## Course Name : Media Sociale

| Course Code | Course Type | Regular Semester | Lecture (hours/week) | Seminar (hours/week) | Lab. (hours/week) | Credits | ECTS |
|---|---|---|---|---|---|---|---|
| MUL 213 | B | Fall | 2.00 | 0.00 | 0.00 | 1.50 | 3.00 |

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| **Lecturer** | Nevila Samarxhi, Msc |
| **Assistant** | |
| **Course language** | Albanian |
| **Course level** | Program Profesional 2-Vjeçar |
| **Description** | In this course, students will understand how social media, digital technology or social networks function, and will also develop a critical sense for their use. By gaining knowledge about virtual reality, they will also be trained to manage the professional and ethical aspects that arise from this new mediated relationship, which people use for interpersonal and mass communication, in the age of the internet. |
| **Objectives** | The goals that are attempted to be achieved through the provision of this study discipline are: knowledge of the terms and mechanisms of how social media works, identification of the issues that page managers face, avoidance of ethical problems, and mitigation of inequality or various conflicts that may arise from communication through social media. |
| **Core Concepts** | 1. Meaning and nature of social media 2. Social networks and interaction 3. Communication strategy in social media 4. Analytics and measuring success 5. User psychology and social influence 6. Social media in marketing and business |

## Course Outline

| Week | Topic |
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| 1 | What is social media? Academic studies on social media. In this lecture, students will be oriented to this field of study, becoming familiar with its basic terms and the directions of studies carried out on this subject. The concept, history and evolution of social media are discussed |
| 2 | Approaches and methods of studying social media. New technological conditions have imposed not only new objects of study, and new fields of scientific research, but also methods that are first applied in research. The different categories are explained: social networks, visual platforms, microblogging and video-sharing. The role of each category in communication and relations with the audience is analyzed. |
| 3 | Media education of young people on social media, their use, functions and effects. Types of content are discussed: text, image, video, audio and animation. Students learn the principles of creating attractive and effective content. Theoretical Task: creating a simple post for a social platform |
| 4 | Human Relations "Online" and "Offline" Mediated communication has also been accompanied by new elements in the communication chain. Introduction to planning campaigns and editorial calendars. Students develop a communication plan for a week for a specific brand or project. The importance of coherence between messages. |
| 5 | Addressing the concepts of equality and social media policies. Real-time communication, with video and audio, has highlighted and emphasized the differences in conditions and ways of life, within a society, or between different societies, often putting the social policies applied in certain countries in a position of responsibility. Even the quality and quantity of internet supply, as well as access to search engines and certain networks, speaks of the level of social inequality in different countries of the globe. |

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| **6** | Visual images and individualism. Philosophical treatments of online behavior have taken into account the pronounced tendencies towards individualization, further reflected in other human relationships. The classic communicative model and social behavior of the individual influenced by the images he follows with audiovisual and social media. |
| **7** | Does social media make us happier? The massive use of social media has also had an impact on the general feelings of the population. The reduction and even disappearance of distances has facilitated many activities, but does this new communicative situation make us happier? What are the consequences on collective psychology? These details will be discussed in this lecture topic. |
| **8** | Semi-final exam |
| **9** | Explaining the power of storytelling and the structure of a narrative for social media. Students create a mini-storyboard for a short campaign. Discussing the use of images, videos, and gifs to reinforce the message. |
| **10** | Stereotyping of social media users and user-tailored content. In-depth studies in recent years have also managed to create an "identity" of media users, by studying the preferences of different age groups and social classes, the time slots of their use, etc. This type of stereotyping has caused social media to adapt and update their programming and offerings. |
| **11** | Ethical regulations provided for in national or internal social media codes. The emergence and massive use of social media has also influenced the provisions and regulations of internal media codes, at the national or private level, while also adapting to the requirements imposed by the level of application and respect for copyright. |
| **12** | Services offered on social media. Although the Internet can be considered an unlimited good, according to some perspectives, the number and level of services it offers on social media is limited and compatible with copyright requirements. This lecture will discuss these limits and the possibility of applications. |
| **13** | Impacts and issues related to technology. Social media have not had the same spread and use since the beginning, and the content has also been different. Technological developments have also influenced the elements of content and the ways in which these media reach users. |
| **14** | How terms of use and other technical issues change, according to the behaviors of social media users. New elements are constantly added to new media, according to the market of ideas thrown into it and the trends of use. How to understand and evaluate the importance that technical issues take on in the levels and ways of using social media. |
| **15** | The Future of Social Media. At the conclusion of this lecture series, theoretical approaches and hypotheses related to the future of social media use, the level of use, the effects they are expected to have, approaches towards users, etc. will be discussed. |
| **16** | Final Exam |
| **Prerequisites** | The student must attend the course at a minimum rate of 75%. |
| **Literature** | • Daniel Miller etc., (2016): How the World Changed Social Media, UCL Press. |
| **References** | • Razvan Nicolescu (2016): Social Media in Southeast Italy, Crafting Ideals, UCL Press |

## Course Outcome

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| **1** | By the end of this course, students will be able to recognize concepts related to social media. |
| **2** | Students will acquire knowledge about the role of social media and its economic implications. |
| **3** | Students will be able to apply their knowledge of social media strategies and practices. |

## Course Evaluation

| In-term Studies | Quantity | Percentage |
|---|---|---|
| Midterms | 1 | 30 |
| Quizzes | 1 | 10 |
| Projects | 0 | 0 |
| Term Projects | 0 | 0 |
| Laboratory | 0 | 0 |
| Class Participation | 1 | 10 |
| **Total in-term evaluation percent** | | **50** |
| **Final exam percent** | | **50** |
| **Total** | | **100** |

## ECTS Workload (Based on Student Workload)

| Activities | Quantity | Duration (hours) | Total (hours) |
|---|---|---|---|
| Course duration (Including the exam week: 16x Total hours of the course) | 16 | 2 | 32 |
| Study hours outside the classroom (Preparation, Practice, etc.) | 14 | 3 | 42 |
| Duties | 0 | 0 | 0 |
| Midterms | 1 | 0 | 0 |
| Final Exam | 1 | 1 | 1 |
| Other | 0 | 0 | 0 |
| **Total Work Load** | | | **75** |
| **Total Work Load / 25 (hours)** | | | **3.00** |
| **ECTS** | | | **3.00** |