

SYLLABUS

1. Information regarding the programme

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Journalism
1.4 Field of study	Communication Sciences
1.5 Study cycle	Licență/Bachelor
1.6 Study programme / Qualification	Journalism

2. Information regarding the discipline

2.1 Name of the discipline	Metode de cercetare media / Media Research Methods						
2.2 Course coordinator	Dr Adela Fofiu						
2.3 Seminar coordinator	Dr Adela Fofiu						
2.4. Year of study	3	2.5 Semester	2	2.6. Type of evaluation	Coloquium	2.7 Type of discipline	DF

3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar/laboratory	14
Time allotment:	hours				
Learning using manual, course support, bibliography, course notes	0,5/week				
Additional documentation (in libraries, on electronic platforms, field documentation)	0,5/week				
Preparation for seminars/labs, homework, papers, portfolios and essays	2/week				
Tutorship					
Evaluations					
Other activities:					
3.7 Total individual study hours	42				
3.8 Total hours per semester	84				
3.9 Number of ECTS credits	5				

4. Prerequisites (if necessary)

4.1. curriculum	•
4.2. competencies	•

5. Conditions (if necessary)

5.1. for the course	•
5.2. for the seminar /lab	•

activities	
------------	--

6. Specific competencies acquired

<p>Professional competencies</p>	<p>C5 Identifying and using specific elements of journalists' ethics and social responsibility.</p> <p>C5.2 Formulating judgments concerning the journalist's professional responsibility, developing ways of solving problems arising in the communication with information sources.</p> <p>C5.3 Managing communication, mediation, negotiation and public debate situations through means of public information, with respect to the public's right to be informed correctly.</p> <p>C5.4 Applying evaluation models of media campaigns using SMART and SWOT method criteria.</p> <p>C5.5 Development of press material (identifying a topic or documentation on a delegated topic, choosing the approach angle, choosing the adequate journalistic genre and creating the material itself).</p> <p>C6 Production of journalistic content (text, video, audio and photo) for all types of media.</p> <p>C6.2 Formulating editorial objectives which are consistent with the profile of the target audience.</p> <p>C6.3 Harnessing theoretical and methodological knowledge for the production of a thematic section for any media product (respecting the characteristics of the transmission channel).</p> <p>C6.5 Presenting the developed program or publication.</p>
<p>Transversal competencies</p>	<p>CT1 Addressing realistically – with theoretical and practical arguments – of common professional situations, in order to efficiently and deontologically solve them.</p> <p>CT2 Applying efficient work techniques in multidisciplinary teams, with fulfillment of certain tasks on hierarchical levels</p> <p>CT3 Self-assessing the need for training for insertion and adaptation to labor market demands</p>

7. Objectives of the discipline (outcome of the acquired competencies)

<p>7.1 General objective of the discipline</p>	<ul style="list-style-type: none"> • Media research methods is aimed at developing and promoting critical thinking: students will develop the ability to understand the development of social phenomena through the usage of research tools and methods. • The course offers systematic study of methods such as audience measurement, case study, interview and survey. Students will better define and understand societal problems and situations, through the use of the scientific method and the concepts and theories provided.
--	--

7.2 Specific objectives of the discipline	<p>The course will:</p> <ul style="list-style-type: none"> • Introduce fundamental concepts and theories in social research: scientific knowledge, research design, method, technique, unit of analysis, sample, data analysis. • Elaborate on fundamental social issues in relation with the development of press material. • Cultivate critical awareness of events and phenomena in local and trans-local contexts. <p>The students will be able to:</p> <ul style="list-style-type: none"> • Explore new ideas by using the frames and vocabulary of social research in group and class discussions. • Share experiences, understanding, new ideas and special abilities within the new approaches offered by social research. <ul style="list-style-type: none"> ○ <i>Knowledge</i> • Demonstrate knowledge and understanding of concepts, theories, ideas in social research. • Demonstrate knowledge and understanding of current social issues with particular reference to the Romanian context in a local and trans-local perspective. <ul style="list-style-type: none"> ○ <i>Skills</i> • Apply the theories and concepts of social research to situations and problems in their professional life. • Apply the theories and concepts of social research in order to improve personal self understanding. • Evaluate the theories and concepts of social research against their experiences, values and beliefs. • Use logical arguments with the use of the scientific method, theories and concepts in social research. <ul style="list-style-type: none"> ○ <i>Values and attitudes</i> • Demonstrate objectivity and the ability to question the sources of information. • Demonstrate how opinion vs knowledge can affect society, groups and/or individuals.
---	---

8. Content

8.1 Course	Teaching methods	Remarks
1. Scientific knowledge vs common knowledge	Lecture. Class discussion.	
2. Elements of a research design	Lecture. Class discussion.	
3. Classification of research methods in social sciences	Lecture. Class discussion.	
4. Survey	Lecture. Class discussion.	
5. Audience measurement	Lecture. Class discussion.	
6. Content analysis	Lecture. Class discussion.	
7. Focus group	Lecture. Class discussion.	
8. Interview	Lecture. Class discussion.	

9. Case study	Lecture. Class discussion.	
10. Ethnography	Lecture. Class discussion.	
11. Research ethics	Lecture. Class discussion.	
12. Conclusions	Lecture. Class discussion.	
Bibliography >Babbie, Earl, 2004. The Practice of Social Research. 10 th ed. Wadsworth. >Blaikie, Norman, 2000, Designing Social Research, Cambridge: Polity Press >Gray, Paul, John B. Williamson, David A. Karp, and John R. Dalphin, 2007, The Research Imagination. An Introduction to Qualitative and Quantitative Methods, Cambridge University Press >Vaus, D., 2001, Research Design in Social Research, London: Sage Publications >Wimmer, Roger, and Joseph R. Dominick, 2011, Mass Media Research. An Introduction, Wadsworth, Cengage Learning		
8.2 Seminar / laboratory	Teaching methods	Remarks
1. Survey and audience measurement	In-class exercise	
2. Content analysis and image analysis	In-class exercise. Film screening. Class discussion.	Jean Kilbourne – Killing Us Softly 3 (2004), Killing Us Softly 4 (2010)
3. Focus group and interview	Group presentations	
4. Ethnography and case study	Group presentations	
5. Research ethics	Group presentations	
6. Presentation of students' research design	Individual presentations Class discussion	
Bibliography >Wimmer, Roger, and Joseph R. Dominick, 2011, Mass Media Research. An Introduction, Wadsworth, Cengage Learning		

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

<ul style="list-style-type: none"> • Courses with similar content are taught in the most important universities in Romania. • The content of this course meets the professional standards, the ethic codes or the visions upon journalism belonging to various professional associations across Europe and the US (Association of European Journalists, the British Association of Journalists, the Society of Professional Journalists).

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 General evaluation	Interaction with instructor	Reading presentation	100.00%
	Interaction with students	Semester project	

	Engagement with class material across subject areas		
	Preparedness for class		
	Making comments and answering questions on class material		
	Team work		
10.6 Minimum performance standards			
For the minimum grade 5, students are able to <ul style="list-style-type: none"> ➤ organize and classify information through concepts ➤ understand the meaning of basic concepts ➤ identify and describe facts, events and processes 			

Date

...29.09.2014.....

Signature of course coordinator

.....

Signature of seminar coordinator

.....

Date of approval

.....

Signature of the head of department

.....