



HRVATSKO  
KATOLIČKO  
SVEUČILIŠTE  
ZAGREB  
UNIVERSITAS  
STUDIORUM  
CATHOLICA  
CROATICA  
ZAGREBIA

# Detaljni izvedbeni plan

**Akademski godina:**

2025/2026

**Semestar:**

Zimski

**Studiji:**

Komunikologija (R)

(izborni)

Povijest (R) (izborni)

Psihologija (R) (izborni)

Sestrinstvo (R) (izborni)

Sociologija (R) (izborni)

Sestrinstvo (I) (izborni)

**Godina studija:**

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## I. OSNOVNI PODACI O KOLEGIJU

**Naziv kolegija:** Media Education

**Kratica kolegija:**

**Status kolegija:** Obvezni

**ECTS bodovi:** 6

**Šifra kolegija:** 252233

**Preduvjeti za upis kolegija:** Nema

*Ukupno opterećenje kolegija*

**Vrsta nastave**

**Ukupno sati**

**Mjesto i vrijeme održavanja nastave:** HKS - prema objavljenom rasporedu

## II. NASTAVNO OSOBLJE

*Nositelj kolegija*

**Ime i prezime:** Kanižaj Igor

**Akademski stupanj/naziv:**

**Izbor:**

**Kontakt e-mail:**

[igor.kanizaj@unicath.hr](mailto:igor.kanizaj@unicath.hr)

**Telefon:**

**Konzultacije:** Prema objavljenom rasporedu

*Suradnici na kolegiju*

**Ime i prezime:** Osmančević Leali

**Akademski stupanj/naziv:**

**Izbor:**

**Kontakt e-mail:**

[leali.osmancevic@unicath.hr](mailto:leali.osmancevic@unicath.hr)

**Telefon:**

**Konzultacije:** Prema objavljenom rasporedu

## III. DETALJNI PODACI O KOLEGIJU

**Jezik na kojem se nastava održava:** Hrvatski

<b>Opis kolegija</b>	<p>Objectives of the course: Understand and adopt the concepts of education, media, media education, media competence, and media literacy. Understand the changes caused by the media in the field of upbringing and education. Based on various tasks in the field of media education that have been shaped historically, learn about the fundamental dimensions of media education and media competence.</p> <p>Course content: Basic terms: education, media, media education, media competence, media literacy. The influence of the media on educational processes. Different tasks of media education have been shaped throughout history: learning to distinguish valuable from harmful and worthless in the media content; developing an aesthetic sense and the ability to judge media messages; learning to deal with the media for education, business, social life and free time; to question the social conditioning and ideological background of the media; learning the active and responsible use of media as a form of social action and communication competence. Children and young people as users and co-creators of media. Media competence is the ability to access media, understand, interpret, critically evaluate media, and create content.</p>	
<b>Očekivani ishodi učenja na razini kolegija</b>	<p>Describe the terms media, education, media education, media competence, and media literacy. Differentiate the tasks of media education that have been shaped throughout history. Analyze the role of children and young people as users and co-creators of media. Evaluate the influence of the media on educational processes. Critically judge and recommend quality media content for different media audiences.</p>	
<i>Literatura</i>		
<b>Obavezna</b>	<p>Frau-Meigs, D. (2012). Transliteracy as the new research horizon for media and information literacy. <i>Media Studies</i>, 3(6).</p> <p>Frau-Meigs, D., Velez, I. i Michel, J. F. (Eds.). (2017). <i>Public Policies in Media and Information Literacy in Europe: Cross-Country Comparisons</i>. Routledge. (selected chapters)</p> <p>Friesem, Y. Raman, U., Kanižaj, I. &amp; Choi, G. Y. (Eds.) (2023). <i>The Routledge Handbook of Media Education Futures Post-Pandemic</i>. New York: Routledge. (selected chapters)</p> <p>Hobbs, R. (2017). <i>Create to Learn: Introduction to Digital Literacy</i>. Wiley Blackwell.</p> <p>Potter, W. J. (2014). <i>Media Literacy</i> (7th ed.), SAGE Publications, Inc.</p>	
<b>Dopunska</b>	<p>Buckingham, D. (2003). <i>Media Education: Literacy, Learning and Contemporary Culture</i>. PolityPress.</p> <p>Livingstone, S. (2004). Media Literacy and the Challenge of New Information and Communication Technologies. <i>The Communication Review</i>, 7(1), 3-14.</p> <p>Croteau, D. i Hoynes, W. (2014). <i>Media/society: Industries, images, and audiences</i>, 5 ed. Sage Publications;</p> <p>Lemish, D. (2015). <i>Children and media: a global perspective</i>. John Wiley &amp; Sons;</p> <p>Withey, S. B. i Abeles, R. P. (2013). <i>Television and Social Behavior: Beyond Violence and Children/A Report of the Committee on Television and Social Behavior</i>, Social Science Research Council, Routledge</p>	
<i>Način ispitivanja i ocjenjivanja</i>		
<b>Polaze se</b>	<b>Isključivo kontinuirano praćenje nastave</b>	<b>Ulazi u prosjek</b>
<b>Preduvjeti za dobivanje potpisa i polaganje završnog ispita</b>	<ol style="list-style-type: none"> <li>1. Regular attendance – presence in at least 70% of classes according to the study program and performance curriculum;</li> <li>2. Duly executed seminar obligations – prepared and presented seminar presentation;</li> <li>3. Acquisition of a minimum success of 35% during classes within the given teaching activities – cumulatively achieved at the seminar presentation and two colloquia.</li> </ol>	

**Način polaganja ispita**

- a) Teaching activities – 70% grade  
1) Seminar presentation – max. 20 %;  
2) 1st colloquium – max. 25 %;  
3) 2nd colloquium – max. 25 %;  
b) Final exam  
4) Oral exam – max. 30% (to pass, it is necessary to answer 50% of the questions asked correctly).

**Način ocjenjivanja**

- 1) Teaching activities – seminar presentation; 1. colloquium (written) and 2nd colloquium (written).  
2) Final exam (oral).  
The numerical scale of student work grading:  
sufficient (2) – 50-64,9 %  
good (3) – 65-79,9 %  
very good (4) – 80-89,9 %  
excellent (5) – 90 to 100 %

**Detaljan prikaz ocjenjivanja unutar Europskoga sustava za prijenos bodova**

Activity	ECTS bodovi - koeficijent opterećenja studenata	UDIO OCJENE (%)
Attendance	1.3	0
Colloquium	2.36	50
Seminar presentation	0.94	20
	4.6	70
Final exam	1.4	30
Overall	6	100

**Datumi kolokvija:****Datumi ispitnih rokova:****IV. TJEDNI PLAN NASTAVE**