






5.00 credits

30.0 h

Q1

Teacher(s)	Culot Martin ;Ligurgo Valèria ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	<p>Students divided into groups must throughout the semester prepare a case study file analyzing a media device from the angle of its effects. Based on these analyses, they must then design and implement a protocol for evaluating the educational effects of this media system. The files are subject to an evaluation which accounts for 80% of the course rating. This grade is awarded per group but can be adjusted individually according to the investment of each member of the group, based on effective participation in the group support sessions and in publications and intermediate work.</p> <p>The case study files are presented in session and are the subject of an oral defense (carried out in person or remotely via TEAMS depending on the evolution of the health situation) which covers 20% of the rating of the course.</p> <p>In the event of a second session, the modalities remain the same: students must submit their case study file as a group (or where applicable individually in the event of failing groups) and then defend it orally in session (in person or remotely). following the evolution of the health crisis).</p> <p>Deadlines for intermediate work, group support sessions as well as the date of publication of the files are communicated at the start of the term. The criteria for evaluating learning outcomes are also communicated to students during the semester.</p>
Teaching methods	<p>The current teaching method for courses and assessments is face-to-face. This may be reviewed if the health situation were to change unfavorably. Courses include:</p> <ul style="list-style-type: none"> • a series of theoretical presentations carried out successively or jointly by the two teachers and invited specialists or professionals; • collective analysis sessions of educational media devices; • presentation sessions by students on the progress of the work; • individual group support sessions.
Content	<p>This course aims to train students in the evaluation of the educational effects of the media. It is divided into three phases:</p> <ul style="list-style-type: none"> • A phase of presentations centered on the notion of media effects and theoretical frameworks that can be used for their study • A phase of analysis of media effects, considered as educational processes : <p>Producers of representations (or knowledge) Producers of attitudes Behavior producers A phase of study of media specifically designed to produce educational effects: "educational media"</p>
Bibliography	<p>Cleeremans, Axel (1997). Principles for Implicit Learning. In D. Berry (Ed.), How implicit is implicit learning? (pp. 196-234), Oxford: Oxford University Press</p> <p>Dacheux, É. (2001). Étudier le marketing à la lumière de la communication. L'Année sociologique, Vol.51(2), 411. https://doi.org/10.3917/anso.012.0412</p> <p>Frenette, M (2010). La recherche en communication sociale. Un atout pour les campagnes sociales. Presses de l'Université du Québec.</p> <p>JOULET D., "Les représentations sociales", Presses Universitaire de France, Paris, 2012</p> <p>Girandola, F., & Fointiat, V. (2016). Attitudes et comportements': comprendre et changer. Presses Universitaires de Grenoble.</p> <p>Meunier, J.-P. (1992). Qu'est-ce qu'un film éducatif'? In P. van Meerbeeck & C. Nobels, Quand on n'a que l'amour (p. 284). Bruxelles: De Boeck-Wesmael.</p> <p>Meunier, J.-P. (1995). Deux modèles de la communication des savoirs. Recherches en communication, 4(4b). Consulté à l'adresse http://sites.uclouvain.be/rec/index.php/rec/article/viewArticle/3511</p> <p>Moliner, P., & Guimelli, C. (2015). Les représentations sociales. Presses Universitaires de Grenoble.</p> <p>Meunier, J.-P. (2015). Des images et des mots': Cognition et réflexivité dans la communication. Louvain-La-Neuve: Editions Academia.</p>

<p>Other infos</p>	<p>Note on the use of AI in course work:</p> <p>As part of the evaluation of this teaching unit, the use of artificial intelligence is tolerated as a linguistic (orthographic) and/or ideation (brainstorming and formulation proposal) assistant. In this logic, you are asked to be careful not to let AI distort the editorial style of your work. The objective of this work is to achieve personal production (your media, your hypotheses and your field research) in a scientific style. The use of AI which would lead another editorial style (lyrical, jargonous, or wooden language) will evaluate the work.</p> <p>Important: If you decide to use AI as part of this work, please clearly specify on which aspect of the work it was used. Any suspicion of undeclared use of AI may be the subject of questions during the oral defense and will be subject to the assessment of the course teachers.</p> <p>More generally within UCL: The use of artificial intelligence during the evaluation tests for this course is governed by the rules mentioned in the faculty note on this subject and available on the faculty intranet site in the information at destination for students.</p>
<p>Faculty or entity in charge</p>	<p>COMU</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Multilingual Communication	MULT2M	5		
Master [120] in Communication	CORP2M	5		
Master [120] in Information and Communication Science and Technology	STIC2M	5		
Master [60] in Information and Communication	COMU2M1	5		
Master [120] in Communication	COMM2M	5		
Master [120] in Journalism	EJL2M	5		