandatory courses in the module *theory* and the module *methodology* (15 ECTS) Module *research* (10 ECTS) Drawing up a personal development plan (5 ECTS)	Work with a mentor on research topics and projects (10 ECTS) Discussion group Publishing a scientific paper Other activities	Writing the synopsis of a doctoral dissertation and the public defence of the topic (20 ECTS) Work with a mentor on research topics and projects (5 ECTS) Discussion group Other activities	Writing and defending a doctoral dissertation (55 ECTS) Work with a mentor on research topics and projects (5 ECTS)	***As needed:*** Writing and defending a doctoral dissertation
30 ECTS	**30 ECTS**	**30 ECTS**	**30 ECTS**	**60 ECTS**	
180 ECTS					

Table 4 – Rules for the evaluation of scientific-educational and other activities

RULES FOR THE EVALUATION OF SCIENTIFIC-EDUCATIONAL ACTIVITIES			
STUDY OBLIGATIONS	**Min.**	**Max.**	**Semester**
mandatory courses (modules: methodology and theory)	28	41	1 and 2
taking part in class during the undergraduate and graduate study		5	1- 6
SCIENTIFIC-RESEARCH ACTIVITIES	**Min.**	**Max.**	**Semester**
drawing up a personal development plan	5	5	1 and 2
research seminars	20	30	1 and 2
publishing a scientific paper	10	20	1 - 6
work with a mentor on research topics and projects	20	20	2 - 6
taking part in discussion groups	5	10	1 - 6
writing a synopsis and the public defence the doctoral dissertation topic	20	20	4
writing and the public defence of the doctoral dissertation	55	55	6
OTHER ACTIVITIES	**Min.**	**Max.**	**Semester**
attending a foreign university	5	15	1 - 6
participating in the work of a doctoral conference	4	10	1 - 6
participating in workshops for the purpose of improving transferable skills	3	15	1 - 6
OTHER ACTIVITIES (ELECTIVE)	Min.	Max.	Semester
participating in a domestic and/or international scientific conference	5	15	1 - 6
participating in activities associated with the popularisation of science		2	1 - 6
All activities should be individually defined and amount to a total of 180 ECTS credits			

5 Qualifying doctoral candidates for the acquisition of scientific or artistic knowledge, understanding, experience and skills that will provide them with creative and research-based solutions to complex social and economic issues

The programme provides that doctoral candidates acquire a modern inventory of scientific skills and competencies that accept the application of different methods and procedures of scientific research, e.g. defining a valid research question, evaluating and developing original scientific ideas, getting familiar with different models and ways of communication, and the promotion of scientific results. The connection between competencies that are developed during the study, solving complex social and economic issues and the ability to transfer knowledge and skills is a constituent part of the module *scientific colloquium* which provides **workshops of transferable skills** oriented towards the implementation of the Croatian Qualification Framework into doctoral education, and they are an integral part of the doctoral study programme Media and communication. They encourage the acquisition of specific scientific skills, acquisition of planning skills and running projects, knowledge of research methodology, acquisition of deductive skills, creating a network of potential associates, protection of intellectual property in research, etc. Workshops are intensively organised in the third year of the study, namely every second week. Those workshops last from one to no longer than two days. Workshops on transferable skills branch out into two subgroups: **workshops on organisational, business and communication skills** – intended as the additional questioning of topics and problems in media, communication, and publishing. The goal is to encourage the development of scientific, business and communication skills of doctoral candidates and to qualify them to use acquired knowledge in the real sector. The workshops refer to the following content: creativity, problem solving, intellectual curiosity (acquiring skills of professional efficiency); running a project (acquiring skills of managing oneself and time); teamwork (acquiring leadership skills and skills that contribute to communication efficiency); developing a professional network and networking skills (acquiring skills of building a career); **workshops on academic skills and workshops on promoting the ethics of scientific-research work**: workshops are designed in such a way that doctoral candidates can make additional preparations for demands, obligations, and expectations in the context of scientific-research work – reviews and review procedures, scientific integrity, searching scientific data, academic writing, the popularisation of science, the understanding of intellectual property and copyright, plagiarism, etc.

Table 5 – List of workshop topics on organisational, business and communication skills [*]

WORKSHOPS ON ORGANISATIONAL, BUSINESS AND COMMUNICATION SKILLS
• Administration and management in the media industry • Communication and presentation techniques and skills • Speech in media • Political communication • *Online* communities: design and the analysis of virtual interaction • Change of business publishing models in a digital environment • Creative design of a web interface and the influence of design quality on an end user • Use of creative models in public relations on digital platforms • Managing the quality of information systems • E-marketing: processes and strategies • Criteria of grading designer solutions, etc.

[*] The list can be changed in accordance to the doctoral candidate's needs and demands.

Table 6 List of workshop topics on academic skills*

WORKSHOPS ON ACADEMIC SKILLS AND WORKSHOPS ON PROMOTING THE ETHICS OF SCIENTIFIC-RESEARCH WORK
• Academic writing • Plagiarism • Searching scientific data • Reviews and review procedures in science • Scientific integrity • Statistical data processing • Management and organisation of a bibliography (e.g. Zotero) • Quantitative and qualitative content analysis • Research paper outline and how to choose the right one? • Methods of researching communication in the digital space

* The list can be changed in accordance to the doctoral candidate's needs and demands.

6 Description of the programme that provides qualification for an individual, interdisciplinary and research approach to problems, for individual research and for the critical evaluation of others

During the first year of the Postgraduate Doctoral Study Media and Communication, doctoral candidates are introduced to a study adviser in order to use their research competences. The education process is organised in the form of mandatory courses (modules *theory* and *methodology*), research seminars and workshops. The doctoral study organises the Doctoral Conference of Doctoral Candidates at which topics related to research seminars are presented, and the papers are published in conference proceedings. Courses of the postgraduate study are designed as research seminars, workshops, discussion groups in which students work on relevant research topics in the field of information and communication sciences. The study programme develops teaching and presentation skills, thereby encouraging students' active involvement in the education process through analysing and commenting on available and recommended scientific literature within each course.
Furthermore, University North advertises vacancies for doctoral candidates and advisors/mentors of the Postgraduate University Doctoral Study Media and Communications in order to finance and further encourage scientific-research activities of doctoral candidates, advisors and mentors.

In addition, the study specially develops the aforementioned competencies through the module of transferable skills that in its academic bloc offers workshops, such as those on reviews and review procedures (critical assessment of someone else's work), scientific integrity, searching scientific data, writing scientific and professional papers, popularising science (creating an online identity, strategic networking). Interdisciplinary mobility is the fundamental strategic principle of the study programme and relies on the potentials of University North, as well as on teachers and mentor scientists from other science fields, especially from the social-humanistic and technical area of science, as well from other artistic areas. It encourages attending courses of other postgraduate studies for the purpose of acquiring further knowledge from another discipline/field, and it also encourages scientific-research collaboration within University North with the aim of setting up larger projects, i.e. expanding scientific-research capacities.

Table 7 - Topic list of discussion groups*

DISCUSSION GROUPS (*journal club*)
• Social media and social movements • Protection of privacy of children and minors in media • Use of creative models in public relations on digital platforms • New learning world – the influence of information and communication technologies on understanding and learning processes • Managing the quality of information systems • Personal data and social media • Cyberculture and cybersociety • Literature and media • Neuroscience and media

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7 Requirements for progressing to the next year of study

* The list can be changed in accordance to the doctoral candidate's needs and demands.

Minimum requirements for moving from the first to the second year of study is a minimum of 23 ECTS credits:

- Module *methodology*: 8 ECTS
- Module t*heory:* 5ECTS
- Research seminar: 10 ECTS

Minimum requirements for moving from the second to the third year of study is a minimum of 43 ECTS credits, i.e. 20 new ECTS credits:

- Module *methodology*: 5 ECTS
- Module t*heory:* 5 ECTS
- Research seminar: 5 ECTS
- Other activities 5 ECTS

For the doctoral dissertation topic submission, doctoral candidates need to pass all mandatory courses in the module *theory* and the module *methodology* and earn a minimum of 60 ECTS credits. Doctoral candidates prepare an outline of doctoral research paper with their mentors. A doctoral dissertation topic can be submitted no earlier than the fourth semester and no later than the sixth semester.

Requirements for finishing the study:
Doctoral candidates can submit and defend their doctoral dissertation if they have fulfilled all the obligations imposed by the study. For the completion of the study it is necessary fulfil the following minimum obligations:

- earning 15 ECTS in the module *theory*
- earning 13 ECST in the module *methodology*
- earning 20 ECTS in the module *research*
- developing a personal development plan (positively graded and accepted): 5 ECTS
- working on research topics and projects with a mentor: 20 ECTS
- publishing a scientific paper: 10 ECTS
- participating in discussion groups: 5 ECTS
- planning and publicly defending the doctoral dissertation topic: 20 ECTS
- attending a foreign university: 5 ECTS
- participating in the work of the doctoral conference 4 ECTS
- participating in workshops with the aim of improving transferable skills: 3 ECTS
- earning the rest of ECTS credits of their choice: 5 ECTS

Doctoral candidates can also be granted a different distribution of ECTS credits.

8 Requirements for the acceptance of the doctoral dissertation topic

For doctoral dissertation topic submission, doctoral candidates need to pass all the mandatory courses in the module *methodology* and *theory* and earn a minimum of 60 ECTS credits. They prepare an outline

of doctoral research paper with a mentor. The doctoral topic can be submitted no earlier than the third semester and no later than the sixth semester. Before doctoral candidates start their public defence of the doctoral synopsis, a mentor is obliged to submit a positive report on the development of doctoral candidates to the Head of the doctoral study. The proposal of the topic is considered by the Professional Board composed of an uneven number of members (a minimum of three and a maximum of five members) whose scientific activity is in the area of students' doctoral dissertation. The public defence of the topic takes place, and the board, teachers and students participate in it. The member of the board can be a person elected into a scientific-teaching or a corresponding scientific title. At least one board member in charge of the evaluation and defence must be outside the higher education institution that carries out the procedure.

The public defence involves demonstrating the application of the appropriate level of generic and research skills and the substantiated defence of the proposed research topic of the doctoral dissertation. After the approval of the topic (the Certificate of Approval submitted by the University Senate) and synopsis, students can start writing a doctoral dissertation. Candidates can submit the dissertation after fulfilling all the obligations specified in the programme.

DESCRIPTION OF MUDULES/COURSES

General information		
Course instructor	**Nikola Mrvac, PhD/ Assist. Prof. Asmir Gračanin, PhD**	
Course title	**Methodology of Scientific Research**	
Study programme	**Postgraduate University (Doctoral) Study Media and Communication**	
Course status	Mandatory	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 Course description
1.1 Course objectives
Creating a stimulating and creative environment in which students will acquire and develop competencies necessary for scientific work in the modern multimedia environment. By applying different scientific research methods, students will develop research competencies, skills of analytical thinking, the ability to work in a team and the application of the acquired knowledge. The objective is to be able to critically approach different kinds of scientific and quasi-scientific content as well as to obtain relevant information on scientific questions.
1.2 Course enrolment requirements
1.3 Expected learning outcomes for the course
After attending the course and passing the exam, students will be able to: 1 find and compare different scientific sources that can be applied to the study area of Media and Communication and evaluate them, 2 apply different kinds and methods of scientific-research work, basic methodological terms and research paradigms when doing research and writing scientific papers, 3 evaluate scientific papers and media content related to scientific knowledge, 4 design and carry out scientific-research activities, 5 make a research paper outline, choose research methods, conduct research, apply research methods and write a scientific paper.
1.4 Course content
Introduction to methodology of scientific-research work Research and research philosophy; Critical thinking; Subject of scientific study; Verifiability; Methodological approaches (qualitative, quantitative); Defining basic terms (theories, research objective, research problem, variables, hypotheses…); Gathering literature and data, information sources; *Research methods, procedures, and instruments* Operationalisation; Measuring; Reliability and Validity Analysis, the interpretation and presentation of research results; *Drawing up a research paper outline* Writing a scientific paper: title, summary, introduction, hypotheses, method, results, discussion, conclusion; literature

1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises x distance education ☐ field work	x individual assignments x multimedia and network ☐ laboratory x mentor work x other
1.6 Comments	Students are required a high level of independence appropriate to the doctoral study	

1.7 Students' obligations

- Active participation in class;
- Studying scientific and technical literature, analysing and evaluating technical and scientific texts, synthesising the knowledge thereof;
- Designing and a research paper outline;
- Taking exams

1.8 Monitoring[1] students' work

Attendance	0.5	Activity in class	0,5	Project/drawing up a research paper outline	1,5		
Written exam	1,5	Analysis of scientific articles	1				

1.9 Grading and evaluating students' work during the course and in the final exam

For every activity, course attendants are rewarded a certain number of credits.

The following activities are evaluated:

1) Activity in class
2) Analysis of scientific articles
3) Project/drawing up a research paper outline
4) Written exam

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 Ante lauc, Metodologija društvenih znanosti,J. J. Strossmayer University of Osijek, Faculty of Law Osijek, 2000

2 Milica Gačić, Pisanje znanstvenih i stručnih radova, University of Zagreb, Faculty of Teacher Education Zagreb 2012

3 Petz, B. (2007). Osnovne statističke metode za nematematičare. Slap, Zagreb.

4 Shaughnessy, J. J. i Zechmeister, E. B. (2012). Research methods in psychology (9th edition). New York: McGraw-Hill.

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
Petz, B. (2007). Osnovne statističke metode za	7	32

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities

nematematičare. Slap, Zagreb.		
Shaughnessy, J. J. i Zechmeister, E. B. (2012). Research methods in psychology (9th edition). New York: McGraw-Hill.	7	32
Ante lauc, Metodologija društvenih znanosti, J. J. Strossmayer University of Osijek, Faculty of Law Osijek 2000.	7	32
Milica Gačić, Pisanje znanstvenih i stručnih radova, University of Zagreb, Faculty of Teacher Education Zagreb 2012.	7	32

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Activity of students*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Activity in class	Attendance, taking notes, participating in discussions, giving examples, cooperative learning, revising the syllabus, learning	1,2,3	Evaluating the analysis of scientific articles Evaluating the project of outlining a research paper Evaluating written exams
Analysis of scientific articles	Choice of the appropriate scientific literature; writing a summary of the material that has been read and the critical assessment of the material	1,2,3	Evaluating the analysis of scientific articles

Project / drawing up a research paper outline	Choosing the appropriate scientific literature; reflecting on the chosen matter and work on constructing a hypothesis; mentored work on preparing a research paper outline	1-5	Evaluating the project of outlining a research paper

General information		
Course instructor	**Full Professor Nikola Mrvac, PhD / Assist. Prof. Krunoslav Hajdek, PhD/Assist. Prof. Anita Jeličić**	
Course title	**Synthesis and Presentations of Scientific Data**	
Study programme	**Postgraduate University (Doctoral) Study Media and Communication**	
Course status	elective	
Year	1	
Number of credits and teaching methods	Students' ECTS workload coefficient	3
	number of lessons (L+S+E)	10+10

1 COURSE DESCRIPTION		
1.1 Course objectives		
Creating a stimulating environment that allows doctoral candidates to acquire presentation competences in logical and critical thinking and a high level of information managing skills aiming at the quality synthesis and presentation of scientific data.		
1.2 Course enrolment requirements		
1.3 Expected learning outcomes for the course		
After attending lectures and passing the exam in this course, students will be able to: 1 apply different kinds and methods of scientific-research work, basic methodological terms, and research paradigms when performing research activities and writing scientific papers; 2 create a design and make a presentation in regard to presentation goals; 3 use all the information related to presentation content and make an adequate presentation considering available tools; 4 conduct research, analyse and interpret the results, apply research methods and write a scientific paper;		
1.4 Course content		
Course content is based on the principles that define the strategy of data presentation. The course programme involves defining problems, establishing a link between consumers and presenters, creating a need for accepting information, defining competency, creating optimal presentation conditions, methods of accepting presenters and methods of gathering and analysing data. Categorisation and methods of the presentation of different of informative content. Techniques and tools for making a multimedia presentation. Creating informative, text, image, video and audio content in a multimedia presentation. New approaches to data presentation. Planning a presentation. Giving a presentation.		
1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises x distance education ☐ field work	x individual assignments x multimedia and network ☐ laboratory x mentor work x other; office hours
1.6 Comments	Although courses take place in a classroom in the form of lectures, they are organised by means of the LMS and special modules that enable monitoring and evaluating students' activities. In order to align the actual workload with the pertaining ECTS credits, each student writes periodic online reports on the time spent on each activity.	
1.7 Students' obligations		

- Active participation in class and online activities.
- Studying scientific and technical literature in the area of science research methodology in the social area of science
- Filling out periodic forms of reports on completing assignments and fulfilling obligations.
- Planning and submitting a seminar paper topic according to the instructions on course websites.
- Writing a seminar paper.
- Participating in reviewing seminar papers according to the instructions on course websites.
- Editing and correcting the seminar paper according to the reviews

1.8 Monitoring students' work

Attendance		Activity in class		Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	0,5
Project		Continuous testing		Report (discussing the seminar paper topic)	0,5	Practical rad	
Portfolio		Online activities	0,5	Periodic reports	0,5	Final self-evaluation	

1.9 Grading and evaluating students' work during the course and in the final exam.

The following activities are evaluated:
1) Activity at lectures, the submission of and discussion about the seminar paper topic.
2) Seminar paper
3) Online activity, the quality of analyses, the review of submissions and seminar papers.
Each student performs analyses, writes reviews of submissions and seminar papers and participates in the evaluation of the presentation according to precisely defined criteria. All reviews are anonymous. The name of the author is left out on the front pages of seminar papers. The name of the author is only added in final versions ready for publication.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 R.L. Harris, Information Graphics, Oxford University Press, New York, USA 2000

2 M. Davis, Scientific Papers and Presentations, Haworth Information Press, USA 2004

1.12 Additional literature (at the moment of submitting the proposal of the study programme)

1 J. Weissman, Prezentacijom do uspjeha, Wiley / Mate d.o.o.

1.11 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
R. L. Harris, Information Graphics, Oxford University Press, New York, USA 2000.	4	14
M. Davis, Scientific Papers and Presentations, Haworth Information Press, USA 2004	4	14

1.13 Quality monitoring method that ensure the acquisition of exit knowledge, competences and skills

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS AND OUTCOME EVALUATIONS			
2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific texts, choosing and discussing a seminar paper topic, critical reflection, and participating in discussion groups	1,4	Discussion
Seminar paper	Individual work and consultations with a professor/mentor	1-4	Evaluating a written paper
Report	Discussing the seminar paper topic	4	Discussion
Research	Individual work and consultations with a professor/mentor	1,3,4	Discussion
Periodic reports and *online* activities	Analysing and reviewing submissions and seminar papers, and participating in the evaluation according to precisely defined criteria	1,2,3	Evaluating reviews and seminar paper submissions

General information	
Course instructor	**Assistant Professor Nikša Sviličić, PhD**
Course title	**Analytical Models and Simulations of Interpersonal Communication Protocols**
Study Programme	**Postgraduate University Doctoral Study Media and Communication**
Course status	Elective

Year	1	
Number of credits and teaching methods	Students' ECTS workload coefficient	3
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION							
1.1 Course objectives							
The objective of the course is to familiarise doctoral candidates with the analytical models and simulations of interpersonal communication protocols; define the holder of communication proactivity in the models of persuasive techniques; describe the correct use of the communication protocol algorithm; define assertive occurrences in the differentiation of the reactive and proactive communication algorithm							
1.2 Course enrolment requirements							
1.3 Expected learning outcomes for the course							
1 finding and comparing different scientific sources of communication protocols, 2 evaluating scientific papers, 3 designing and conducting scientific research, 4 defining communication protocols in the context of interpersonal persuasion.							
1.4 Course content							
- Introduction to communication protocols - Analytical models - Simulations of the persuasive trend of interactive communication - Definition of assertiveness in the communication protocol - Algorithming communication noise - Congruence and incongruence - Occurrences of communication protocols and their use							
1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises ☐ distance education ☐ field work			x individual assignments ☐ multimedia and network ☐ laboratory x mentor work ☐ other			
1.6 Comments							
1.7 Students' obligations – regular attendance							
Activity in class; it is necessary to pass a colloquium or take an oral exam							
1.8 Monitoring[1] students' work							
Attendance		Activity in class	0,5	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	1
Project/outlining a research paper	1	Continuous testing		Report		Practical work	
Portfolio		Analysis of scientific articles	0,5				
1.9 Grading and evaluating students' work during the course and in the final exam							

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

Activity in discussion, the analysis of scientific articles, research, drawing up a research paper outline

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 Cooley, C. H. (1909). Social organization: A study of the larger mind. New York, NY: Charles Scribner's Sons

2 Schramm, W. L. (1997). The beginnings of communication study in America: A memoir. Thousand Oaks, CA: Sage.

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

1 Antolović, Sviličić, (2016) Interpersonalna komunikacija, K&K promocija, Zagreb
2 Craig, Robert T. (1999-05-01). "Communication Theory as a Field". *Communication Theory. 9* ISSN 1468-2885.
3 Hartley, J. (2011.), Communication, Cultural and Media Study: The Key Concepts, 4th Edition, Routledge
4 Richard L. Lanigan (1992). The Human Science of Communicology. Duquesne University Press
5 Vatikanski koncil (1962) Gaudium et spes, p.18
6 Vreg, F. (1975.), *Društveno komuniciranje*, Centar za informacije i publicitet, Ljubljana
7 Watsonov Biheviorizam, http://plato.stanford.edu/entries/behaviorism/ available on 22 February 2014
8 Weinstein, L. (1972), *Hypollite Taine*, Twayne, p. 13
9 Wigner E. (1927), Einige Folgerungen aus der Schrödingerschen Theorie für die Termstrukturen, Zeitschrift für Physik, Berlin

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
Cooley, C. H. (1909). Social organization: A study of the larger mind. New York, NY: Charles Scribner's Sons	4	15
Schramm, W. L. (1997). The beginnings of communication study in America: A memoir. Thousand Oaks, CA: Sage.	4	15

1.13 Quality monitoring methods that insure the acquisition of exit knowledge, skills, and competences

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Activity in class	Attendance, taking notes, participating in discussions, collaborative	1,2,3	Evaluating the analysis of scientific articles

	learning, analysis of scientific articles		Evaluating the project of outlining a research paper
Analysing scientific articles	Choosing the appropriate scientific literature; writing a summary of the material that has been read and of the critical assessment of the material	1,2,3	Evaluating the analysis of scientific articles
Project/outlining a research paper	Choosing the appropriate scientific literature; reflecting on the chosen matter and work on constructing hypotheses; designing the appropriate research methodology; mentor work on preparing a research paper outline	1,2,3,4	Evaluating the project of outlining a research paper

Course instructor	Full Professor Marin Milković, PhD/Full Professor Damir Boras, PhD/Full Professor Jadranka Lasić-Lazić	
Course title	Information Context of the Media and Communication Study	
Study programme	Postgraduate University Doctoral Study Media and Communication	
Course status	mandatory	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 Course description

1.1 Course objectives

The objective of the course is that, through a set of introductory lectures, candidates are enabled to acquire the basic knowledge of using new technologies in the context of the media and communication study, i.e. that, from a proposed range of scientific topics, they are enabled to choose the content they consider closest to their interests and needs. During introductory lectures with accompanying discussion groups, students will be introduced to the basic knowledge and theories of electronic media (Internet, TV, radio) and their interconnection, as well as to relations and connections to older 'analogue' media, basic characteristics of media, the ways they work (hybridisation of media, internal media) and their relationship to users. Furthermore, students will be provided with basic knowledge of information policies as activities that control the development of the information infrastructure and information potentials for the purpose of accomplishing certain social goals. Also, students will be introduced to different forms of journalism based on the use of new information and communication technologies as well as to the ways of using social media in finding news and publishing information. The course includes the analysis of the advantages and disadvantages of online journalism, the position of Internet portals on the media scene and their influence on journalism and society as a whole.

1.2. Course enrolment requirements

1.3 Expected learning outcomes for the course

1 formulating theoretical problems of research in the area of the media and communication study,
2 evaluating theoretical literature in the area of the media and communication study,
3 evaluating the nature of electronic media and types of mass communication in a digital era and the influence of new technologies on the emergence of new electronic media,
4 reflecting critically on the position of different types of information institutions as part of already existing communication systems, domestically and internationally,
5 connecting the importance of the emergence, effect and change of basic forms of communication whose objective to pass on information and systematically enrich the corpus of available knowledge.

1.4 Course content

In the introductory set of lectures students will be introduced to the following topics:

- ***Electronic media*** (*The Medium Is the Message* – Marshall McLuhan; hot and cool media; *global village;* radio; TV and the Internet; acoustic and virtual space; internal media; media as extension of the human body; incorporeal man; the Internet and network; digital culture; online text; interactive text; synaesthesia; the user as media content; four media laws; rear-view mirror theory; electronic media and public opinion
- ***Digital archives*** – managing information goods; definitions and problems. Rules and standards of archiving. Data security. The digitalisation of non-digital archives (ROI, physical memory, access systems; connecting to production protocols; media management skills). Metadata. Data models. Automatic indexing systems.

- ***Information policies*** (Basic terms, concepts and issues related to creating, transferring and using information. An overview of the historical development of ideas and technological inventions. Principles and objectives of information activities. The emergence and development of disciplines in the area of information science. The subject and methods of certain disciplines. General and specific tasks of information experts. Professionalisation and ethical questions. Information infrastructure. Basic features and functions. The typology of information institutions. The typology of systems and networks. The position of different types of information institutions as part of existing communication systems domestically and internationally.)
- ***Internet journalism and social networks*** (types of internet portals and their differences; forms of journalistic research on the Internet; writing for the Internet; the Internet as a platform for multimedia journalistic forms; advantages and disadvantages of journalistic work on the Internet; the use of social networks in finding and publishing information; interaction with the public – the role of forums and social networks; Is the Internet the future of journalism?)
- **Examples of successful media practices.** The analysis of case studies from different publishing spheres (book programmes, magazine editions, Internet portals, multimedia products). The inclusion of holders of practices that have been analysed is planned wherever possible.

In regard to this content, certain topics will be dealt with in discussion groups that students will be free to choose from the recommended list, splitting into smaller work groups.

1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises x distance education ☐ field work	x individual assignments ☐ multimedia and network ☐ laboratory x mentor work x other: consultations
1.6 Comments		

1.7 Students' obligations

Regular consultations, writing a seminar paper, participating in discussion groups in which students will critically present at least two scientific papers in the area of the course.

1.8 Monitoring[1] students' work

Attendance	0.5	Activity in class		Seminar paper: scientific paper	1.5	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project/discussion groups	1	Continuous testing		Report		Practical work	

1.9 Grading and evaluating students' work during the course and in the final exam

Quality and originality of a proposed research paper, diligence in collecting data, processing the results, oral presentation of the results, and scientific papers are evaluated.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

Kipphan, H. (2006) Handbook of Print Media: Tehnologies and Production Methods, Springer; Berlin, Heidelberg, New York.
Sinha, K. Pradeep; Sinha, Priti (2016) Information Technology: Theory nad Practice, PHI Learning.
Tuđman, M. *Uvod u informacijske znanosti*, Zagreb, Školska knjiga, 1992 (online edition)

1.11 Mandatory literature (at the moment of submitting the proposal of the study programme)

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

Adams, J.M; Dolin, P.A. (2001) Printing Technology (Design Concepts),Delmar Thomson Learning
Anderson, R. (2006) Exploring Digital PrePress: The Art and Technology of Preparing Electronic Files for Printing, Thomson Delmar Learning
Bann, D. (2007) The All New Print Production Handbook, Watson-Guptill
Clair, K; Busic-Snyder, C. (2005) A Typographic Workbook: A Primer to Hystory, Techniques, and Artistry, Wiley
Graham, L. (2005) Basic of Design: Layout&Typography for Beginners, Delmar Cengage Learning
Hird, K.F. (2000) Offset Lithographic Technology, Goodheart – Willcox Co
Jackson, B. Do It Yourself: Publish on Amazon (Kindle Edition)
Klostermann, D. (2011) The Ebook Handbook – A Thoroughly Practical Guide to Formatting, Publishing, Marketing and Selling Your e Book (Kindle Edition), Full Stop Media
Sharma, A. (2003) Understanding Color Menagement (Graphic Design/Interactive Media), Delmar Cengage Learning.

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending the course

Title	Number of copies	Number of students
Kipphan, H. (2006) Handbook of Print Media: Tehnologies and Production Methods, Springer; Berlin, Heidelberg, New York.	7	
Sinha, K. Pradeep; Sinha, Priti (2016) Information Technology: Theory nad Practice, PHI Learning. Tuđman, M. *Uvod u informacijske znanosti*, Zagreb, Školska knjiga, 1992 (online edition)	7	

1.13 Quality monitoring methods that ensure the acquisition of exit knowledge, skills, and competences

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	analysing scientific texts and practical assignments, critical thinking, and evaluating new facts and knowledge	1-5	Discussion

Seminar paper	writing a paper in accordance with the instructions for writing a paper by applying principles presented and commented on at the lectures	1-7	Evaluating the content of the written paper, theoretical framework, and methodological approach. The frequency and efficiency of individual consultations. Discussion
Project/discussion groups	Preparing scientific texts and critical assessment through participation in discussions	1-4	Involvement efficiency in a discussion group
Research	gathering scientific literature, taking notes, bibliography organisation, synthesising the acquired knowledge	1-7	Discussion

General information		
Course instructor	**Full Professor Vladimir Šimović, PhD/ Assoc. Prof. Ljerka Luić, PhD**	
Course title	**Analytical Tools for ICT Support of Communication and Media**	
Study programme	**Postgraduate University Doctoral Study Media and Communication**	
Course status	elective	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION
1.1 Course objectives
The objective of the course is to lay a scientific foundation for the advanced study of the most important tendencies in the domain of creating, developing and using ICT support tools in the area of media and communication and to combine the current and future trends of the development of digital media and communication and digital management in the same domain, with a particular emphasis on a broader information-communication context, contemporary media and the virtual communication environment. In this manner, prerequisites are created for scientifically based research of modern and digital media-communication economy, of modern and digitalised knowledge society, media and communication.
1.2 Course enrolment requirements
1.3 Expected learning outcomes for the course
1 Evaluating basic terms: environments/technologies, solutions/projects in relation to analytical ICT support tools in the area of media and communication. 2 Analysing methodological approaches in researching analytical tools for modern digital domains in the area of media and communication. 3 Using basic domains of researching analytical ICT support tools; using basic analytical tools for modern digital solutions, industries, services and business in the area of media and communication. 4 Creating and integrating analytical ICT support tools into predictive perspectives of the future creative management of innovations in the development of analytical ICT support tools in the area of media and communication. 5 Managing scientific-research activities in the area of ICT support tools in media and communication. 6 Taking ethical and social responsibility for using ICT support tools in media and communication.
1.4 Course content
The bases of analytical tools for ICT support of media and communication terms/definitions, environment/technologies, solutions/projects. Domains of researching analytical tools (for ICT support in the area of communication and media): digital solutions, business, services, technologies, industries, etc. Tools for modern digital solutions in the domain of communication and media: Big Data, Client computing, Cloud computing, Contact Centres, Data centre (management and automation, optimisation), End-user computing, Enterprise mobility, Networking, Security Software services, Sustainability, Unified communications and collaboration, Virtualisation. Tools for modern digital business in the area of media and communication: Digital Infrastructure, Cybersecurity, Hybrid Cloud, Customer experience, Workspaces for tomorrow, Digital Business. Tools for modern digital services in the domain of communication and media: Consulting Services, Technical and Support Services, Managed Services. Tools for modern digital technologies in the area of media and communication: Cloud computing, Collaboration, Customer experience, End-user computing, Network as the platform, Next-generation data centre, Security, Sustainability. Tools for contemporary digital industries: Financial services, Manufacturing, Media and communications, Multinational business, Public sector. Researching the use and utilisation of analytical tool potentials in the domain of communication and

media: AHAP - Multiple Criteria Decision Analysis, etc. Researching the examples of utilising analytical tool potentials in the domain of communication and media. The development of communication and media transparency culture (Modern CASE: E-government and social media as openness and anti-corruption tools for societies). Researching the examples of utilising analytical tool potentials in the area of communication and media. The development of communication-media network/project programme packages (Creative CASE: Collaborative/Project Software). Researching the examples of utilising analytical tool potentials in the domain of communication and media: the development of communication-media hardware and programme solutions (Innovative CASE: AI & Intelligent Sensing Tool). Researching the examples of utilising analytical tool potentials in the domain of communication and media: the development of communication-media hardware, network and programme solutions (Game CASE: RPG Tool). The modern framework for developing analytical tools for ICT support in communication and media in societies of knowledge, information, and media and communication. The perspectives and future of the creative management of innovations in the development of ICT support tools in the area of media and communication.

1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises ☐ distance education ☐ field work	x individual assignments ☐ multimedia and network ☐ laboratory x mentor work x other: consultations
1.6 Comments		

1.7 Students' obligations

Regular consultations, writing a seminar paper, participating in discussion groups in which students will critically present at least two scientific papers in the area covered by the course.

1.8 Monitoring[1] students' work

Attendance	0,5	Activity in class		Seminar paper: review paper	1.5	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project	1	Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during the course and in the final exam.

Quality and originality of a proposed research paper, diligence in collecting data, processing the results, oral presentation of the results, and written/oral report are evaluated.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 Dimension Data, https://www.dimensiondata.com/en-AU/Industries/Media-and-Communications (7/11/2017)
2 ICT (information and communications technology, or technologies), http://searchcio.techtarget.com/definition/ICT-information-and-communications-technology-or-technologies (7/11/2017)
3 Interact, https://www.interact-intranet.com/10-great-examples-of-internal-communications-tools-software-in-action/ (7/11/2017)

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities

1.11 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 Akrivopoulou, Christina M., (2014). Human Rights and the Impact of ICT in the Public Sphere: Participation, Democracy, and Political Autonomy, IGI Global,30. lip 2014.
2 Amanda E. Cravens. (2016). Negotiation and Decision Making with Collaborative Software: How MarineMap 'Changed the Game' in California's Marine Life Protected Act Initiative. Environmental Management 57:2, 474-497. Online publication date: 1-Feb-2016. http://www.worldscientific.com/doi/abs/10.1142/S1464333203001383
3 Ângela Guimarães Pereira et al, (2003). ICT Tools to Support Public Participation in Water Resources Governance & Planning: Experiences from the Design and Testing of a Multi-Media Platform, J. Env. Assmt. Pol. Mgmt. 05, 395 https://doi.org/10.1142/S1464333203001383, Joint Research Centre, EC – IPSC TP 268. 21020 Ispra (VA), Italy
4 A. Zarli, Y. Rezgui, D. Belziti, E. Duce. (2014) Water Analytics and Intelligent Sensing for Demand Optimised Management: The WISDOM Vision and Approach. Procedia Engineering 89, 1050-1057. Online publication date: 1-Jan-2014
5 Fiona Ssozi-Mugarura, Edwin Blake, Ulrike Rivett. (2015). Designing for sustainability: Involving communities in developing ICT interventions to support water resource management. 2015 IST-Africa Conference, 1-8. 4. Giuseppe Munda. 2016. Multiple Criteria Decision Analysis and Sustainable Development. Multiple Criteria Decision Analysis, 1235-1267.
6 John C.BertotPaul T.JaegerJustin M.Grimes, (2010). Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies, Government Information Quarterly Volume 27, Issue 3, July 2010, Pages 264-271 http://www.sciencedirect.com/science/article/pii/S0740624X10000201
7 Nicola Green, Leslie Haddon, (2009), Mobile Communications: An Introduction to New Media, Berg, 1 November 2009 (page number: 192)
8 Robin Mansell, (2007). The Oxford Handbook of Information and Communication Technologies, Oxford University Press, 2007
9 Samuel de Oliveira Apolonio, Adriana S. Vivacqua, Marcos R. S. Borges. (2012) Scenario-based collaboration: An approach to refinement of plans through Public Engagement. Proceedings of the 2012 IEEE 16th International Conference on Computer Supported Cooperative Work in Design (CSCWD), 135-142.
10 Quick Guide: Selecting ICT Tools for your Business, file:///C:/Users/Admin/Downloads/Innovation%20Connections%20quick%20guide%20selecting%20ICT%20tools%20for%20your%20business%20PDF.pdf (7/11/2017)
11 Leeuwis, C., Aarts, N (2011). Rethinking communication in innovation processes: creating space for change in complex systems
12 Pearson, V. (2016). Innovation communications strategy. Oxford University.

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
The literature is available in digital format		

1.13 Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific texts and practical assignments, critical thinking and evaluating new facts and knowledge	1,2,3,5	Discussion
Seminars and workshops	individual work; consultations with a professor/mentor; working on a project assignment in accordance with the work instructions by applying principles presented and commented on at the lectures; preparing scientific texts; critical assessment through participation in discussions	1-6	Evaluating a seminar paper – scientific paper Discussion
Mentor work and consultations	Individual work and consultations with a professor/mentor	1-6	Discussion

General information		
Course instructor	**Assist. Prof. Darijo Čerepinko, PhD/Assist. Prof. Damira Đukec, PhD**	
Course title	**Communication Research Methods in the Digital Space**	
Study programme	**Postgraduate University Doctoral Study Media and Communication**	
Course status	Elective	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5 ECTS
	Number of lessons (L+S+E)	10+10

1 COURSE DESCRIPTION		
1.1 Course objectives		
The objective of the course is that, through different kinds of research in the area of ethnography and/or interaction design, doctoral candidates are provided with an insight into basic theories and the latest methodological practice of communication research in the digital space in all its segments (personal communication; public communication and human-computer interaction). The objective of the course is to enable doctoral candidates to carry out their own research into communication phenomena in the digital space and write a final report in a form that corresponds to the selected research method.		
1.2 Course enrolment requirements		
1.3 Expected learning outcomes for the course		
1 Distinguishing and critically analysing communication models in the digital space. 2 Creating communication research in the digital space based on the latest theoretical and methodological scientific knowledge. 3 Using quantitative and qualitative research methods. 4 Making scientifically acceptable hypotheses. 5 Evaluating research results and defending or disputing the previously proposed hypotheses. 6 Managing scientific-research activities in the context of communication research in the digital environment.		
1.4 Course content		
- Introduction to the course and students' obligations - Overview of research types in the digital space - Features of quantitative and qualitative research (in the digital space) - Causing, research design, methods of collecting data - Statistical processing of data and statistical tests (descriptive and inferential statistics) - Ethnographic methods, case studies - Writing a scientific paper		
1.5 Teaching methods	X lectures X seminars and workshops ☐ exercises ☐ distance education ☐ field work	X individual assignments ☐ multimedia and network ☐ laboratory X mentor work ☐ other
1.6 Comments		
1.7 Students' obligations		
Students need to write their own research paper and present the results in the appropriate form.		

1.8 Monitoring[1] students' work							
Attendance		Activity in class		Seminar paper	2	Experimental work	
Written exam		Oral exam		Essay		Research	3
Project		Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during the course and in the final exam
Written paper (report) is based on a student's individual research
1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)
Heather A. Horst, Daniel Miller (ed.) Digital Anthropology, Berg, London, 2012 Klaus Bruhn Jensen (ed.) A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies, Routledge, NY,2012.
1.11 Additional literature (at the moment of submitting the proposal of the study programme)
Hirst, Martin, John Harrison, and Patricia Mazepa. Communication and new media: From broadcast to narrowcast. Oxford University Press, 2014 Lazar, Jonathan, Jinjuan Heidi Feng, and Harry Hochheiser. Research methods in human-computer interaction. Morgan Kaufmann, 2017
1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
Heather A. Horst, Daniel Miller (ed.) Digital Anthropology, Berg, London, 2012	4	17
Klaus Bruhn Jensen (ed.) A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies, Routledge, NY,2012	4	17

1.13 Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competencies
Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)
2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific texts, choosing and discussing the seminar paper topic, critical reflection	1-4	Discussion
Seminars and workshops	Individual work, consultations with a professor/mentor, participating in discussion groups, writing a scientific article	1-6	Discussion, evaluating the preparation for a discussion workshop, publishing a scientific article
Mentor work	Individual work, preparing for consultative class	1-6	Discussion

General information		
Course instructor	**Associate Professor Ljerka Luić, PhD**	
Course title	**Methodological Approaches in Researching Digital Intelligence in the Area of Media and Communication**	
Study programme	**Postgraduate University Doctoral Study Media and Communication**	
Course status	elective	
Year	**1**	
Number of credits and teaching methods	Students' ECTS workload coefficient	**5**
	Number of lessons (L+E+S)	**10+10**

1 Course description
1.1 Course objective
Enabling doctoral candidates to conduct scientific research into social, cognitive and communication aspects of digital intelligence by using original procedures necessary for developing new methods of studying the interactive occurrences of interconnection of digital, mental and social knowledge in the area of media and communication. Preparing and enabling candidates to independently design and implement new theoretical paradigms based on scientific accomplishments within the chosen area of research into digital intelligence. Encouraging doctoral candidates to carry out collaborative research into digital intelligence by applying new scientific methods and using modern digital tools, taking into consideration independence in managing scientific-research activities and in taking personal ethical and social responsibility for successful research.
1.2. Course enrolment requirements
1.3. Expected learning outcomes for the course
1 Evaluating terms, procedures, and theoretical models of digital intelligence and creating new ones. 2 Creating new methods of researching different areas of digital intelligence. 3 Implementing theoretical paradigms of digital intelligence into research. 4 Conducting collaborative research into digital intelligence in the area of media and communication. 5 Managing scientific-research activities of the chosen research topic. 6 Taking responsibility for the successful implementation of the personal and team part of the research problem.
1.4 Course content
Introduction to digital intelligence: terminological determination, postulates, semantics, theoretical models. Presenting the research framework of digital intelligence that includes 3 levels, 8 areas and 24 competences involving knowledge, skills, attitudes and values whereby new methods and digital tools are applied. Analysing 8 major areas of digital intelligence with the aim of creating new methods of researching them. (1) digital identity, (2) digital use, (3) digital insurance, (4) digital security, (5) digital emotional intelligence, (6) digital communication, (7) digital literacy, and (8) digital rights. Advising doctoral candidates in regard to their choice of the topic of digital intelligence research in the area of media and communication, taking into account their personal, professional and scientific preferences and competences. Advising doctoral candidates in regard to drawing up a research plan and managing a mini research project.

Advising doctoral candidates through all the stages of conducting research and writing a seminar paper for the purpose of taking an exam in the area of the course so they can gain self-confidence necessary for taking scientific responsibility.		
1.5 Teaching methods	☒ lectures ☐ seminars and workshops ☐ exercises ☐ distance education ☐ field work	☒ individual assignments ☐ multimedia and network ☐ laboratory ☒ mentor work ☐ other
1.6 Comments		

1.7 Students' obligations

1 Lecture attendance
2 Participating in class by engaging in discussions and debates.
3 Active participation in the consultative part of the course, individually or in teams.
4 Drawing up a research plan, carrying out research, writing and presenting a scientific paper.

1.8 Monitoring[1] students' work

Attendance	**0,5**	Activity in class	**0,5**	Seminar paper		Experimental work	
Written exam	**1**	Oral exam	**1**	Essay		Research	**2**
Project		Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during the course and in the final exam

» ***Activity in class:*** initiative approach, critical reflection, creative suggestions
» ***Research:*** choosing a topic, drawing up a research plan, carrying out research
» ***Written exam – scientific paper:*** personality, link to the study and the course, style, language
» ***Oral exam:*** e-presentation, oral presentation, the elaboration of hypotheses and research results.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 Richard A. Gershon. (2016). Digital Media and Innovation: Management and Design Strategies in Communication, SAGE Publications, Thousand Oaks, California, USA.
2 Pearson, V. (2016). Innovation communications strategy. Oxford University.

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

1 Ali, S. (2016). Relationship Between Technology Use and Development of Social Skills (Doctoral dissertation, California State University, Northridge).
2 Burke, M., Marlow, C., & Lento, T. (2010). Social network activity and social well- being. In Proceedings of the SIGCHI conference on human factors in computing systems (pp. 1909-1912). ACM.
3 Al-Menayes, J. (2014). The relationship between mobile social media use and academic performance in university students. New Media and Mass Communication, 25, 23-29.

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities

Richard A. Gershon. (2016). Digital Media and Innovation: Management and Design Strategies in Communication, SAGE Publications, Thousand Oaks, California, USA.	3	10
Pearson, V. (2016). Innovation communications strategy. Oxford University.	3	10

1.13 Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (depending on teaching methods according to paragraph 1.5. Teaching method)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	*listening, discussion, debate*	1,2,3	evaluating comprehension, deduction and argumentation
Mentor work	*analysing research topics*	4,5,6	evaluating scientific preferences and research potentials
Individual assignments	*carrying out research, writing a scientific paper*	1-6	assessing research competences, scientific paper quality, hypothesis elaboration and presentation research results

General information		
Course instructor	**Full Professor Nikolaj Lazić, PhD/ Full Professor Marin Milković, PhD / Full Professor Damir Boras, PhD**	
Course title	**Theory of Information and Communication**	
Study programme	**Postgraduate University Doctoral Study Media and Communication**	
Course status	mandatory	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION
1.1 Course objectives
The objective of this course is to introduce students to the theoretical development of the paradigm of information science, the history of organising and presenting knowledge and methods and techniques of document processing. Furthermore, the objective is to point out that certain knowledge forms are conditioned by social, technological and communication patterns and to enable doctoral candidates to use different methods in studying the modern trends of information-communication sciences that are influenced by new technologies subject to fast development and, consequently, to changes resulting from that development.
1.2. Course enrolment requirements
1.3 Expected learning outcomes for the course
1 Finding and comparing different theoretical-scientific sources in the context of modern information-communication sciences in regard to their applicability to the study of media and communication and the evaluation thereof. 2 Formulating theoretical problems in the context of modern trends in the information-communication area of science. 3 Applying different methods in studying and taking a critical look at theoretical concepts of information and communication sciences. 4 Proposing a research outline in the area of the information and communication theory. 5 Carrying out research, analysing and interpreting the results obtained in the research. 7 Taking responsibility for the successful implementation of the research problem.
1.4 Course content
The development of information sciences (starting points of information science, the definition and area of information science, theoretical problems of information science since 1960). The theory of information and communication in the context of modern media and information technologies. Information and communication organisation as part of the cybernetic circle. Transdisciplinary view on the information and communication theory (cybersemiotic perspective); epistemology and information and communication study, knowledge-information relationship, types of knowledge (public and private knowledge, corporate knowledge, historical knowledge, reporting knowledge); epistemological challenges for modern information-communication sciences (creating information); human communication from the semiotic perspective; concepts of information from the perspective of different (media) domains; the perception of information through the screen and knowledge acquisition process; text information, language and information analysis; convergence theory on ICT, society and human beings; sociological and psychological influences of information, new technologies and media on the modern human being.

1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises ☐ distance education ☐ field work	x individual assignments ☐ multimedia and network ☐ laboratory x mentor work x other: consultations
1.6 Comments		

1.7 Students' obligations

Regular consultations with teachers, participation in discussions about topics assigned in the course programme, project, research, producing a written paper

1.8 Monitoring[1] students' work

Attendance		Activity in class	0,5	Seminar work		Experimental work	
Written exam	1,5	Oral exam		Essay		Research	2
Project	1	Continuous testing		Report		Practical work	

1.9 Grading and evaluating students' work during class and in the final exam

Quality and originality of a proposed research paper, diligence in collecting data, processing the results, oral presentation of the results, written paper and participation in the project are evaluated.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

Tuđman, M. (ed.): Modeli znanja i obrada prirodnog jezika, Zagreb: Institute for Information Studies, Department of Information and Communication Sciences, Faculty of Humanities and Social Sciences in Zagreb, 2003

Haftor, M. D. & Mirijamdotter, A., Information and Communication Technologies, Society and Human Beings: Theory and Framework, Information Science Reference, Hershey, New York, 2011

Theories of Information, Communication and Knowledge. A Multidisciplinary Approach, ed. Ibekwe-SanJuan; F., M. Dousa, T., Springer, Dordrecht, Heidelberg, New York, London, 2014

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

Makluan, M. (1971). Poznavanje opštila: Čovekovih produžetaka, Beograd: Prosveta, 7 - 131 and 176-191.

Saracevic, Tefko. Information Science. *Journal of the American Society for Information Science*, 50(12), 1999, p.p.1051–1063

Saračević, Tefko. Prilozi utemeljenju informacijske znanosti. Osijek : Faculty of Humanities and Social Sciences, 2006

Saračević, T.: Relevance reconsidered '96, Second International Conference on Conception of Library and Information Science, 1996

Shanon, C. i W. Weaver. (1949). The Mathematical Theory of Communication. Urbana: The Uniersity of Illinois Press, p. 3-6 i 95-117

Škarić, I. (1973). Kibernetika i jezik. Suvremena lingvistika. Zagreb, Institute of Linguistics, Faculty of Humanities and Social Sciences, No. 7-8, 17-28.

Škarić, I. (1978). Komunikacijski smjerovi. Dometi, Rijeka, Izdavački centar Rijeka, year 11, No. 8, p. 9-17.

Škarić, I. (1982). Šumovi u znanstvenim komunikacijama. Interdisciplinarnost znanosti obrazovanja inovacija, Zagreb, Društvo psihologa Hrvatske uz suradnju Pravnog fakulteta Centra za stručno usavršavanje i suradnju s udruženim radom, vol. 1, p. 21-27.

Škarić, I. (1985). The Entrophy of Uncoordinated Systems. Informatologia Yugoslavica, Zagreb, vol. 17, No. 1-2, p. 137-142.

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses		
Title	Number of copies	Number of students
Tuđman, M. (ed.): Modeli znanja i obrada prirodnog jezika, Zagreb: Institute for Information Studies, Department of Information and Communication Sciences, Faculty of Humanities and Social Sciences Zagreb, 2003	7	32
Haftor, M. D. & Mirijamdotter, A., Information and Communication Technologies, Society and Human Beings: Theory and Framework, Information Science Reference, Hershey, New York, 2011	7	32
Theories of Information, Communication and Knowledge. A Multidisciplinary Approach, ur. Ibekwe-SanJuan; F., M. Dousa, T., Springer, Dordrecht, Heidelberg, New York, London, 2014	7	32
1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies		
Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)		

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)			
2.1 Class activity	*2.2 Students activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific texts, choosing and discussing the written paper topic, critical reflection	1,2	Evaluating comprehension, deduction and argumentation
Seminars and workshops	Individual work, consultations with a professor/mentor, participation in discussion groups	1,2,3	Discussion
Individual assignments	carrying out research, writing a scientific paper	1-6	assessing research competences, the quality of scientific papers, elaboration of hypotheses and quality of research results
Mentor work	analysing research topics	4,5,6	evaluating scientific preferences and research potentials

General information		
Course instructor	Full Professor Marin Milković, PhD/Full Professor Kladio Pap, PhD/ Assoc. Prof. Damir Vusić, PhD	
Course title	Communication and Media from the Perspective of Publishing	
Study programme	Postgraduate University Doctoral Study Media and Communication	
Course status	elective	
Year	1	
Number of points and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION		
1.1 Course objectives		
The objective of the course is to introduce students to modern, technological, legal, cultural and common phenomena that influence the development of publishing and the distribution of publishing products. Particular attention is paid to understanding a wide range of phenomena typical of modern society with an emphasis on the influence and changes coming from information and communication technologies.		
1.2 Course enrolment requirements		
1.3 Expected learning outcomes for the course		
After completing the course, students will be able to: 1 critically reflect on the causes and consequences of changes in publishing business, 2 evaluate the features of disruptive technologies in the processes of acquiring, editing and disseminating publishing products, 3 discuss available information technologies in the area of publishing, 4 evaluate advantages and disadvantages of using different media and accessories in communication processes, 5 plan, present and run a programme for providing information technologies.		
1.4 Course content		
Getting familiar with the course, literature, methods, grading and evaluating; theories and theorists of modern publishing; programmes of innovative publishing; publishing as a paradigm of information activities; publishing and ICT technologies; the influence of social networks and digital divide; changes of social patterns caused by the development of information and communication technologies; changes in an awareness of the social context in which contemporary publishing develops.		
1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises x distance education ☐ field work	☐ individual assignments ☐ multimedia and network ☐ laboratory x mentor work x other: consultations
1.6 Comments		
1.7 Students' obligations		
Regular consultations, research, writing a review paper.		
1.8 Monitoring[1] students' work		

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

Attendance	0,5	Activity in class		Seminar paper: review paper	2,5	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project		Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during class and in the final exam

Students' work will be evaluated on the basis of writing an individual seminar paper – the seminar paper needs to be an original research paper

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

Clark, G., Phillips, A. *O nakladništvu iznutra*. Zagreb – Osijek: Hrvatska sveučilišna naklada and Faculty of Humanities and Social Sciences in Osijek, 2017
Kovač, M. 2008.+ *Never mind the web, here comes the book*. Oxford: Chandos Pulishing.

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

Cope, B., Phillips A., ed. 2006 *The Future of the Book in the Digital Age*. Oxford: Chandos Publishing.
Velagić, Z., Pehar, F. An overview of the digital publishing market in Croatia. *Libellarium* VI, 1 – 2 (2013), 55 – 64
Velagić, Z. The discourse on printed and electronic books: analogies, oppositions, and perspectives. // *Information Research, 19, 2 (2014),* paper 619. [http://InformationR.net/ir/19-2/paper619.html]
Thompson, J. B. 2005 *Books in the Digital Age: The Transformation of Academic and Higher Education Publishing in Britain and the United States*. Cambridge, UK; Malden, MA: Polity Press.
Vassiliou, M, Rowley, J. 2008 "Progressing the definition of 'e-book'," *Library Hi Tech*, 26(3): 355 – 368.
Wilson, T.D. 1997 Electronic publishing and the future of the book , Information Research, 3(2), http://informationr.net/ir/3-2/paper39.html (2014-07-06).
Wilson, T. D. 2014 The e-book phenomenon: a disruptive technology, *Information Research*, 19(2), http://InformationR.net/ir/19-2/paper612.html (2016-12-15).

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Numbers of copies	Number of students
Clark, G., Phillips, A. *O nakladništvu iznutra*. Zagreb – Osijek: Hrvatska sveučilišna naklada and Faculty of Humanities and Social Sciences in Osijek 2017	7	15
Kovač, M. 2008. *Never mind the web, here comes the book.* Oxford: Chandos Pulishing.	7	15

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcomes*	*2.4 Evaluation methods*
Lectures	Analysing scientific texts and practical assignments	1,2,3	Discussion
Seminars and workshops	Consultative work, participating in discussion groups. Researching primary and secondary literature; choosing a methodological approach in elaborating the seminar topic Posting the papers on the e-learning system *Merlin*	1-5	Discussion. Evaluating the content and the theoretical and methodological approach of the papers posted on the e-learning system *Merlin*
Mentor work and consultations	Individual work and advance preparation for consultations with a professor/mentor	1-5	Discussion

General information		
Course instructor	**Full Professor Zoran Tomić PhD, / Assist. Prof. Đorđe Obradović, PhD**	
Course title	**Public Relations Management**	
Study programme	**Postgraduate University Doctoral Study Media and Communication**	
Course status	Elective	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION		
1.1 Course objectives		
Preparing doctoral candidates for identifying and defining a problem, roles of research in strategic planning and concepts of public relations management. Particular emphasis is laid on the analysis of the internal and external environment of an organisation for the purpose of successfully controlling people, processes and occurrences with the aim of establishing the desired relationship between the target public and an organisation.		
1.2 Course enrolment requirements		
1.3 Expected learning outcomes for the course		
1 understanding theoretical and methodological problems in the area of public relations, 2 evaluating scientific literature in the area of public relations, 3 analysing the state of relationships between an organisation and target audiences, identifying advantages and disadvantages, and developing the concept of further actions, 4 carrying out research and, on the basis thereof, structuring an organisation's public relations in terms of cadre, content and topic; 5 creating a strategic communication plan and combining it with tactical communication plans of an organisation; 6 managing public relations campaigns		
1.4 Course content		
Identifying and defining problems in public relations management. The role of research in strategic planning. Analysing the situation (environment). Analysing the source of information, content and context. Managing the research process in public relations. Developing research instruments. Quantitative, qualitative and holistic elements for research into attitudes or image. Designing a categorical scheme, defining a unit. Planning and programming public relations management. Strategic analysis, deliberation and the concept of public relations management. Implementing strategic public relations management. Managing hybrid communication processes in public relations.		
1.5 Teaching methods	☒ lectures ☒ seminars and workshops ☐ exercises ☒ distance education ☐ field work	☒ individual assignments ☐ multimedia and network ☐ laboratory ☒ mentor work ☐ other
1.6 Comments		
1.7 Students' obligations		
Active participation in class and online activities. Carrying out research and writing a paper on a given topic in the area of the course. Posting the individual paper on the e-learning system. Studying scientific		

and technical literature, analysing and evaluating technical texts, synthesising the knowledge and applying it when writing a seminar paper.

1.8 Monitoring[1] students' work

Attendance	0.5	Activity in class	0.5	Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project	1	Continuous testing		Report		Practical work	

1.9 Grading and evaluating students' work during the courses and in the final exam

The course includes an assessment of the process of carrying out research, writing a seminar paper, analysing and evaluating scientific and technical literature, participating in discussions, writing and presenting a project paper.

Mandatory literature

1 Obradović, Đorđe i Bogdanović, Medo, Ivana: Holistički odnosi s medijima organizacija u kulturi, Medianali 7, University of Dubrovnik, Dubrovnik

2 Tomić, Zoran: Odnosi s javnošću, Synopsis, Zagreb - Sarajevo, 2016.

3 Tomić, Zoran: Politički odnosi s javnošću, Synopsis, Zagreb – Sarajevo, 2017.

Additional literature (at the moment of submitting the proposal of the study programme)

1 Green, Andy: Kreativnost u odnosima s javnošću, HUOJ, Zagreb, 2007

2 Obradović, Đorđe i Bogdanović, Medo, Ivana: Holistički odnosi s medijima organizacija u kulturi, Medianali 7, University of Dubrovnik, Dubrovnik, 2010., p. 73. - 90.

3 Obradović, Đorđe: Komparativna analiza utjecaja medijski posredovanih političkih kampanja na birače, Kultura komuniciranja, 3, FFMO, Mostar, 2014, p. 167. do 183.

4 Tomić, Zoran: Politički marketing, Synopsis, Mostar – Zagreb – Sarajevo, 2014

5 Weintraub, A., Pinkleton, B.: Strategic Public Relations Management-Planning and Management Efective Communication Programs, LEA pub., Mahwah, 2001

6 Wilcox, D., Cameron, G. T..: Public Relations, Strategies and Tactits, Pearson, Boston, 2009

1.10 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
Tomić, Zoran: Odnosi s javnošću, Synopsis, Zagreb - Sarajevo, 2016	4	14
Tomić, Zoran: Politički odnosi s javnošću, Synopsis, Zagreb – Sarajevo, 2017	4	14
Obradović, Đorđe i Bogdanović, Medo, Ivana: Holistički odnosi s medijima organizacija u kulturi, Medianali 7, University of Dubrovnik, Dubrovnik	4	14

1.11 Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHUNG METHODS AND THE EVALUATION OF LEARNING OUTCOMES			
2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	analysing scientific texts and practical assignments; critical thinking and evaluating new facts and knowledge	1,2	Discussion
Seminars and workshops	Individual work/participating in discussions	3-5	Discussion
Distance education	Posting the research assignment on the e-learning system *Merlin*	1-5	Analysing the content posted on the system
Mentor work	Individual work/advance preparation for consultations with a professor/mentor	1-5	Discussion
Individual assignments	Individual work/consultations with a professor and/or mentor. Preparing a public relations campaign. Outlining a research paper, choosing a research method, carrying out research, applying the research method, writing a scientific paper	1-6	Evaluating/analysing the content and methodological approach of the written paper. Discussion

General information	
Course instructor	**Full Professor Marina Biti, PhD/Assistant Professor Andrija Bernik, PhD**
Course title	**Cognitive Aspects of Communication**
Study programme	**Postgraduate University (Doctoral) Study Media and Communication**
Course status	Elective
Year	1

Number of credits and teaching methods	Students' ECTS workload coefficient	5 ECTS
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION

1.1 Course objectives

Over the last decades, cognitive science has made a major breakthrough in a series of interconnected fields relevant for understanding communication, especially neuroscience, linguistics, psychology and sociology; therefore the objective of the course will be to enlighten bodily (neurological), linguistic (i.e. linguistic and stylistic), psychological and social formative moments of human interaction and communication that are conceived in the domain of family relations and private communication so that, during the cognitive development of the individual, they can expand into the public sphere. Nowadays, that public sphere is more and more saturated with technological means of conveying messages which, as extensions of the cognitive apparatus itself, contribute to expanding cognitive horizons. However, they can become a means of manipulation as well as inhibitors of the participant's independent thought in the media space. The objective of this course is to see communication from the perspective of the surface of insufficiently clear cognitive functions of the communication process which are based on the human cognitive apparatus that determines not only the ways in which communication takes place but also actual effects and achievable ranges of communication practices within the limits of set or possible emissive and receptive constellations. The transdisciplinary view that is offered will ensure complex tools for research work enabling the analytical deconstruction of communication practices with the expected accompanying effect of improving communication competences and cognitive achievements of doctoral candidates themselves.

1.2 Course enrolment requirements

1.3 Expected learning outcomes.

After attending the course and passing the exam students will be able to
1 evaluate the terms key to understanding cognitive dimensions of communication processes,
2 critically reflect on different disciplinary approaches within the cognitive and scientific fields of interest and recognise their mutual complementarity,
3 analyse research methodology that is usually applied in the area of cognitive research of communication,
4 independently and critically analyse scientific literature in the area,
5 propose a research outline in the area of cognitive aspects of communication
6 carry out pre-research, analyse and interpret the results that have been obtained.

1.4 Course content

- Biological basis of communicating: brain, speech and hearing mechanism, motor skills. Learning, imitation, communication, socialisation – the role of mirror neurons. Seeing and doing. i.e. seeing as doing and doing as seeing.
- Models that we imitate: from family reality to wider social reality. The role of hierarchy. Positive and negative models; spontaneous imitation and practices of steering behaviour.
- Body and language in the communication process. The role of senses, direct and indirect.
- Denaturalised perception and the immersiveness of media.
- Metaphor and the production of virtual sensations. The cognitive character of simulation and empathy – recognising otherness
- Identity and knowledge from the perspective of the communication process. The power of media in creating a collective identity. The role of language.
- The role of media in the construction of communication models. Controlling people and controlling audiences. Media policies as communication policies: shaping consciousness and defining cognitive ranges. The question of ethical limits.
- Case studies.

1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises x distance education ☐ field work	x individual assignments ☐ multimedia and network ☐ laboratory x mentor work ☐ other
1.6 Comments		

1.7 Students' obligations

Regular consultations with teachers, participation in discussions about topics assigned by the course programme, research, writing a paper.

1.8 Monitoring [1] students' work

Attendance	0,5	Activity in class	0,5	Seminar paper: review paper	2	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project		Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during the courses and in the final exam

The course includes an assessment of doctoral candidates' inclusion in discussions, their involvement in research and writing a seminar paper/review article.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

Boyer, Pascal (2018) Minds Make Societies: how cognition explains the world humans create Yale University Press.
Iacobini, M. (2008, 2009) *Mirroring People: The Science of Empathy and How We Connect with Others*. Picador, Neew York

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

Damasio, A. (2010) *Self Comes to Mind: Constructing the Conscious Brain*. Vintage Books, New York – Random House, Toronto.
Hansen, E. R. (2017) *Mass Communication: Living in a Media World*. SAGE, London
Botan, C. H. (2018) *Strategic Communication Theory and Practice: The Cocreational Model*. John Wiley and Sons. (bookable)
Häussler, T. (2018) *The Media and the Public Sphere: A Deliberative Model of Democracy*. Routledge.
Gibbs, R. W. (2008) *The Cambridge Handbook of Metaphor and Thought*. Cambridge University Press.
Gola, E – Ervas. F. (ed) (2016) *Metaphor and Communication*. John Benjamins Publishing Company
Weaver, G. (2013) *Intercultural Relations: Communication, Identity, and Conflict*. Pearson Learning Solutions.
Webster, D. B. (1999) *Neuroscience of Communication.* Singular Publishing Group.

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

Boyer, Pascal (2018) Minds Make Societies: how cognition explains the world humans create Yale University Press.	4	15
Iacobini, M. (2008, 2009) *Mirroring People: The Science of Empathy and How We Connect with Others*. Picador, Neew York	4	15

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	analysing scientific texts and practical assignments, critical thinking and evaluating new facts and knowledge	1,2,3,4	Discussion
Seminars and workshops	Consultation with a professor and/or mentor, participating in discussion. Writing a seminar paper – review article (researching primary and secondary literature, taking notes, proposal of a research outline)	1-6	Discussion Publishing a scientific article – evaluating/analysing the content with a particular emphasis on the methodological approach.
Distance education	Posting the papers on the e-learning system *Merlin*	5,6	Analysing the content
Individual assignments	Individual work/consultations with a professor and/or mentor	3,4	Discussion
Mentor work	Individual work/consultations with a professor and/or mentor/advance preparations for consultations	1-6	Discussion

General information		
Course instructor	**Full Professor Jadranka Lasić-Lazić, PhD/Full Professor Sonja Špiranec, PhD**	
Course title	**Epistemology of Information and Communication Sciences**	
Study programme	**Postdoctoral University Doctoral Study Media and Communication**	
Course status	elective	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION
1.1 Course objectives
The objective of the course is that students understand the influence of different epistemological and intellectual traditions in information-communication science, apply the key epistemological problems of information-communication science and information-communication activities and critically reflect on and evaluate new information spaces from epistemological positions. Particular emphasis will be laid on observing information-communication sciences as a creative, unpredictable area of social sciences with a highlighted interdisciplinary or multidisciplinary component.
1.2 Course enrolment requirements
1.3 Expected learning outcomes for the course
1 Evaluating terms, procedures and theoretical models of epistemology in the context of information-communication sciences. 2 Implementing epistemological paradigms of information-communication sciences into research. 3 Managing the implementation of scientific-research activities of the chosen research topic. 4 Applying the particularities of social epistemology in conducting research and shaping a scientific paper. 5 Taking responsibility for the successful implementation of a research problem.
1.4 Course content
Introduction to epistemological problems of information and communication sciences: the structure of science and knowledge. The development of the information phenomenon and the theory about knowledge development. Knowledge representation as the theoretical problem of information science; the temporality and obsolescence of knowledge – theories of the temporal structure of knowledge. Social epistemology and theories about knowledge acquisition and collective memory. Theories about kinds and types of knowledge and knowledge acquisition methods, i.e. about the control and management of social memory. Topics: definitions and the area of epistemology; types of social epistemology; types of knowledge: public knowledge, corporate knowledge, historical knowledge, networked knowledge, etc. Collective action and belief; the application of social epistemology in information-communication sciences; the relationship between knowledge and information, truth, and relevance; information, false information and counterinformation. Knowledge and the contemporary context of the media and communication study.

1.5 Teaching methods	x lectures ☐ seminars and workshops ☐ exercises ☐ distance education ☐ field work	x individual assignments ☐ multimedia and network ☐ laboratory x mentor work ☐ other
1.6 Comments		

1.7 Students' obligations							
Regular consultations with teachers, participation in discussions about topics assigned by the course programme, research, writing a paper.							
1.8 Monitoring[1] students' work							
Attendance	0,5	Activity in class		Seminar paper		Experimental work	
Written exam	2,5	Oral exam		Essay		Research	2
Project		Continuous testing		Report		Practical work	
1.9 Grading and evaluating students' work during the course and in the final exam							
The course includes an assessment of the quality and originality of a proposed research paper, diligence in collecting data, processing the results, the oral presentation of the results and a written paper.							
1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)							
Fallis, D. (2006). Social epistemology and information science. Annual Review of Information Science & Technology (ARIST), 40, 475-519. Theories of Information, Communication and Knowledge. A Multidisciplinary Approach, ed. Ibekwe-SanJuan; F., M. Dousa, T., Springer, Dordrecht, Heidelberg, New York, London, 2014 Tuđman, M.: Prikazalište znanja, Hrvatska sveučilišna naklada, Zagreb, 2003							
1.11 Additional literature (at the moment of submitting the proposal of the study programme)							
Ashley Mcdowell (2002) Trust and information: The role of trust in the social epistemology of information science, Social Epistemology, 16:1, 51-63. Cronin, B. (2008). The sociological turn in information science. Journal of Information Science. Damien Smith Pfister (2011) Networked Expertise in the Era of Many-tomany Communication: On Wikipedia and Invention, Social Epistemology, 25:3, 217-231, de Laat, P. B. (2012). Open source production of encyclopedias: Editorial policies at the intersection of organizational and epistemological trust. Social Epistemology, 26(1), 71-103. Epistemology, Theory, and Methodology in Knowledge Organization: Toward a Classification, Metatheory, and Research Framework." (2008). In Knowledge Organization. 35(2/3): 102-112. Fallis, D. (2008). Toward an epistemology of Wikipedia. Journal of the American Society for Information Science and Technology, 59(10), 1662-1674. Fyffe, R. (2015). The Value of Information: Normativity, Epistemology, and LIS in Luciano Goldman, Alvin. "Social Epistemology." http://plato.stanford.edu/entries/epistemology-social/ Justine Pila (2009). Authorship and e-Science: Balancing Epistemological Trust and Skepticism in the Digital Environment, Social Epistemology, 23:1, 1-24 Leah A. Lievrouw (2010) Social Media and the Production of Knowledge: A Return to Little Science?, Social Epistemology, 24:3, 219-237 Schiltz, M., Truyen, F. i Coppens, H. (2007). Cutting the Trees of Knowledge: Social Software, Information Architecture, and Their Epistemic Consequences. *Thesis Eleven,* 89, 1, p. 94-114. Špiranec, S., Zorica, M. B., & Kos, D. (2016). Information Literacy in participatory environments: the turn towards a critical literacy perspective. Journal of documentation, 72(2), 247-264.							
1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses							
Title		Number of copies		Number of students			

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

1.13 Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences			
Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)			
2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)			
2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	listening, discussion, debate	1,2	evaluating comprehension, deduction and argumentation
Mentor work	analysing the research topic	3,4	evaluating scientific preferences and research potential
Individual assignments	carrying out research and writing a scientific paper	1-5	evaluating research competences and the quality of the scientific paper; elaborating hypotheses and presenting the research results

General information		
Course instructor	**Full Professor Nevenka Tatković, PhD/Full Professor Dijana Vican, PhD**	
Course title	**Communication Competence in the Context of Professionalisation**	
Study programme	**University Postgraduate Study Media and Communication**	
Course status	Elective	
Year	1	
Number of credits and teaching methods	ECTS	5 ECTS
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION		
1.1 Course objectives		
Doctoral study attendants will acquire and develop competences in scientific-research work that are related to modern knowledge about communication in different contexts. They will be enabled to understand, plan and write individual research papers and design communication projects.		
1.2 Course enrolment requirements		
1.3 The expected learning outcomes for the course		
After completing the course, students will be able to: 1 implement the methods of scientific-research work in creating research assignments, 2 compare the results of relevant research by other authors while planning and conducting their own research activities, 3 evaluate relevant scientific sources and use them for conducting their own scientific-research activities, 4 draw up a research outline, choose and apply research methods, 5 carry out planned research and write a scientific paper.		
1.4 Course content		
1 Power of communication 2 Communication competence 3 Interpersonal communication in the professional context 4 modern views on intercultural communication 5 Communication in a team 6 communication in different contexts (education, health and business context)		
1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises x distance education ☐ field work	x individual assignments ☐ multimedia and network ☐ laboratory x mentor work x other
1.6 Comments	The course takes place in a lecture hall in the form of lectures, seminars and workshops along with the use of multimedia and elements of distance education. Students follow and record the time spent on a certain activity with the aim of aligning it with the corresponding ECTS credits of the course. All materials related to students' activities and project assignments are stored. Positively reviewed and accepted papers are entered in the proceedings of the course (conference proceedings and presentation proceedings)	
1.7 Students' obligations		
• Active participation in class • Researching and analysing relevant sources necessary for research assignments		

- Combining different types of knowledge and applying them in the presentation of a seminar paper and individual research assignment
- Creating and presenting an individual research assignment
- Writing reports on the results that have been achieved
- Participating in reviews – the evaluation and self-evaluation of research assignments (of a scientific paper)
- Planning and submitting the topic of the research assignment in the area of the course
- Writing and presenting a scientific paper (the research assignment that has been finalised) in the area of the the course
- Passing a written exam

1.8 Monitoring[1] students' work

Attendance		Activity in class	0,5	Seminar paper and workshops	1.5	Experimental work	
Written exam				Essay		Research	2
Project		Continuous testing		Report (discussing the research assignment)	0,5	Practical work	
Portfolio				Periodical report		Final evaluation and self-evaluation	0,5

1.9 Grading and evaluating students' work during the courses and in the final exam

The course includes an assessment of the quality and originality of a proposed research paper, diligence in collecting data, processing the results, the oral presentation of the results and a written/oral report.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 Žižak, A., Vizek Vidović, V., Marina Ajduković, M. (2012). Interpersonalna komunikacija u profesionalnom kontekstu, Zagreb: Faculty of Education and Rehabilitation Sciences.

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

1 Tatković, N., Diković, M., Tatković, S. (2016), Pedagoško psihološki aspekti komunikacije. Pula: Juraj Dobrila University of Pula
2 Tudor, G., Srića, V. (2006), Menadžer i pobjednički tim. Zagreb: M.E.P. Consult.
3 Hargie, O. , Dickson, D. (2004) Skilled Interpersonal Communication: Research, Theory and Practice. New York: Routledge.
4 Vodopija , Š., Vajs A. (2010),Vještine slušanja u komunikaciji i medijaciji. Zadar: Edicija Erudita
5 Žitinski , M. (2002), Kultura poslovnog komuniciranja. Dubrovnik. University of Dubrovnik.

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
Žižak, A., Vizek Vidović, V., Marina Ajduković, M. (2012). Interpersonalna komunikacija u profesionalnom kontekstu,	4	11

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

Zagreb: Faculty of Education and Rehabilitation Sciences.		

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3. Learning outcome*	*2.4 Evaluation methods*
Lectures	analysing relevant sources (scientific papers), attendants' analytical and critical participation in discussions, presenting ideas and proposals for new research, synthesising the knowledge	2,3	Discussion
Seminars and workshops	Creating a research assignment according to the work instructions given during the courses and workshops, presenting the research assignment, analysing and reviewing the research assignments of student colleagues and working on conference proceedings	1-5	Evaluating (finalising) the process of creating a research assignment, presenting the assignment; the efficiency of involvement in seminars and workshops
Individual assignments	researching relevant primary and secondary sources, consultations with a professor/mentor	2,3	Discussion
Mentor work	researching relevant primary and secondary sources, consultations with a professor/mentor	1-3	Discussion

General information	
Course instructor	**Full Professor Majda Tafra-Vlahović, PhD/Assist. Prof. Željka Bagarić, PhD**
Course title	**Organisational Communication**
Study programme	**Postgraduate University (Doctoral) Study Media and Communication**

Course status	Elective	
Year	1	
Number of points and teaching methods	Students' ECTS workload coefficient	5
	Number of lessons (P+V+S)	10+10

1 COURSE DESCRIPTION		
1.1 Course objectives		
The objective of the course is to enable doctoral candidates to reflect critically and evaluate theories, concepts, authors and paradigms of domains in communication science with particular regard to organisational communication. Furthermore, the objective is to encourage candidates to assess the role of media and communication, especially organisational communication in social, cultural, economic, psychological, technological, political, legal and other contexts. Finally, the objective is to enable them to evaluate the effects of social, cultural, economic and other factors on the process of an organisation's communication in the context of the dynamic development of the organisational communication discipline as a scientific area that is growing constantly and redefining the focus.		
1.2 Course enrolment requirements		
1.3 Expected learning outcomes for the course		
1 Evaluating scientific papers in the area of organisational communication. 2 Applying different research methods in researching organisational communication in areas of organisational identity, organisational culture, organisational brand and the analysis of an organisation's environment and organisational communication management. 3 Using advanced research knowledge in the area of public relations with a particular emphasis on the role of social media in organisational communication in the context of management, relationships with an organisation's stakeholders and global public relations. 4 Drawing up a research paper outline, choosing research methods, carrying out research, applying research methods and writing a scientific paper in the area of organisational communication.		
1.4 Course content		
1 Theoretical and methodological questions Concepts, construct, discourse analysis, quantitative and qualitative analyses 2 Organisational communication in the organisational environment Environment, stakeholder theory, systems theory, organisational culture, identity, brand 3 Organisational communication, management, leadership Communication management, crisis management, relations management, structures and processes 4 Organisational communication behaviour Power and politics, participation, the role of communication competences 5 Organisation and public relations Research in public relations, the role of social media, new models of public relations, social media and organisational structure and processes		
1.5 Teaching methods	☐ x lectures ☐ x seminars and workshops ☐ exercises ☐ x distance education ☐ field work	☐ x individual assignments ☐ multimedia and network ☐ laboratory ☐ x mentor work ☐ other
1.6 Comments		
1.7 Students' obligations		
Activity in discussions, writing a paper, research, participating in a project		

<table>
<tr><td colspan="8">1.8 Monitoring[1] students' work</td></tr>
<tr><td>Attendance</td><td></td><td>Attendance in class</td><td>0,5</td><td>Seminar paper</td><td>1,5</td><td>Experimental work</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Oral exam</td><td></td><td>Essay</td><td></td><td>Research</td><td>2</td></tr>
<tr><td>Project</td><td>1</td><td>Continuous testing</td><td></td><td>Report</td><td></td><td>Practical work</td><td></td></tr>
<tr><td>Portfolio</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="8">1.9 Grading and evaluating students' work during the course and in the final exam</td></tr>
<tr><td colspan="8">Project, seminar paper/scientific paper.</td></tr>
<tr><td colspan="8">1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)</td></tr>
<tr><td colspan="8">Kramwer, M.W. (2016) Organizational Communication
The International Encyclopedia of Strategic Communication, 3 Volume Set (ICAZ - Wiley Blackwell-ICA International Encyclopedias of Communication) 1st Edition</td></tr>
<tr><td colspan="8">1.11 Additional literature (at the moment of submitting the proposal of the study programme)</td></tr>
<tr><td colspan="8">Hargy, O. (2009), Auditing Organizational Communication: A handbook of Research, Theory and Practice, Routledge
Tafra-Vlahović, Majda (2013), Komunikacijski menadžment: Strategija, modeli, planiranje, University of Applied Sciences Baltazar
Tafra-Vlahović, Majda (2016), Modeli odnosa s javnostima, University North
Tafra-Vlahović, Majda (2016), Odnosi s javnostima i društveno odgovorno poslovanje, University North
Tench, R., Yeomans, L. (2014), Expoloring Public Relations, Routledge</td></tr>
<tr><td colspan="8">1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses</td></tr>
<tr><td colspan="3">Title</td><td colspan="2">Number of copies</td><td colspan="3">Number of students</td></tr>
<tr><td colspan="3">Kramwer, M.W. (2016) Organizational Communication</td><td colspan="2">4</td><td colspan="3">14</td></tr>
<tr><td colspan="3">The International Encyclopedia of Strategic Communication, 3 Volume Set (ICAZ - Wiley Blackwell-ICA International Encyclopedias of Communication) 1st Edition</td><td colspan="2">4</td><td colspan="3">14</td></tr>
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</table>

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5.)			
2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific texts and practical assignments, critical thinking and evaluating new facts and knowledge	1,2	Discussion
Seminars	Consultations with a professor/mentor. Researching primary and secondary literature and writing a paper in accordance with instructions by applying principles that have been presented and commented on during lectures	1-5	Discussion Evaluating/analysing content and the methodological approach when writing an individual paper
Workshops	presenting scientific articles in discussion groups.	1-4	Evaluating the presentation
Distance education	Using the e-learning system *Merlin*	1-5	Evaluating/analysing the content of the assignments posted on the system.
Mentor work	Consultations with a professor/mentor and preparing doctoral candidates in advance	1-5	Discussion.

General information		
Course instructor	**Assoc. Prof Iva Rosanda Žigo, PhD/Full Professor Damir Kukić, PhD/Assoc. Prof. Aljoša Pužar, PhD**	
Course title	**Media Semiotics**	
Study programme	**Postgraduate University (Doctoral) Study Media and Communication**	
Course status	Elective	
Year	1	
Number of credits and teaching methods	Students' ECTS workload coefficient	5 ECTS
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION
1.1 Course objectives
The objective of the course is creating a stimulating and creative environment in which doctoral study attendants will acquire and develop scientific competences associated with the complex area of media semiotics. Semiotics and media studies are two adjacent scientific-research disciplines that aspire to transdisciplinary cooperation, and due to the particularity of semiotics as a scientific discipline that deals with the study of the sign and medium, which itself is a sign, right from the very beginning of media, semiotics has participated in different ways in attempts to analyse and understand the particularity of those media. Therefore, the objective of the course is to encourage doctoral candidates to critically assess and analyse media trends and enable them to understand media messages as a system of codes that are created constantly and used to convey wider, political, social and cultural knowledge. Through lectures, individual research work and participation in scientific colloquia, doctoral candidates will familiarise themselves with the history of semiotics, semiotic directions in the theory of media as well as with modern knowledge in the context of media semiotics.
1.2 Course enrolment requirements
1.3 Expected learning outcomes for the course
1 knowing methodological problems in the area of media semiotics, 2 evaluating scientific literature in the area of media semiotics, 3 evaluating different concepts and processes that take place in a media text (text, image, sound) through processes of creating signs, i.e. meanings, 4 knowing factors that affect the design of media texts in the context of semiotic instrumentation 5 drawing up a research paper outline, choosing research methods, carrying out research, applying research methods and writing a scientific paper in the area of media semiotics.
1.4 Course content
Semiotics, the theory of signs, processes and systems in nature and culture, entered the area of studying media as far back as 1960. Interestingly, the term 'media' itself has several meanings in the semiotic theory. A medium is one of the key terms of semiotics; in the broader sense it represents the actual means that enables the transmission of the sign to the recipient, and according to some familiar communicology models, there is no communication without media. A medium is also represented by the air that transmits sound waves from the speaker to the listener. In the deeper semiotic sense, Peirce believes that even general signage has the role of media. In the narrower sense, media are a technical means of conveying, producing and receiving signs, so by virtue of the latter meaning in particular, they are the focal point of those studies and research that enter the area of semiotics. During the lectures, doctoral candidates will be introduced to a historical overview of the development of semiotics, and particular attention will be paid to an overview of different approaches of the semiotic study of media: Saussure's semiology with its extension in Hjemslev's semiotics; French structural linguistic circle (Barthes, Eco, Metz); Greimas's linguistic semiotics; the semiotic narrative theory (Berger, Klopepfer); the semiotic studies of media based on Peirce's sign theory; approaches that follow Charles Morris's tradition; just like other directions based on the semiotic theory of codes (Eco), i.e. on Baudrillard's approach to studying media. Efforts will be made to point out the differences between the linguistically oriented approach and those approaches that imply the broader non-verbal, visual and cultural context of the media message, which contributes to creating the so-called sociosemiotics of media or the semiotic theory of multimedia communication. The relationship of the signifier and the signified, media language, codes in television language – denotation, connotation, myth, radio characteristics, the sphere of video, creating a media text, new media – new avant-garde, signs in the virtual world, media discourse, media genres. Discourse analysis. Structuring power and identity. Media and culture. Media constructions and social reality. Aesthetical aspects of media.

1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises x distance education ☐ field work	x individual assignments ☐ multimedia and network ☐ laboratory x mentor work ☐ other
1.6 Comments		

1.7 Students' obligations

Active involvement in discussions, research, writing a paper/written exam.

1.8 Monitoring[1] students' work

Attendance		Activity in class	0,5	Seminar paper		Experimental work	
Written exam	2	Oral exam		Essay		Research	2,5
Project		Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during the course and in the final exam

Participation in discussions, research conducted during the course and writing a scientific article in the form of a written exam with a possibility of submitting the paper to a doctoral conference.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

Nöth, W. (1997.) *Semiotics of the Media. State of the Art, Projects, and Perspectives*. Mouton de Gruyter, Berlin – New York.
Manovich, L. (2001), *The Language of New Media*, MIT Press, 2001.

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

Barthes, R. (2009) *Mitologije*. Naklada Pelago, Zagreb.
Dansei, M. (2002) *Understanding Media Semiotics*. Arnold, London.
Dansei, M. (2000) *Encyclopedic Dictionary of Semiotics, Media, and Communications*. University of Toronto Press, Toronto, Buffalo, London.
Gaines, E. (2010) *Media Literacy and Semiotics*. Palgrave Macmillan, New York.
Merrell, F. (1997) *Pierce, Signs, and Meaning*. University of Toronto Press, Toronto, Buffalo, London.
Nöth, W. (2004) *Priručnik semiotike*. Ceres, Zagreb.
O'Neill, S. (2008) *Interactive Media: The Semiotics of Embodied Interaction*. University of Dundee, Scotland.

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
Nöth, W. (1997) *Semiotics of the Media. State of the Art, Projects, and Perspectives*.	3	15

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

Mouton de Gruyter, Berlin – New York.		
Manovich, L. (2001), *The Language of New Media*, MIT Press, 2001	4	15

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific and technical texts and practical assignments, evaluating scientific sources through participation in discussions	1-4	Discussion.
Seminar and mentor work	Researching primary and secondary literature, analysing media content in accordance to corresponding methods. Consultations with a professor/mentor.	1-4	Discussion. Evaluating the analysis of media content in accordance with corresponding methods.
Distance education	Posting the paper on the e-learning system *Merlin*	1-5	Evaluating/analysing the content and the methodological approach of papers posted on the system.
Individual assignments	Consultations with a professor/mentor Drawing up a research paper outline, choosing a research method, carrying out research, applying the research method and writing a scientific paper.	1-5	Discussion Submitting the paper for a doctoral conference.

General information		
Course instructor	Assoc. Prof. Petar Kurečić, PhD / Full Professor Zoran Tomić, PhD	
Course title	Politics and Media: Dialectics and Dichotomy	
Study programme	Doctoral Study Media and Communication	
Course status	Elective	
Year	1	
Number of credits and teaching methods	Students' ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION
1.1 Course objectives
The objectives of the course consist in providing students with a deeper insight that is appropriate to the level of the doctoral study into the relationship between politics and media, into the effect of media content on public opinion and the way countries influence the design of media content. Attention is also paid to the influence of media magnates on politics and the influence of advertisers on media. Also, students will familiarise themselves with the relationship between media and democracy, especially with the importance of unbiased media in establishing and, even more, preserving democracy. Students will also consider the phenomena of show business and those of the media colonisation of politics, roles of social media in forming public opinion and developing social movements as well as the role of media in the foreign policy of countries and in international relations in general.
1.2 Course enrolment requirements
1.3 Expected learning outcomes for the course
1 knowing methodological problems in the research of relationships between politics and media, 2 evaluating scientific literature in the area of politics and media, 3 evaluating media content and media-mediated information associated with politics, 4 critically reflect on the role of media in foreign policy, 5 drawing up a research paper outline, choosing research methods. Carrying our research, applying research methods and writing a scientific paper in the area of politics and media.
1.4 Course content
The course deals with the relationship between media and politics, with the dichotomy that marks human society in the modern age. During the study of relationships between media and politics, the dialectical approach, which uses the power of arguments and critical thinking, is applied. The democratisation of approaches to media in the second half of the 20th century and especially in the 21st century, since the emergence of the Internet, means less direct political control over media in most parts of the world. Consequently, the role of media is becoming more sophisticated and perfidious, whereas the influence of economic actors that affect political elites (lobbies, important economists) and of those that keep media alive in the period of decline in media sales, particularly print media (advertisers), is becoming more important. In totalitarian and authoritarian regimes, the role of media is different, and the main objective is the survival of the regime, whereas in most modern democracies the role of the most important media is permeated by a network of private and public interests. The course wants to familiarise attendants with the role of media in political processes and show them who has actual control over media, which is increasingly taken over by magnates nowadays. What W. R. Hearst was a hundred years ago is Rupert Murdoch and Carlos Slim today, for instance. The rise of the power of media magnates takes place in parallel with turning politics into show business in general and Americanising it. In that sense, what was started by Berlusconi is nowadays continued by Trump, who compensates for the lack of the formal ownership of the media empire in politics by generating a parallel reality and spreading what he defines as true among his followers vie social networks, especially Twitter. Under the pressure

of money-generated power, journalists lose freedom of action so the journalist profession has started to lose economic freedom although in democratic societies it is formally guaranteed political freedom. Through examples of media from Croatia, the region and the world dealing with political topics, one can see a course of processes that have been described as well as fewer and fewer examples of brave and quality investigative journalism. On the other hand, the power of the Internet and social media in general, social networks in particular, has led to a situation where almost every attempt to suppress journalist freedom and cover up incidents is hard to hide from the public eye. In that sense, social media are ubiquitous and play an indispensable role in social organisation, social movements and in changes or attempts to change certain regimes. Since freedom of media is also under attack in certain democratic countries, including members of the European Union, that lean towards 'neoliberalism', attention will be paid to the situation on the media scene in certain members of the European Union and in media policies and regulations in the European Union as well. Since foreign-policy crises, instabilities, conflicts/wars are something that marks the everyday life of large parts of the world, whereas asymmetrical threats, especially terrorism, change the perception of the world and life, the course also deals with the role of media in reporting and creating the public image about the realities of the modern world.

1.5 Teaching methods	☒ lectures ☒seminars and workshops ☐ exercises ☐ distance education ☐ field work	☒ individual assignments ☐ multimedia and network ☐ laboratory ☒ mentor work ☐ other
1.6 Comments		

1.7 Students' obligations

Active involvement in discussions, research, writing a paper/written exam.

1.8 Monitoring[1] students' work

Attendance		Activity in class	0,5	Seminar paper		Experimental work	
Written exam	2	Oral exam		Essay		Research	2,5
Project		Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during the courses and in the final exam

Participation in discussions, research conducted during the course and writing a scientific article in the form of a written exam with a possibility of submitting the paper to a doctoral conference

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 Chomsky, N. 2016 *Tko vlada svijetom?* Knjižara Ljevak, Zagreb.
2 Castells, M. 2015 Networks of Outrage and Hope: Social Movements in the Internet Age, 2nd edition. Polity Press.

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

1 Castells, M. 2015 *Networks of Outrage and Hope: Social Movements in the Internet Age*, 2nd edition. Polity Press;

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

2 Kampmark, B., Kurečić, P. 2017 Brexit and Trump: Genuine Anti-Globalisation Revolution?, available on: https://geopoliticaleconomy.org/revolutions-conference-2017/papers-abstracts-biographies/;
3 Kurečić, P. 2016 Social movements and Neoliberal Geopolitics. *Revista ORBE*, 1 (7) 14-20, available on: https://issuu.com/orbe-mensal/docs/orbe-dezembro-2016;
4 Peović-Vuković, K. 2012 *Mediji i kultura: ideologija medija nakon decentralizacije*, available on: https://elektronickeknjige.com/biblioteke/online/mediji-i-kultura/.
5 Zgrabljić-Rotar, N. 2011 *Digitalno doba: masovni mediji i digitalna kultura*. Knjižara Ljevak, Zagreb.

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
Chomsky, N. 2016 *Tko vlada svijetom?* Knjižara Ljevak, Zagreb.	4	10
Castells, M. 2015. Networks of Outrage and Hope: Social Movements in the Internet Age, 2nd edition. Polity Press.	4	10

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific and technical texts and practical assignments, evaluating scientific sources through participation in discussions	1-5	Discussion. Evaluating scientific and technical texts. Involvement in discussions.
Seminars	Researching primary and secondary literature, analysing media content in accordance to corresponding methods. Consultations with a professor/mentor.	1-6	Discussion.
Workshops: discussion group	Choosing a text, analysing the text and preparing a summary for	1-6	Discussion. Evaluating the summary and the public

	the public presentation of the topic of the chosen text.		presentation of the topic of the chosen text.
Individual assignments	Consultations with a professor/mentor. Drawing up a research paper outline, choosing a research method, carrying out research, applying the research method and writing a paper	1-6	Evaluating/analysing the methodological approach and analysing the content of the written paper.
Mentor work	Advance preparation and consultations with a professor/mentor.	6	Discussion.

General information		
Course instructor	**Full Professor Zvonko Kovač, PhD/Assist. Prof. Gordana Tkalec, PhD**	
Course title	**Intercultural Communication – Cultural Criticism**	
Study programme	**Postgraduate University Doctoral Study Media and Communication**	
Course status	elective	
Year	1	
Number of credits and teaching methods	Students' ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION
1.1 Course objectives
Developing an intercultural competence in different aspects of media communication. In particular: acquiring an intercultural competence in the linguistically related and culturally differentiated literary area with the aim of the theoretical understanding of related occurrences in the context of the history of Central Europe and Southeast Europe, the intercultural literature of the German-speaking area and Slavic literatures.
1.2 Course enrolment requirements:
1.3 Expected learning outcomes for the course:
1 integrating the knowledge about interliterary processes and forming an opinion about intercultural peculiarities of the South Slavic area. 2 critical questioning and expressing an opinion about linguistic, literary and cultural processes in the context of the history and cultures of Central Europe and Southeast Europe, 3 critically and independently evaluating literature in the area of interculturalism, 4 holding opinions, evaluating and defending one's viewpoint on relationships between Croatian and other South Slavic languages, literatures and cultures, 5 creating, on the basis of interculturalism, new knowledge, explaining it, communicating and discussing with experts and lay people in wider media frameworks 6 making interdisciplinary connections between different types of acquired knowledge and, on the basis of research results, promoting social significance and the usefulness of intercultural topics and issues.
1.4 Course content
The issues of literary criticism and essay writing, topics in particular – the critical reception of another/foreign literature in the national cultural context – arise relatively rarely as a separate technical and scientific area, however they can have multiple purposes. Apart from analysing the function and purpose of literary criticism (newspapers, magazines), the nature of essay writing, its style, topics and suggestive effects, as well as a certain difference in regard to scientific and technical writing about literature, understanding, and even the practice of interliterary criticism – the questions arise of the necessity and purpose of using criticism in academic writing as well as its knowledge values, especially those created in the interliterary dialogue between two or more national cultures. From that experience, critical writing about literature and other arts is presented in media as a distinctive structure of intercultural communication, from local television and newspapers to reception on the Internet and in other (traditional) media, such as magazines and the study of literature itself. Although the examples are basically taken from Croatian and other South Slavic literatures, the analyses of critiques of writers from other literatures as seminar paper topics are not excluded and neither are those in other artistic areas (theatre and film criticism), whereas, instead of a seminar paper, two magazine critiques of contemporary writers can be written. In the practical methodological sense in particular, there is a need to follow intercultural communication on the websites (in languages

available to students) of Central European countries and raise questions of digital humanities in both the regional and modern university context.		
1.5 Teaching methods	x **lecures** x **seminars and workshops** ☐ exercises ☐ distance education ☐ field work	☐ individual assignments ☐ multimedia and network ☐ laboratory x **mentor work** ☐ other
1.6 Comments		

1.7 Students' obligations

Participating in discussions, researching scientific literature, taking notes, writing a paper

1.8 Monitoring[1] students' work

Attendance	0,5	Activity in class	0,5	Seminar paper	2	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project		Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during the course and in the final exam

Discussion activity, preparedness for consultations, and seminar paper/written paper are graded.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 Texts by authors (selected by students of their choice) that will be dealt with in reports or seminar papers.
2 Zvonko Kovač, Interkulturne studije i eseji, Zagreb: FF press, 2016

1.11. Additional literature (at the moment of submitting the proposal of the study programme)

Astrid Zipfel, Michael Kunczik, Uvod u znanost o medijima i komunikologiju, Zagreb, Zaklada Friedrich Ebert, 2006
Čerepinko Darijo, Komunikologija, University of Applied Sciences Varaždin, 2012
Michael Hofmann / Iulia-Karin Patrut, Einführung in die interkulturelle Literatur, Darmstadt: WBG, 2015
Christoph Barmeyer, Taschenlexikon Interkulturalität, Göttingen: Vandenhoeck-Ruprecht, UTB, 2012
Gordana Tkalec, Internetska recepcija hrvatskih pisaca u alpsko-jadranskom kulturnom krugu, Književna smotra, 156 (2010), 2; 101-111.
Hrvatsko-srpski / srpsko-hrvatski interkulturalizam danas, Zbornik radova s Desničinih susreta 2016, ed. Drago Roksandić, Zagreb: FF press: University of Zagreb, Faculty of Humanities and Social Sciences Zagreb 2017
Michael Hofmann, Interkulturelle Literaturwissenschaft, Eine Einfführung, Paderborn: W. Fink, 2006

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

Miran Hladnik, Nova pisarija, Strokovno pisanje na spletu, Ljubljana, Znanstvena založba Filozofske fakultete, 2016.
Transfer, Zbornik radova o transferima u kulturi, ed. Jasmina Vojvodić, Zagreb: Hrvatska sveučilišna naklada, 2012
Andrea Leskovec, *Einführung in die interkulturelle Literaturwissenschaft*, Darmstadt: WBG, 2011
Interkulturno-poredbeno izučavanje književnosti, gl. ed. Velimir Visković, Sarajevo-Ljubljana: Sarajevske bilježnice, No. 32-33, 2011. (p. 77-200).
Homi K. Baba (Bhabha), *Smeštanje kulture*, Beograd: Beogradski krug, 2004
Jochen Hörisch, *Teorijska apoteka*, Pripomoć upoznavanju humanističkih teorija posljednjih pedeset godina, s njihovim rizicima i nuspojavama, Zagreb: Algoritam, 2007
John D. Caputo, *Radikalnejša hermenevtika*, O tem, da ne vemo, gdo smo, Ljubljana: Apokalipsa, 2007
Jon McKenzie, *Izvedi ili snosi posljedice*, Zagreb: CDU, 2006
Michael Hofmann, Interkulturelle Literaturwissenschaft, Eine Einfführung, Paderborn: W. Fink, 2006
Milivoj Solar, Uvod u filozofiju književnosti (Selected works 2), Zagreb: Golden marketing - tehnička knjiga, 2004
Oko književnosti, ed. Josip Užarević, Zagreb: Disput, 2004
Terry Eagleton, Teorija i nakon nje, Zagreb: Algoritam, 2005
Zrinka Blažević, Prevođenje povijesti, Teorijski obrati i suvremena historijska znanost, Zagreb: Srednja Europa, 2014
Winfried Nöth, *Priručnik semiotike*; translated from German by A. Stamać, Zagreb: Ceres, 2004 (selected terms)

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
Zvonko Kovač, Interkulturne studije i eseji, Zagreb: FF press, 2016	4	14

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific texts and practical assignments, critical thinking and evaluating new facts and knowledge	1,2,3	Discussion. Evaluating the analysis of scientific texts.
Seminars and workshops	Consultations with a professor/mentor. Writing a paper in accordance to work instructions by applying the principles presented	1-6	Discussion. Evaluating/analysing the methodological approach and content of the written work.

	and commented on during lectures.		
Mentor work	Consultations with a professor/mentor.	4,5,6	Discussion.

General information		
Course instructor	**Assoc. Prof. Mario Tomiša, PhD**	
Course title	**New Trends in Media Design**	
Study programme	**Postgraduate Doctoral Study Media and Communication**	
Course status	Elective	
Year	1	
Number of credits and teaching methods	Students' ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION		
1.1 Course objectives		
The objective of the course is to provide a creative environment in which students will acquire and develop technical and scientific competences related to theoretical and practical aspects of planning and developing advanced solutions in media design. Also, to encourage students to take an analytical look at design issues and acquire advanced communication-media competences as well as abilities to recognise new trends in the area of media design. During lectures, project-research work and accompanying scientific workshops, students will familiarise themselves with the key elements of modern media design as a visual articulation of information, i.e. the communication process that includes: a message, customer, designer and receiver.		
1.2 Course enrolment requirements		
Basic knowledge of computer science and design.		
1.3 Expected learning outcomes for the course		
After attending the course and passing the exam, students will be able to: 1 Define, discuss and present arguments concerning key terms related to media design and production 2 Create, choose and carry out individual research in the area of media design 3 Design and explain the theoretical framework of research 4 Choose and plan complex media-design projects 5 Choose, predict and assess media channels and standards 6 Compare, evaluate and rank design projects and assignments		
1.4 Course content		
The theoretical part of the course encompasses the following topics: Design, Media and Communication; Key Terms in Media Design; New Media Channels and Standards; Communication Process Through More Media; Media Design and Branding; Visual Identity and New Trends; Relationship Between the Sign, Logo and Use of Typography; Media Design and Photography; Visual Reduction; New Trends in Media Design and Production; Presentation of Design Solutions through More Media Channels; Evaluation Criteria of Design Solutions. Within the research project and scientific workshops, attendants will work on individual and team research, create and present a project assignment in the area of the course and participate in the creative and production-related part of creating an assignment.		
1.5 Teaching methods	☒ lectures ☒ seminars and workshops ☐ exercises ☒ distance education ☐ field work	☒ individual assignments ☒ multimedia and network ☐ laboratory ☒ mentor work ☒ other
1.6 Comments	The teaching process takes place in a classroom in the form of lectures, seminars and scientific workshops. The course is organised by means of the	

	LMS system and special modules that enable monitoring and evaluating students' activities. All students' activities and project assignments. along with reviews, are archived permanently. In order to align the actual workload with the corresponding ECTS credits, each student enters through periodic online reports the time spent on each activity.

1.7 Students' obligations

- Active participation in class and online activities.
- Conducting research, creating and presenting a project assignment on a given topic in the area of the course and participating in scientific workshops.
- Posting an individual research-project assignment on the e-learning system.
- Studying scientific and technical literature, analysing and evaluating technical texts and project assignments, synthesising the knowledge thereof and applying it when writing a project paper.
- Participating in the reviews and evaluation of project papers in accordance with the instructions on the course websites.
- Passing the final evaluation.

1.8 Monitoring[1] students' work

Attendance		Activity in class	0,5	Seminar paper	0,5	Experimental work	
Written exam		Oral exam		Essay		Research	1
Project	2	Continuous testing		Report		Practical work	
Portfolio		Online activity	0,5	Periodical reports		Final evaluation	0,5

1.9 Grading and evaluating students' work during the course and in the final exam

For each activity, course attendants are awarded a certain number of credits. All credits are entered in the online system for evaluation and competence development (specifically designed modules of the LMS system).
The following activities are evaluated:
1 Activity in class
2 Research, creating a project assignment, activities during seminars and scientific workshops
3 Online activities, proper analysis and the review of project assignments
4 Final evaluation
Each student performs an analysis and does a review of project assignments and participates in the evaluation according to precisely defined criteria. Besides basic knowledge, the course includes an assessment of students' active contribution to the work of scientific workshops and their efficiency in completing assignments and fulfilling obligations that are included in certain scientific workshops.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 M. Tomiša, M. Milković: Grafički dizajn i komunikacija, University of Applied Sciences Varaždin, 2013

2.1 Additional literature (at the moment of submitting the proposal of the study programme)

1 D. Stiebner, D. Urban: Signs + Emblems, Bruckmann, Munchen, 1992
2 W. Wong: Principles of Two-Dimensional Design, Wiley, 1972
3 J. Itten: The Elements of Color, Wiley, 1970

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

4 V. Götz: Color & Type for the Screen, Roto Vision Book, Crans, 1998
5 F. Mesaroš: Tipografsko oblikovanje, Graphics School in Zagreb, 1981
Novum, Graphis, Print, Eye and other trade magazines.

1.11 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
M. Tomiša, M. Milković: Grafički dizajn i komunikacija, University of Applied Sciences Varaždin, 2013	4	15

1.12 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific and technical texts and practical assignments, synthesising knowledge through participation in discussions	1-5	assessing the models of initial and final self-evaluation as well as activities related to participation in class
Research and project assignment	producing research and creating a project assignment in accordance with work instructions by applying the principles presented and commented on during the lectures	2-6	evaluating the research and the project assignment posted on the course websites as well as activities related to participation in class
Online activities	reviewing the project assignments of student colleagues according to precisely defined criteria	5-6	online evaluation of all project assignments and reviews and comparing them with teaching reviews
Final evaluation	self-evaluation and taking an exam	1-6	written and oral evaluation and self-evaluation

General information		
Course instructor	**Assoc. Prof. Goran Kozina, PhD**	
Course title	**Marketing Management in Publishing**	
Study programme	**Postgraduate University (Doctoral) Study Media and Communication**	
Course status	elective	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION
1.1 Course objectives
The objective of the course is to provide doctoral study attendants with knowledge of marketing in publishing and with the transfer of knowledge about processes of creating and exchanging values in the publishing market; to study new trends of marketing in publishing taking into account changes associated with electronic and mobile marketing; to determine theoretical settings and the applicatory

importance of researching the forces in the macro- and microenvironment, choosing the target market, and positioning and defining strategies and tactics for conquering the publishing market.
1.2 Course enrolment requirements
1.3 Expected learning outcomes for the course
1 evaluating scientific literature in the area of the course, 2 critically reflecting on marketing processes of researching the environment, choosing the target market and positioning in publishing, 3 Creating competitive market entry strategies in the domain of digital publishing. 4 evaluating the design of organisational structure and the control mechanisms of marketing in publishing, 5 drawing up a research paper outline, choosing research methods, carrying out research, applying research methods and writing a scientific paper in the area of marketing management in publishing.
1.4 Course content
The scientific definition of marketing management. Strategic analyses, the study of competition, the analysis of the behaviour of business customers and consumers in the publishing market. Research and processes of segmentation, choosing the target market and positioning in the publishing market. Determinants and forms of strategic publishing market entry: basic marketing strategies, alternative marketing strategies. The marketing decision-making of business entities in publishing: defining the characteristics of products, pricing and defining distribution channels and communication with the market. The peculiarities of electronic marketing, processes of e-marketing, strategies of e-marketing, e-marketing mix. The analysis of the second-generation Internet services (web 2.0). The features and dimensions of mobile marketing.

1.5 Teaching methods	x lectures x seminars and workshops ☐ exercises ☐ distance education ☐ field work	x individual assignments ☐ multimedia and network ☐ laboratory x mentor work ☐ other
1.6 Comments		

1.7 Students' obligations
Active envelopment in discussions, research, writing a paper/written exam.
1.8 Monitoring[1] students' work

Attendance		Activity in class	0,5	Seminar paper		Experimental work	
Written exam	2	Oral exam		Essay		Research	2,5
Project		Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during the course and in the final exam
Participation in discussions, research conducted during the course and writing a scientific article in the form of a written exam.

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

Forsyth, Patrick and Brin, Robert:.1997 Marketing in Publishing..London.: Routledge.
Woll, Thomas:.1999. Publishing for Profit – Succesful Bottom–Line for Book Publisher. London: Kogan Page.
Richardson, Paul and Taylor Graham.2008 A Guide to The UK Publishing Industry..London: The Publisher Association.

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

Ellsworth Jill i Ellsworth Matthew. 1997 Marketing on the Internet: Multimedia Strategies for the World Wide Web. London: John Wiley.
Nair, Chandran. 1991 Book Promotion, Sales and Distribution: A Management Training Course. London: Publishing Training Centre.
Anderson Chris. 2008 Dugi rep - Zašto je budućnost poslovanja u tome da se proda više stvari, a ne primjeraka. Zagreb: Jesenski i Turk.

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses

Title	Number of copies	Number of students
Forsyth, Patrick and Brin, Robert:.1997 Marketing in Publishing..London.: Routledge.	4	6
Nair, Chandran. 1991 Book Promotion, Sales and Distribution: A Management Training Course. London: Publishing Training Centre.	4	6
Anderson Chris. 2008 Dugi rep - Zašto je budućnost poslovanja u tome da se proda više stvari, a ne primjeraka. Zagreb: Jesenski i Turk.	4	6

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific and technical texts and practical assignments, evaluating scientific sources through participation in discussions	1,2	Discussion. Evaluating the analysis of scientific and technical texts. Evaluating involvement in discussions.

Seminars and workshops	Researching primary and secondary literature, evaluating new trends in publishing under the influence of new technologies. Consultations with a professor/mentor.	1-4	Discussion.
Individual assignments	Consultations with a professor/mentor. Drawing up a research paper outline, choosing a research method, carrying out research, applying the research method and writing a scientific paper.	1-5	Evaluating/analysing the content and methodological approach of the written paper.
Mentor work	Advance preparation and consultations with a professor/mentor.	2-4	Discussion.

General information		
Course instructor	**Assist. Prof. Gordana Tkalec, PhD/Assoc. Prof. Ljerka Luić, PhD**	
Course title	**Media Intertextuality**	
Study programme	**Postgraduate University Doctoral Study Media and Communication.**	
Course status	elective	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION
1.1 Course objectives
The objective of the course is to enable doctoral candidates to think critically, understand and make intertextual connections in the interdependence of media meanings and observe intertextual and inter-media occurrences as an intersection of a more complex network of ideas, codes and actions.
1.2 Course enrolment requirements
1.3 Expected learning outcomes for the course
1 knowing methodological problems in the area of media intertextuality, 2 evaluating scientific literature in the area of the course, 3 critically reflecting on the media occurrence as well as media manipulation achieved by intertextual elements, 4 applying intertextual singularities and patterns in the analysis of the media text, 5 drawing up a research paper outline, choosing research methods, carrying out research, applying research methods and writing a scientific paper in the area of media intertextuality.

1.4 Course content		
-concept of intertextuality applied to media content -intertextuality as disorderly conduct -necessity of profound insight into a media text -intertextual approach as an obstacle to media manipulation -media productivity of text -contextual dependence of text -transformative nature of media content -redistribution, deconstruction/reconstruction and permutation of media content -plagiarism		
1.5 Teaching methods	X lectures X seminars and workshops ☐ exercises ☐ distance education ☐ field work	X individual assignments ☐ multimedia and network ☐ laboratory X mentor work ☐ other
1.6 Comments		

1.7 Students' obligations							
Active involvement in discussions, research, writing a paper/written exam with a possibility of submitting and publishing the paper at a doctoral conference.							
1.8 Monitoring[1] students' work							
Attendance		Activity in class	0.5	Seminar paper		Experimental work	
Written exam	2	Oral exam		Essay		Research	2.5
Project		Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during the course and in the final exam
Participation in discussions, research conducted during the course and writing a scientific article in the form of a written exam with a possibility of submitting the paper to a doctoral conference.
1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)
Nirman Moranjak-Bamburać (2003). Retorika tekstualnosti. Buybook. Sarajevo.
1.11 Additional literature (at the moment of submitting the proposal of the study programme)
Nirman Moranjak-Bamburać (2003). Retorika tekstualnosti. Buybook. Sarajevo. Robert-Alain de Beugrande, Wolfgang Ulrich Dressler (2010). Uvod u lingvistiku teksta. Disput / Filozofski fakultet Sveučilišta u Rijeci. Zagreb/Rijeka. Bauman, R. (2004). A world of others' words: Cross-cultural perspectives on intertextuality. Malden, MA: Blackwell Publishing Miola, R. S. (2004). Seven types of intertextuality. Manchester University Press. Jacobmeyer, H. (1998). Ever After: A study in intertextuality. Carl Hanser Verlag, München Share, P. (2006). Managing intertextuality – meaning, plagiarism and power. Institute of Technology, Sligo Abstract, 2nd International Plagiarism Conference

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending courses		
Title	Number of copies	Number of students
Nirman Moranjak-Bamburać (2003). Retorika tekstualnosti. Buybook. Sarajevo.	3	12

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies
Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)			
2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific and technical texts and practical assignments, evaluating scientific sources through participation in discussions	2,3,4	Discussion. Evaluating the analysis of scientific and technical texts. Involvement in discussions.
Seminars and workshops	Researching primary and secondary literature, analysing media content according to corresponding methods. Consultations with a professor/mentor. Participating in a workshop.	1-5	Discussion. Evaluating involvement in a workshop.
Individual assignments	Consultations with a professor/mentor. Drawing up a research paper outline, choosing a research method, carrying out research, applying the research method and writing a scientific work.	1-5	Submitting the paper for a doctoral conference. Evaluating the research paper outline, the choice of research methods, the implementation of research and the application of the research method.

General information		
Course instructor	**Assoc. Prof. Vojković, PhD/Assist. Prof Petar Mišević, PhD**	
Course title	**Personal Data Protection in Media**	
Study programme	**Postgraduate University Doctoral Study Media and Communication**	
Course status	elective	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION
1.1 Course objectives
The European Convention on Human Rights signed in Rome in 1950 stated in Article 8 that 'everyone has the right to respect for his private and family right, his home and his correspondence.' The right to privacy can come into conflict with the legitimate and illegitimate intrusion of the state on people's privacy, and through the development of electronic computers since the early 1980s, different private entities are allowed to process personal data easily if they have access to them. Additionally, in media activities there is almost always a conflict between every person's private and public right (including public persons, such as politicians) to privacy and the right of the public to find data and information about that person, especially those data that can affect that person's official functions or differences between the viewpoints which that person refers to as their political views and their actual behaviour. Particular emphasis is laid on children's right to privacy regardless of their parents' position or activities and on ways how to report without exposing personal data that shouldn't be disclosed.
1.2 Course enrolment requirements
1.3 Expected learning outcomes for the course
1 Creating personal data, classifying all types of personal data, classifying personal data in order of importance and predicting situations that can lead to a personal data breach. 2 Establishing a connection between the public's right to 'we have the right to know' and public individuals' right to privacy. 3 Formulating methods of reporting when a person faces criminal charges, becomes a suspect, has final and nonfinal convictions and classifying good media practices of publishing information, along with the protection of personal data. 4 Classifying the system of personal data protection. Additionally, connecting the role of the Constitutional Court with that of international courts besides competent authorities. 5 Estimating borderline cases in which the question of personal data protection can be controversial and 6 Evaluating court decisions of national and international courts in regard to personal data protection, especially in media.
1.4 Course content
The historical development of privacy. The development of personal data protection regulations (the Council of Europe, the European Union and the Republic of Croatia). The definition of personal data. Special categories of personal data protection. Competent authorities for the protection of personal data. The relationship between public and private in media, including legal practice. The protection of the privacy of children, minors and third parties (witnesses, etc.). Personal data and social networks.

1.5 Teaching methods	☒ lectures ☒ seminars and workshops ☐ exercises ☒ distance education ☐ field work	☐ individual assignments ☐ multimedia and network ☐ laboratory ☐ mentor work ☐ other
1.6 Comments		

1.7 Students' obligations

Activity in class, participation in discussions, drawing up a research paper outline and writing a paper.

1.8 Monitoring[1] students' work

Attendance		Activity in class	0,5	Seminar paper	2.5	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project		Continuous testing		Report		Practical work	
Portfolio							

1.9 Grading and evaluating students' work during the courses and in the final exam

Seminar papers, involvement in discussions and drawing up a research paper outline are graded.

1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)

1 Andreas Linder (ed.), European Data Protection Law: General Data Protection Regulation, 2016 Alan Westin, Privacy and Freedom, 2015
2 Dragičević, D. Pravna informatika i pravo informacijskih tehnologija, Narodne novine, 2015

1.11 Additional literature (at the moment of submitting the proposal of the study programme)

1 Materials available on the websites of the EU and the Personal Data Protection Agency
2 Materials of national and international judicial authorities and other authorities

1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending the course

Title	Number of copies	Number of students
Andreas Linder (ed.), European Data Protection Law: General Data Protection Regulation, 2016 Alan Westin, Privacy and Freedom, 2015	3	7
Dražen Dragičević, Pravna informatika i pravo informacijskih tehnologija, Narodne novine, 2015	4	7

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5)			
2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Activity in class	Attendance, taking notes, participating in discussions, giving an example, collaborative studying, revision, studying	1,2,3	Discussion. Evaluating involvement in discussions.
Seminars and workshops	Researching primary and secondary literature, analysing media content. Consultations with a professor/mentor.	1-4	Discussion.
Individual assignments	Consultations with a professor/mentor. Drawing up a research paper outline, choosing a research method, carrying out research, applying the research method and writing a scientific paper.	1-6	Evaluating research paper outlines, the choice of research methods, the implementation of research and the application of the research method.
Mentor work	Advance preparation and consultations with a professor/mentor	4,5,6	Discussion

General information		
Course instructor	Assist. Prof. Petar Mišević, PhD/Full Professor Mirko Bilandžić, PhD	
Course title	Organisation and Management of Corporate-Information Security	
Study programme	**Postgraduate University Doctoral Study Media and Communication**	
Course status	Elective	
Year	1	
Number of credits and teaching methods	ECTS workload coefficient	5
	Number of lessons (L+E+S)	10+10

1 COURSE DESCRIPTION		
1.1 Course objectives		
Encouraging critical thinking in terms of the importance of information security in regard to the protection of an organisation's information capital, also in regard to modelling the system of managing corporate-information security, acquiring knowledge about criminal offences in the area of computer crime, ways of protecting an organisation from data and information theft and dangers of social engineering, economic espionage and hybrid activities. Familiarising doctoral candidates with legislation that governs the area of information security, the implementation of information security measures in regard to protecting an organisation's information capital and the role of the EU and central authorities responsible for information security.		
1.2 Course enrolment requirements		
1.3 Expected learning outcomes		
1 Evaluating the concept, role and importance of information security, the ISO : 27001 standard in regard to protecting information capital. 2 Implementing regulations when collecting, processing and using data and information. 3 Applying practical knowledge of implementing information security measures reagrdng data and information protection within an organisation. 4 Managing risks and threats in business communication (computer crime, social engineering, economic espionage and hybrid activities). 5 Developing research competences in the area of information security with a particular emphasis on data and information protection.		
1.4 Course content		
The role and importance of information security in an organisation's business activities, an information security management system (ISMS), the ISO/IEC 27001 standard, managing an organisation's information capital, the security of classified information, the role of information security managers, the legal regulation of information security, computer crime, social engineering, economic espionage, hybrid activities, information security measures regarding the protection of an organisation's information capital.		
1.5 Teaching methods	☒ lectures ☒ seminars and workshops ☐ exercises ☐ distance education ☐ field work	☒ individual assignments ☐ multimedia and network ☐ laboratory and mentor work ☐ other: consultations
1.6 Comments		
1.7 Students' obligations		

Students are expected to independently deal with certain topics, participate in discussion groups, whereas the choice of topics will depend on a candidate's particular interests.							
1.8 Monitoring[1] students' work							
Attendance		Activity in class	1	Seminar paper	2	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project		Continuous testing		Report		Practical work	
1.9 Grading and evaluating students' work during the course and in the final exam							
Regular consultations with teachers, participation in discussions on topics planned in the study programme, research, writing a seminar paper.							
1.10 Mandatory literature (at the moment of submitting the proposal of the study programme)							
Bilandžić, M.,: Business intelligence i upravljanje opskrbnim lancem, Despot Infinitus, Zagreb, 2018 Dragičević, D.: Pravna informatika i pravo informacijskih tehnologija, Narodne novine, 2015 Krakar, Z., Rotim Tomić, S., Žgela, M., Arbanas, K., Kišasond, T.,: Korporativna informacijska sigurnost, Faculty of Organisation and Informatics Varaždin, Zavod za informatičku djelatnost Hrvatske, Zagreb, 2014. Spremić, M.,: Sigurnost i revizija informacijskih sustava u okruženju digitalne ekonomije, Faculty of Economics and Business Zagreb, 2017							
1.11 Additional literature (at the moment of submitting the proposal of the study programme)							
Bishop, M., Computer Security Art and Science, Pearson Education, 2015 Luetić, A.,: Business intelligence i upravljanje opskrbnim lancem, Despot Infinitus, Zagreb, 2018 Stamp, M., Information security principles and practice, Viley – Interscience, New York, 2006 Norman, T.,: Integrated security systems design: Concepts, Specifications and Implementation, Elsevier, Atlanta, 2007. Zakon o informacijskoj sigurnosti (NN 79/2007) Zakon o tajnosti podataka (NN 79/2007) Zakon o zaštiti tajnosti podataka (NN 108/96) Kazneni zakon RH (NN 125/11, 144/12, 56/15, 61/15) Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) (Text with EEA relevance) O.J. L 119, 4 May 2016 Zakon o provedbi opće uredbe o zaštiti podataka (NN 42/2018) ISO/IEC 27001:2013 Standard							
1.12 Number of copies of mandatory literature in proportion to the number of students who are currently attending the course							

Title	Number of copies	Number of students
Bilandžić, M.,: Business intelligence i upravljanje opskrbnim lancem, Despot Infinitus, Zagreb, 2018	3	6
Dragičević, D.: Pravna informatika i pravo	4	6

[1] **IMPORTANT**: Along with each student monitoring method, it is necessary to enter the corresponding proportion in the form of ECTS credits of each activity so that the total number of ECTS credits is consistent with the number of credits of the course. Empty cells can be used for additional activities.

informacijskih tehnologija, Narodne novine, 2015		
Krakar, Z., Rotim Tomić, S., Žgela, M., Arbanas, K., Kišasond, T.,: Korporativna informacijska sigurnost, Faculty of Organisation and Informatics Varaždin, Zavod za informatičku djelatnost Hrvatske, Zagreb, 2014	3	6
Spremić, M.,: Sigurnost i revizija informacijskih sustava u okruženju digitalne ekonomije, Faculty of Economics and Business Zagreb, 2017	3	6

1.13 Methods of quality monitoring that ensure the acquisition of exit knowledge, skills and competencies

Standard procedures of ensuring quality in compliance with the Regulations on the Structure and Activities of the Quality Assurance System at University North and the internal acts of the Committee for the Postgraduate Doctoral Study Media and Communication (work evaluation during the semester, work evaluation upon completion of the course, etc.)

2 CONNECTING LEARNING OUTCOMES, TEACHING METHODS, AND THE EVALUATION OF LEARNING OUTCOMES (this is an example, it needs to be adjusted to the course depending on teaching methods, paragraph 1.5.)

2.1 Class activity	*2.2 Students' activity*	*2.3 Learning outcome*	*2.4 Evaluation methods*
Lectures	Analysing scientific texts and practical assignments, critical thinking and evaluating new facts and knowledge	1,2	Discussion. Evaluating the analysis of scientific and technical texts.
Seminar paper	Researching literature (primary, secondary), taking notes, conducting a survey, consultations with a professor/mentor, writing a seminar paper	1-6	Analysing the content of the seminar paper; evaluating methodological settings and theoretical concepts.
Research	Researching literature (primary, secondary), taking notes, conducting a survey, consultations with a professor/mentor	1-6	Discussion