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| **COURSE DESCRIPTION** | | | | | |
| **Course** | *Code* | *Semester* | *L+P Hour* | *Credit* | *ECTS* |
| **COMMUNICATION THEORIES AND MEDIA EDUCATION** | BTSM 510 | 1/2 | 3 + 0 | 3 | 6 |

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| **Prerequisites and Co-requisities** | - |

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| **Language of Instruction** | English |
| **Level of Course Unit** | Graduate |
| **Type of Course Unit** | Free Elective |
| **Coordinator of the Course** | - |
| **Name of Lecturer(s)** |  |
| **Assistants of the Course** | Res. Asist. Eren Özyiğit, Res. Asist. Merve Baykal, Res. Asist.. Burcu Dok |
| **Aim** | 1. To examine the basic theories and theoreticians in the field of communication. 2. To determine the effect of the American tradition of communication on the communication studies. 3. To be able to demonstrate the influences of dominant paradigms and theoretical approaches on other fields of science, education and social life. 4. To be able to synthesize the relation between theory and practice. 5. To show what theories can bring to the social problems. 6. To make the interdisciplinary nature of communication visible by showing the effects of different fields of social sciences such as history, sociology and psychology on communication theories. 7. To analyze the relationship between communication theories and social structure. 8. To be able to make a critical reading of the theoretical approaches in the mainstream approaches. |
| **Objective** | This course covers topics such as new media concept, digital culture, network based sociality and politics, network based social movements and social media usage practices. These topics will be covered by focusing on the past, present and future of digital communication technologies |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Evaluation Techniques** |
| The mainstream approach in the field of communication knows the solution of individual, society and mass communication. | 1, 2,3,4,7,8 | 1,2,3,4,5,6 | 1,2,3 |
| They know how to use communication theories in approach to social problems. | 1, 2,3,8 | 1,2,3,4,5,6 | 1,2,3 |
| It can compare communication approaches of different paradigms. | 1, 2,3,8,12,13 | 1,2,3,4,5,6 | 1,2,3 |

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| **Teaching Methods:** 1: Lecture, 2: Question-Answer, 3: Discussion 4: Case Study 5: Problem solving |

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| **Measurement Methods:** | 1: Class 2: Semester 3: Homework |

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|  |  | |  | COURSE’S CONTRIBUTION TO PROGRAM | | Katkı Düzeyi | | | | | |
|  |  | |  | |  | 1 | 2 | 3 | 4 | 5 |  |
|  |  | | 1 | | Having knowledge of past, basic though and principles of the PCG, and implementing PCG | x |  |  |  |  |  |
|  |  | | 2 | | Comprehending meaning and importance of the coordination, consultation/consulting and supervision in the PCG field, and implementing them |  | x |  |  |  |  |
|  |  | | 3 | | Having knowledge of ethical rules accepted by national and international PCG associations, and implementing them |  |  |  | X |  |  |
|  |  | | 4 | | Learning to accept everyone as they are / with all kind of features by the multicultural approach |  |  | X |  |  |  |
|  |  | | 5 | | Learning theories/information about cultural awareness, cultural social justice, solution of conflicts, and other cultural behaviors; for development and health of human soul, mind and body, and implementing them |  | X |  |  |  |  |
|  |  | | 6 | | Learning theories related to the development, learning and personality development so as to facilitate positive development and wellness of individual for his/her life time, and implementing them |  |  | X |  |  |  |
|  |  | | 7 | | Understanding the environmental factors affecting normal and abnormal behaviors, psychopathology, disability conditions and crisis during his/her development process, |  | X |  |  |  |  |
|  |  | | 8 | | Learning and implementing the career consulting, processes, techniques and sources, career development and decision-making model so as to include those applied to certain groups in the global economy |  |  | X |  |  |  |
|  |  | | 9 | | Learning psychological consulting theories, being aware and use of intervention techniques suitable for counselees in practice | X |  |  |  |  |  |
|  |  | | 10 | | Learning group process, roles and behaviors of group members, group working, therapeutic factors, and principles and techniques of group dynamics containing developmental stages | X |  |  |  |  |  |
|  |  | | 11 | | Learning varieties and skills of being group leader and implementing them | X |  |  |  |  |  |
|  |  | | 12 | | Gaining understanding to assess individual and group approaches within framework of multicultural society |  | X |  |  |  |  |
|  |  | | 13 | | Comprehending and implementing standardized and non-standardized tests containing the environmental assessment, performance assessment, individual and group assessments and inventory methods, psychological testing, and behavioral observations, as well as basic concepts of other assessment techniques |  |  |  |  | X |  |
|  |  | | 14 | | Learning qualitative and quantitative scientific research methods, comprehending importance to make research in the field of PCG and to present results in written, and implementing them |  |  | X |  |  |  |
|  |  | | 15 | | Learning how to use internet and technology for accessing information, sharing information, professional development and data analysis |  | X |  |  |  |  |
|  |  | | 16 | | Sticking to confidentiality principle in the PCG services, believing that benefiting from the PCG services is open to everyone for their life time on voluntarily basis |  |  | X |  |  |  |
|  |  | | 17 | | Understanding the barriers before education of students who need special education and supporting students in these fields |  | X |  |  |  |  |

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| **WORK CALENDER** | | |
| **Week** | **Subjects** | **Prepartion** |

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| 1 | Course entry |  |
| 2 | The history of the Internet | http://www.historyofthings.com/history-of-the-internet |
| 3 | Conceptualization of the Internet | Naik, U. & Shivalingaiah, D. (2008). Comparative Study of Web 1.0, Web 2.0 and Web 3.0. CALIBER 2008 Collections |
| 4 | Informationalism and communication network | Castells, M. (2004). Informationalism, Networks, and the Network Society: A Theoretical Blueprint. In Castells, M. (ed.) The Network Society: A Cross-cultural Perspective, pp. 3-49. Cheltenham, UK: Edwar Elgar Publishing. |
| 5 | The rise of the network society | Castells, M. (2004). Informationalism, Networks, and the Network Society: A Theoretical Blueprint. In Castells, M. (ed.) The Network Society: A Cross-cultural Perspective, pp. 3-49. Cheltenham, UK: Edwar Elgar Publishing. |
| 6 | Network society, social transformation and political issues | Castells, M. (2005). The Network Society: From Knowledge to Policy. In Castells, M. and Gustavo, C. (eds.) The Network society: From Knowledge to Policy, pp. 2-23. Massachusetts: Center for Transatlantic Relations. |
| 7 | Mid-Term |  |
| 8 | A critical introduction to social media | Fuchs, Christian (2014). Social media: A critical introduction. London: Sage – chapter 1: What is a Critical Introduction to Social Media? |
| 9 | Facebook and networking community | Fuchs, Christian (2014). Social media: A critical introduction. London: Sage – chapter 7: Facebook: A Surveillance Threat to Privacy? |
| 10 | Twitter and networking community | Fuchs, Christian (2014). Social media: A critical introduction. London: Sage – chapter 8: Twitter and Democracy: A New Public Sphere? |
| 11 | Network based social movements | Castells, M. (2012). Networks of Outrage and Hope: Social Movements in the Internet Age. Cambridge, UK: Polity Press - Changing the World in the Network Society, pp.218-244. |
| 12 | Online discussion and networked public spaces | Zuckerman, E. (2014). New Media, New Civics?. Policy & Internet (6), 2. |
| 13 | Occupy Wall Street | Castells, M. (2012). Networks of Outrage and Hope: Social Movements in the Internet Age. Cambridge, UK: Polity Press – Occupy Wall Street: Harvesting The Salt of The Earth, pp.156-197. |
| 14 | Gezi Park Action | Farro, A. L. and Demirhisar, D. G. (2013). The Gezi Park Movement: A Turkish Experience of the Twenty-first-century Collective Movements. International Review of Sociology (24) 1, pp. 176-189. |
| 15 | Term evaluation |  |
| 16 | Term evaluation |  |

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| **READING TEXT** | |
| **Required Reading** | Reading materials for the course will be provided by the teaching staff. |
| **Recommended Reading** | Course reader, Hand-outs, PowerPoint presentations Bibliography, print journals, open access journals |

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| **MATERIAL SHARING** | |
| **Materials** |  |
| **Homeworks** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **TERM LEARNING ACTIVITIES** | **NUMBER** | **WEIGHT, %** |
| Mid-Term | 1 | 20 |
| Quiz | 0 | 0 |
| Homework | 1 | 25 |
| Final |  | 10 |
| **Total** |  | **55** |
| **Contribution of Final Exam to Success Grade** |  | 45 |
| **Contribution of Term (Year) Learning Activities to Success Grade** |  | 55 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Lecture on Specialized Field | | |
| **ECTS / WORK LOAD TABLE** | | | |
| Activities | Number | Duration (Hour) | Total Work Load (Hour) |
| Duration (hour) | 16 | 4 | 64 |
| Prestudy | 16 | 4 | 64 |
| Homework | 1 | 9 | 9 |
| Mid-Term | 1 | 3 | 3 |
| Final | 1 | 10 | 10 |
|  |  |  |  |
| **Total Workload** |  |  | 150 |
| **Total Workload / 25 (h)** |  |  | 6 |
| **ECTS Credit** |  |  | 6 |