Formularz opisu przedmiotu (formularz sylabusa) na studiach wyższych, doktoranckich, podyplomowych i kursach dokształcających

A. Ogólny opis przedmiotu

Nazwa pola	Komentarz
Name of the subject (in Polish and English)	***SOCIAL MEDIA***
Unit offering the subject	Faculty of Educational Sciences
Unit for which the subject is offered	All faculties
Subject code	
ISCED code	**Wchodząc w zakładkę „Przedmioty" w USOSie należy wybrać kod z zakładki „Kod ISCED"**
Number of ECTS credits	
Method of assessment	non-graded credit **lub** graded credit **lub** examination **(należy wybrać)**
Language of instruction	English
Designation whether a subject may be credited more than once	yes **lub** no **(dotyczy sytuacji, gdy przedmiot mógłby być zaliczany na poczet różnych programów studiów, generalnie wpisujemy NO)**
Allocation of the subject to subject groups	University-wide courses
Total student workload	*Contact hours with teacher:* np. - participation in lectures - 30 hrs - consultations- 2 hrs *Self-study hours:* np. - preparation for lectures - 4 hrs - writing essays/ papers/ projects- 10 hrs - reading literature- 6 hrs - preparation for test- 4 hrs - preparation for examination- 4 hrs Altogether: 60 hrs (6 ECTS)
Learning outcomes - knowledge	**Należy wyszczególnić jedynie efekty przedmiotowe!** np. Student *W1*: has basic/ advanced knowledge what describes what constitutes social media, and able to describe how various social media forms can be analyzed on the basis of critical theory; and able to describe the impact of social media on identity formation; and able to describe the methodological challenges when studying social media. *W2*: knows/ possesses knowledge how to develop, give grounds for, and both in writing and verbally describe a design proposal for the development of social media. *W3*: is familiar with independent search for information on problems and identify needs for further knowledge. *W4*: is acquainted with how to carry out impact analysis of his/her own design proposals from a societal and ethical perspective.
Learning outcomes - skills	**Należy wyszczególnić jedynie efekty przedmiotowe!** np. Student *U1*: is able to/ has the ability to empirically study and analyze factors that

	generates participation and non-participation in social media.
	U2: is capable of developing strategies and counter-strategies in conflict situations in social media.
	U3: has basic/ advanced skills in know how to establish, maintain and develop all different kind of communication using social media
	U4: can analyze/ define/ demonstrate/ Identify and explain how power relations can arise in social media.
Learning outcomes - social competencies	**Należy wyszczególnić jedynie efekty przedmiotowe!**
	np. Student
	K1: understands the significance of/ the importance of the social media within the educational process
	K2: understands the need for using of social media within interaction process in getting familiar with other people and knowledge focused on development skills within concrete areas of professional need.
	K3: is sensitive to/ ready to/ open to/ well prepared to communicate respectfully within social media having in mind all issues related to the worldwide communication of this kind (social, psychological, political, religious, philosophical, ethical)
	K4: is aware of obstacles and borders which might appear within communication with the people of lass media literacy and he/she will approach to that in very sensitive manner taking into the account that all the problematic issues can be solved through communication which means less conflict
	K5: identifies/ accepts/ recognizes an importance of social media in today's world of communication
	K6: participates in/ is involved in/ contributes to the development of social media networks through proper and sincere communication having in mind that the future of the world is based on consensual communication using new technologies for the benefit of all.
	K7: can cooperate/ communicate/ work with anybody involved within social media interaction process
Teaching methods	**Należy sprawdzić w USOSwebie w katalogu metod dydaktycznych i wpisać nazwę metody.**
	np. Expository teaching methods:
	- informative lecture and
	Teaching is given mainly in the form of lectures, seminars, workshops and tutorials in connection with self-instruction and when performing obligatory computer laboratory assignments or other assignments. Some parts of the course can require obligatory attendance. Teaching is in English. All necessary computer applications to be used by the students on their own are introduced and maintained during the course. Some assistance is provided when using these applications. Good knowledge in performing written presentations and the English language are important in order to be able to complete the course. During the course the student will have round the clock access to several of the departments computer laboratories, except when these have been booked for other courses. In the same time, if there is a problem with using computer laboratories for the reason of having those laces occupied by other moduels, students will be provided (for their Ipods and mobile phones) adequate apps for the proper use of social media in the classroom of teaching.
Prerequisites	none
Brief description of the subject	In this module, social media is studied theoretically, based on critical theory, empirically and through an design-oriented approach.

Complete description of the subject	Along the course runs a common thread combining three perspectives on social media within the educational process: an individual perspective that deals with the relationship between identity formation and social media, a social perspective that deals with participation and power relations in social media, and a design perspective focusing on virality and social interaction.
Literature	1. **Hadžialić, Sabahudin „World as global sin",** 2018, Publisher Eurasia Review, USA, ISBN 978-1-387-47621-3. Available on Kindle edition: https://www.amazon.com/World-Global-Sin-Sabahudin-Had%C5%BEiali%C4%87-ebook/dp/B078PPK5VW and/or in Lulu.com print version: http://www.lulu.com/shop/sabahudin-had%C5%BEiali%C4%87/world-as-global-sin/paperback/product-23468716.html
2. **Editors Marzano, G, Grewinski M. – textbook & monograph – „Introduction to social innovation"** Authors: Grewinski M., Hadžialić S., Karwacki A., Lubkina V., Scaini V., Sempruch B. (2017) Mimesis International, Italy - ISBN 9788869770890 **- Chapter Hadžialić S.: "Social Media and Social Innovation"**, Pages 75-103. Available on: http://www.omniabuk.com/scheda-ebook/marzano-gilberto-grewinski-miroslaw/introduction-to-social-innovation-9788869770890-407677.html and/or Kindle edition: https://www.amazon.co.uk/Introduction-Social-Innovation-Gilberto-Marzano-ebook/dp/B01MYHB5C1
3. **Hadžialić, Sabahudin (2016) –"South East Europe at the edge of civilization"**, Publisher Eurasia Review, USA, ISBN 978-1-329-85028-6, Pages 43-123. Available for free download on: https://www.researchgate.net/publication/325796349_SOUTH_EAST_EUROPE_AT_THE_EDGE_OF_CIVILIZATION_USA_2016 or in print: http://www.lulu.com/shop/sabahudin-had%C5%BEiali%C4%87/south-east-europe-at-the-edge-of-civilization/paperback/product-22539023.html and/or in Lindle edition: https://www.amazon.com/South-East-Europe-Edge-Civilisation-ebook/dp/B078PG8SCB
4. Fuchs Christian - **Social media: a critical introduction** London: SAGE Publications : 2014 : vii, 293 p. : ISBN: 9781446257319. Available on: http://sk.sagepub.com/books/social-media-a-critical-introduction and/or http://fuchs.uti.at/books/social-media-a-critical-introduction/
5. Hampton K.N., Rainie L., Lu W., Dwyer M., Shin I., Purcell K. **Social Media and the 'Spiral of Silence**, Publisher Pew Research Center, Washington, DC. : 2014 – Available on: http://www.pewinternet.org/files/2014/08/PI_Social-networks-and-debate_082614.pdf and/or http://www.pewinternet.org/2014/08/26/social-media-and-the-spiral-of-silence/
6. Noelle-Neumann Elisabeth **The spiral of silence : public opinion, our social skin** Chicago : Univ. of Chicago P. : 1984 : 200 s. : ISBN: 0-226-58932-3 – Available on: http://www.afirstlook.com/docs/spiral.pdf and https://www.amazon.com/Spiral-Silence-Public-Opinion-Social/dp/0226589366
7. Walker Rettberg Jill **Seeing Ourselves Through Technology - How We Use Selfies, Blogs and Wearable Devices to See and Shape Ourselves** Palgrave Macmillan : 2014 : Available on: https://www.palgrave.com/us/book/9781137476647 and/or http://jilltxt.net/books/Seeing-Ourselves-Through-Technology-full-book.pdf
8. Martin Gail Z. (gail Z. Martin) **Essential social media marketing handbook - a new roadmap for maximizing your brend, unfluence and credibility**

Assessment methods & criteria	Assessment methods: np. - written examination- np. W1 – intermediate examination (30%) - oral examination- np. W3 – 30 % - test – 20 % - activity – debates – 10 % Assessment criteria for Intermediate examination: Defence includes presentation of paper and test involving three tasks in accordance with homework task. Evaluated: **3:** all tasks are solved correctly, excellent presentation; **2:** 2 tasks are solved correctly, good presentation; **1:** 1 task is solved correctly, average presentation; **0:** tasks are solved incorrectly or not all tasks are solved, paper is not presented. If a student is absent at the test or examination, student will be given a new test or examination possibility only if a justifying document of absence is provided. Evaluation of debates: **1:** Supports the arguments by strong evidence. The arguments of opponents are faced by providing the facts; **0,5:** Arguments are based on evidence; **0:** Arguments are not based on evidence. If a student is absent at the test or examination, student will be given a new test or examination possibility only if a justifying document of absence is provided. Exam includes 10 open and closed type questions (of different difficulty, from comprehension up to scoring), each was evaluated by one point. Evaluated as follows: **3:** Excellent knowledge and skills. Evaluation level. 90-100 % of correct answers. **2,5:** Good knowledge and skills, non-essential mistakes. Synthesis level. 70-89 % of correct answers. **2,0:** Average knowledge and skills, there are some mistakes. Analysis level. 50-69 % of correct answers. **1,5 :** Knowledge and skills are lower than average, there are some (essential)

mistakes. Knowledge application level. 30-49 % of correct answers.

1: Knowledge and skills still meet minimum requirements. Many mistakes. Knowledge and comprehension level. 10-29 % of correct answers.

0: Minimum requirements are not met**.** 0-9 % of correct answers.

The assessment of the whole module can be done as exam. Evaluation:

5. Very good – Evaluation level of 100-90

4: Good plus: Evaluation level of 90-80 proc.

3: Good: Evaluation level of 79-60 proc.

2: Satisfactory plus: Evaluation level of 59-40 proc.

1: Satisfactory: Evaluation level of 39-20 proc.

0: Fail - Minimum requirements are not met. 19-0 % of correct answers and solutions.

Work placement	Not applicable

B) Opis przedmiotu cyklu

Nazwa pola	Komentarz
Didactic cycle	2018/2019 W (winter) **lub** 2018/2019 S (summer)
Method of assessment of the subject in the cycle	As in part A
Type of classes, number of hours of classes and methods of assessment	As in part A
Subject coordinator	Assoc. Prof. Dr. And Dr. Honoris Causa Sabahudin Hadžialić
Subject teachers	Assoc. Prof. Dr. And Dr. Honoris Causa Sabahudin Hadžialić
Nature of the subject	University-wide courses
Limit of places available in each group	2 group(s)- 20 students
Time and place	Faculty of Educational sciences, np. Thursdays **lub** date will be specified later
Number of hours using distance learning methods and techniques	10 hours distance learning
Subject website	Not aplicable
Learning outcomes	As in part A
Assessment methods & criteria	As in part A
List of topics	1. Social media vs. old media 2. Life within the life – 10 steps how to reach an audience in social media 3. Social media and social innovation 4. Deliberative democracy and social media 5. Social media and spiral of silence 6. Social media marketing & branding 7. New technology – advantages and disadvantages 8. Social media within the process of education & educational issues within the social media 9. Implementation of Chomsky's ten strategies of manipulation within the social media. 10. The future of social media
Teaching methods	As in part A
Literature	As in part A