

**Subject card**

<b>Subject name and code</b>	Prevention of media threats, PG_00149189						
<b>Field of study</b>	Pedagogy						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	6	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Laboratory of Media Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Grażyna Penkowska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	15.0	0.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	15		0.0		35.0	50
<b>Subject objectives</b>	Students learn about the health, social, legal, and emotional contexts of media threats. They acquire the ability to critically assess the impact of media on individuals and to protect themselves from negative media influences. They present their knowledge about these threats in a project they prepare.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDL3_W16] The graduate knows and understands ways of designing and conducting diagnostic activities in pedagogical practice, as well as procedures and good practices used in pedagogical activities in various institutions and at various stages of education	PEDL3_W16 - The student knows and understands various educational and social environments their specificity and the processes taking place in them, knows their positive and negative sides media, and understands the long-term effects of their influence; the student knows and understands the phenomenon of electronic aggression.	[SW2] presentation/project/paper/report
	[PEDL3_K03] The graduate is ready to build relations based on mutual trust between all subjects of upbringing and educational process, as well as to undertake professional challenges and accept responsibility for the realization of individual and team professional actions in the field of pedagogy (including performing various roles and cooperating with other pedagogues, teachers, specialists, parents/guardians of students and pupils and other members of school/educational and local community)	PEDL3_K03 - The student is ready to take action both in the social environment, as well as in the online environment, is ready to behave responsibly related to the prevention of threats from the media; student is ready to promoting responsible and critical use of the media digital and respect for intellectual property rights.	[SK8] observation of student's independent or team work
	[PEDL3_U03] The graduate is able to use basic theoretical approaches to analyse motives and patterns of human behaviour, diagnose and forecast various situations and analyse strategies of practical actions in relation to various contexts of pedagogical activity, in particular to work with children with special educational needs, including children with adaptation difficulties related to migration experience, coming from culturally diversified environments or with limited knowledge of language	PEDL3_U03 - The student is able to undertake and develop pedagogical activities independently their professional skills safely using modern technologies.	[SU5] implementation of a problem task
	[PEDL3_W19] The graduate knows and understands principles and ethical norms and fundamental dilemmas of social sciences, as well as the principles of protection of intellectual property	PEDL3_W19 - The student knows and understands ethical standards related to the media copyright issues and understands the validity of compliance with the law copyright	[SW1] oral statement/conversation/discussion

Subject contents	<p>The impact of media on the cognitive sphere of humans (concentration and attention, imagination and creativity, language)</p> <p>Media posing health risks (spinal deformities, eye diseases, obesity, emotional disorders)</p> <p>Positive and negative aspects of computer games (gamification, Greenberg's "wetness" model, the concept of "catharsis", violence begets violence)</p> <p>Functions of media (informational, communicative, role-modeling, entertainment, educational); Internet addiction (diagnosis, diagnostic criteria by Dr. Kimberly Young)</p> <p>Cyberbullying and pornography on the Internet (cyberbullying: intimidation, persecution, harassment)</p> <p>E-education - advantages and disadvantages. The role of media in the lives of people with disabilities</p> <p>Computer crimes (forgery, fraud, data destruction, piracy, spreading viruses and spam)</p> <p>Smartphones and their role in daily life. Virtual and augmented reality</p> <p>Media in the family (family bonds, atomization of family members, immersion in interpersonal relationships)</p> <p>Manipulation in the media (manipulation techniques in media messages, determinants of persuasion and manipulation intensity, advertising and its impact)</p> <p>Homogenization of culture, consumerism, uncritical adoption of lifestyles, pursuit of fashion</p>														
Prerequisites and co-requisites															
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="453 1122 794 1151">Subject passing criteria</th> <th data-bbox="799 1122 1141 1151">Passing threshold</th> <th data-bbox="1145 1122 1473 1151">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 1158 794 1187"></td> <td data-bbox="799 1158 1141 1187">51.0%</td> <td data-bbox="1145 1158 1473 1187">20.0%</td> </tr> <tr> <td data-bbox="453 1193 794 1223"></td> <td data-bbox="799 1193 1141 1223">51.0%</td> <td data-bbox="1145 1193 1473 1223">20.0%</td> </tr> <tr> <td data-bbox="453 1229 794 1258"></td> <td data-bbox="799 1229 1141 1258">51.0%</td> <td data-bbox="1145 1229 1473 1258">60.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade		51.0%	20.0%		51.0%	20.0%		51.0%	60.0%
Subject passing criteria	Passing threshold	Percentage of the final grade													
	51.0%	20.0%													
	51.0%	20.0%													
	51.0%	60.0%													
Recommended reading	Basic literature	Desmurget M., Teleoglupianie, Czarna Owca, Warszawa 2012. Spitzer M., Cyberchoroby, Wydawnictwo Dobra Literatura 2018. Penkowska G. (red.), Zagrożenia ze strony mediów, Wydawnictwo Naukowe Katedra, Gdańsk 2017.													
	Supplementary literature	Castells M., Społeczeństwo sieci, PWN, Warszawa 2011. Carr B., Płytki umysł. Jak Internet wpływa na nasz mózg, Helion 2013. Penkowska G. (red.), Smartfon-universalne medium początku XXI wieku., Wydawnictwo Naukowe Katedra, Gdańsk 2018.													
	eResources addresses														
Example issues/ example questions/ tasks being completed															
Work placement	Not applicable														

Document generated electronically. Does not require a seal or signature.