Course: **Organization of public communication: European practice in post-soviet societies.**

Lecturer: Olga Guzhva, Assistant Professor, Vice dean of International cooperation department of sociology, general editor of SCS Journal(www.scsjournal.org)

The course consist of main thematic chapter as Informational literacy in public communication; Capacity of the media and civil society; Public communication strategies: interdisciplinary approach; Public communication in the EU; Communication practices in building Government-Public Partnership.

Theme/Modules	Lecture/seminar	Academic hours
Themes 1 **Information literacy in public communications** Citizenship, freedom of information, access to information, democratic discourse and life-long learning Understanding the news, media and information ethics Representation in media and information New and tradition media Internet opportunities and challenges Media, technology and the global village **Goals** of the course: to develop a critical understanding of how media and information can enhance the ability of students and citizens in general to engage with media and use information providers as tools for freedom of expression, pluralism, intercultural dialogue and tolerance, and as contributors to democratic debate and good governance **Skills** gained by the students: ability of realization of public communication accordance with ethical and social responsibility standard and tradition of European practice	Lecture/seminar	8
Theme 2 **Capacity of the media and civil society** The role of media is particularly important. A free and independent	Lecture/seminar	4

media is one of the principal vehicles to inform the public about corrupt activity. A functioning, independent media can also promote effective civil society action. The impact of civil society is dependent not only on reliable information, but also on the existence of the means to disseminate its opinions and raise issues of public concern. Thus, the media plays a dual role in public communication process: In this perspective, it is important to get a better sense of the capacity of civil society — and more specifically of the media and NGOs — to contribute to government integrity. **Goals** of the course: The students are to discover the meaning of government integrity through the examples of EU practice connected to traditional mass media and the Internet. **Skills** gained by the students: legal awareness of regulation in the field of media communications, knows about functioning, independent media, and how they can also promote effective civil society action.		
Theme 3 **Public Communication in the EU** Communication between citizens and public officers is a fundamental aspect of public institutions' planning. It is through an open and clear dialogue that positive public opinion is shaped. Furthermore it is a tool for creating a good reputation and stronger support. Currently the European Union is facing a period of low reputation, scrawny image and poor trust, which have direct influences in EU's decision making. Different scholars impute this problem to the poor EU communication planning, the so called	Lecture/seminar	4

communication deficit. The lecture seeks to examine whether public relations can help to solve the communication deficit of the European Union or not and which challenges public relations profession can open within the European context. Specifically the European societal approach of public relations is considered the essential bond to the European institutions. This study draws on theories and discussion in the fields of European public relations; reflective and educational approaches; a critical analysis of EU information and communication policies; and interviews with EU officers. It is followed by a discussion of the link between public relations' reflective approach and public organizations, and suggests new interpretations and considerations of this profession within the European institutions. Public Communication in the European Union: history, perspective and challenges. **Goals** of the course: The students are to discover fundamental aspect of communication between citizens and public officers and public institution **Skills** gained by the students: legal awareness of regulation in the field of public relations and media communications, knows about practice of independent media, and how they can also promote effective civil society action.		
Theme 4 **Communicational practices in building Government –Public partnership** Citizens have a right to know the policies and activities of their government. In a well-	Lecture	4

functioning democracy, the government provides reliable and timely information to the public. Effective communications between the government and the public is especially important in countries in transition, where major changes in state institutions - indeed in all aspects of life - have left the citizenry uncertain about the new roles of the government and public administration, and how to convey their views to representatives of the state.		
Theme 5 **Public communication strategies: interdisciplinary approach** Best practices in public sector in Western Europe, Leadership effectiveness analysis	Lecture	2
Theme 5 **Global civil society, global governance: new public sphere, new tendencies new practices**	Lecture	2
Theme 7 Reflection **Changing roles and functions in Public Relation : new challenges in a more integrated Europe and Western Europe**	workshop	4
Theme 8 **Public communication practices in the Web 2.0-3.0. (the case of Europe and possibility of implementation)**	seminar	4
Theme 9 **Social advertising, social responsibility and role of third sector in government-public dialog**	Lecture and seminar	4
Theme 10 **European standard of public communication: what we know and how to implement**	seminar	2
Theme 11	seminar	4

Practical case **Plagiarism and online safety**		
Theme 12 Case analysis (presenting course papers)		4
		Total in class hours:46 Overall hours including personal preparation): 62

Forms and teaching methods of the course: lectures, seminars, discussion, case analysis.

Class discussion of the literature and of student ideas will be central to the course

Forms of student Academic work and methods of assessment

Paper

One paper is required in this course. The paper will be written by the student on a topic related to this course. A final research paper (roughly 15-20 pages i.e. journal length) Students are expected to begin discussing their paper ideas. Three short research memos (roughly 3-5 pages) will be due at regular intervals during the course of the semester.

Students are expected to submit work, and orally presenting the work

Lecture: allow to present important information, introduce the comparative analysis (professional and ethical codex, data research, terms definition).

Discussion. Discussion is a two-way communication between the teacher (expert) and participants or directly between participants of the educational process. Discussion involves participants in active learning.

Situational Analysis. In situational analysis appears real or imaginary situation that illustrates the concepts or skills. This method can be applied to assist the achievement of the objectives as well as those related to analysis, synthesis and evaluation.

Written work. Short written exercises can strengthen the effect of other training methods. For example, during a lecture, the teacher can make a break for two minutes, during which participants must summarize in writing the main principles of the lecture material. The advantage of written exercises is that they are engaged in the active work of each participant

The case study method. This approach is suitable in the teaching as students are exposed daily to various forms of messages from media and other information providers. It offers a systematic way of looking at the events, collecting data, analyzing information, and reporting the results, which in return supports enquiry learning among students. For example, students could undertake a case study of the marketing

campaign strategy and release of a very successful film, bestseller book, or other high profile media product.

Cooperative learning refers to the instructional approach that puts students together to work towards accomplishing shared goals. Cooperative learning can range from simple paired work to more complex modes such as project learning, guided peerquestioning and reciprocal teaching, all of which aim to produce learning gains such as the development of conceptual understandings and higher order thinking, better interpersonal skills, more positive attitudes toward schools and the self, and the exploration of how to manage academic heterogeneity in classrooms with a wide range of achievement in basic skills. An example of cooperative learning: Working collaboratively in a wiki space.

Students learn to undertake textual analysis through identifying the codes and conventions of various media genres. This semiotic analysis should aim to reach further understanding of the key concepts. Therefore, students learn to identify how language codes and conventions are used to create particular types of representations that will appeal to certain audiences. Students are taught to identify the 'technical', 'symbolic' and 'narrative' codes of any media text. Where possible, this type of textual analysis occurs within meaningful contexts, rather than as an academic exercise for its own ends. Example: students could be asked to select a piece of media text that is of interest to them. This could be a news article, a video from YouTube, or a video clip from an online news source. Put students in groups and guide them in analyzing the audience, purpose, author, technique/textual features, and context.