



Internet, Media and Society: Analytics and Communication Strategies

Curriculum (Syllabus)

Course details

Level of higher education	<i>Second (Master's)</i>
Field of knowledge	<i>C - social sciences, journalism, information and international relations</i>
Specialisation	<i>C5 Sociology</i>
Educational programme	<i>Social Data Analytics</i>
Status of discipline	<i>Elective</i>
Form of study	<i>Full-time (day)</i>
Year of study, semester	<i>1st year, spring semester</i>
Scope of the discipline	<i>5 ECTS credits/150 hours: 30 hours of lectures, 30 hours of practical classes, 90 hours of independent work.</i>
Semester assessment/assessment measures	<i>Exam, Modular control work</i>
Class schedule	<i>https://schedule.kpi.ua/</i>
Language of instruction	<i>Ukrainian</i>
Information about the course leader/teachers	<i>Lecturer: T.V. Kolomiets, PhD in Philosophy, Associate Professor of the Department of Sociology tana_kol@ukr.net</i>
Course location	<i>Moodle</i>

Course programme

1. Description of the course, its purpose, subject matter and learning outcomes

The course "Internet, Media and Society" is devoted to the analysis of the transformations that mass society, mass culture and digital technologies bring to social life. Studying it is expedient, since modern people constantly interact with information flows and the media environment. Students have the opportunity to critically reflect on the role of the Internet in building social connections and shaping public opinion. The course provides an understanding of how digital platforms influence political processes and cultural practices. Particular attention is paid to issues of information security and media literacy. The relevance of the course is determined by society's need for specialists who can analyse digital data and communication strategies. The aim of the course is to develop skills in critical analysis of media content. Students acquire competencies in the use of analytical tools and methods for researching Internet communication. The course promotes understanding of the mechanisms of information dissemination in the online environment. It develops the ability to distinguish between manipulation and propaganda techniques. An important goal is to develop the ability to create effective communication messages for different audiences. The course also teaches how to plan digital communication campaigns and evaluate their effectiveness. It helps students understand how algorithms and artificial intelligence shape our information reality. Students learn about sociological methods of analysing digital platforms. The course promotes the development of skills in interpreting data from social networks. Studying the discipline helps

students understand the ethical challenges of digital communication. An important component is understanding the role of the internet in shaping identities and communities. The course gives students the opportunity to apply their knowledge in practical projects. Its goal is to develop the ability to work in a dynamic media space. As a result, students gain a comprehensive understanding of the interaction between the internet, media, and society.

In accordance with the educational and scientific programme, mastering this discipline contributes to the strengthening of the following competencies and programme learning outcomes:

- Ability to think abstractly, analyse and synthesise (CE 1)
- Ability to work autonomously (SC 2)
- Ability to identify, diagnose and interpret social problems in Ukrainian society and the global community. (FC 2)
- Ability to collect and analyse empirical data using modern methods of sociological research. (FC 4)
- Diagnose and interpret social problems in Ukrainian society and the global community, their causes and consequences (PRN 2)
- Search for, analyse and evaluate necessary information in scientific literature, databases and other sources. (PRN 5)
- Plan and carry out scientific research in the field of sociology, analyse results, and justify conclusions. (PRN 9)

2. Prerequisites and post-requisites of the discipline (place in the structural-logical scheme of training under the relevant educational programme)

The discipline is studied after mastering the basics of socio-political and sociological disciplines.

The knowledge, skills and abilities acquired during the study of this discipline can be successfully applied in the mastery of other specialised and branch sociological disciplines, as well as in the writing of a master's thesis.

3. Contents of the academic discipline

- Topic 1. Fundamentals of mass communication theory
- Topic 2. Analysis of the mass communication process
- Topic 3. Basic models of mass communication.
- Topic 4. Mass society and mass communications.
- Topic 5. Mass communication as a social institution
- Topic 6. Social networks as a tool for constructing identities
- Topic 7. Visual culture of the Internet
- Topic 8. Algorithms and information bubbles
- Topic 9. Internet activism and digital politics
- Topic 10. Disinformation, propaganda and manipulation
- Topic 11. Media literacy and critical thinking
- Topic 12. Communication strategies on the Internet
- Topic 13. Storytelling and brand communication
- Topic 14. Digital conflicts and online mediation
- Topic 15. The future of digital media

4. Teaching materials and resources

Basic literature:

1. Zrazhevská, N.I. Theory of Media and Society: Textbook. / N.I. Zrazhevská. — Kyiv: B. Grinchenko University, 2022. — 198 p. https://elibrary.kubg.edu.ua/id/eprint/45235/1/N_Zrazhevská_Posibnik_TMS_pravki_2_watermark_2022_FJ.pdf?utm_source=chatgpt.com
2. Modern Social Communications: Textbook / V. S. Bakirov, T. M. Baidak, V. I. Bolotova [et al.]; edited by V. S. Bakirov. Kharkiv: V. N. Karazin Kharkiv National University, 2025. — 322 p. <https://repository.hneu.edu.ua/bitstream/123456789/37351/1/download.pdf>
3. Ukrainian Society in Wartime. 2022: Collective Monograph / S. Dembitsky, O. Zlobina, N. Kostenko et al.; edited by Corresponding Member of the National Academy of Sciences of Ukraine, Doctor of Philosophy Ye. Golovakha, Doctor of Social Sciences S. Makeev. Kyiv: Institute of Sociology of the National Academy of Sciences of Ukraine, 2022. 410 p. https://i-soc.com.ua/assets/files/monitoring/maket-vijna...2022dlya-tipografiivse.pdf?utm_source=chatgpt.com
4. Shulska, N., Sadivnychyi, V. . ., Afanasieva, O. . ., Zhelikhovska , N. ., Dubetska, O. . ., & Borets, A. . (2025). Media Professionalism in Covering Socially Sensitive Content During The Russo-Ukrainian War. International Journal of Basic and Applied Sciences, 14(3), 9-16. <https://doi.org/10.14419/y624bv45>
5. Yaskiw, B., Karpchuk, N., & Pelekh, O. The structure of strategic communications during wartime: the case of the Telegram channel Insider Ukraine (2022). Politologija, vol. 107, no. 3, pp. 90-119, 2022. https://www.redalyc.org/journal/6948/694873801003/html/?utm_source=chatgpt.com

Supplementary literature

1. Drozdovsky, D. Three conversations that can change the world / Dmytro Drozdovsky // Vsesvit. — 2008. — No. 2. — [Electronic resource]. — Access mode: <http://www.vsesvit-journal.com/old/content/view/449/41/>
2. Kulichenko A. K. Nonverbal communicative behaviour and its components: from the history of the issue /
3. A. K. Kulichenko // State and Regions. Series: Humanities. — 2011. — Issue 1. — P. 78-84.
4. McLuhan, Marshall. The Gutenberg Galaxy [Text]: The Making of Man by the Printed Book / Marshall McLuhan; [translated from English by A. A. Galushka, V. I. Postnikov]. - 3rd ed. - Kyiv: Nika-Center, 2011. - 392 p. - (Series "Paradigm Shift." Issue 1). <https://booksonline.com.ua/view.php?book=102371>
5. Markova V. Marshall McLuhan's Theory of Communication / V. Markova // Bulletin of the Book Chamber. - 2008. - No. 11. - P. 31-33.
6. On Some Categories of Sociology of Understanding // Weber M. Sociology. General Historical Analyses. Politics / Max Weber; Translated from German, afterword and commentary by O. Pogorily. — Kyiv: Osnovy, 1998. - pp. 104-156.
7. Toffler E. The Third Wave [Text] / Alvin Toffler; translated from English by A. Yevs; edited by Sh.V. Shovkun. - Kyiv: Vsesvit Publishing House, 2000. - 475 p.
8. Innis H. Empire and Communication. / Harold Innis; London, Oxford Press. 1950. — 230p.
9. Morozov E. To Save Everything, Click Here. The Folly of Technological Solutionism / Evgeny Morozov. — New York: PublicAffairs., 2013. — 432p. https://www.jstor.org/stable/10.5325/jinfopoli.4.2014.0173#metadata_info_tab_contents

Online educational resources

1. <http://www.socio-journal.kpi.kiev.ua> — Bulletin of Igor Sikorsky KPI. Sociology. Political Science. Law.
2. <http://i-soc.com.ua/journal/content.php> — Sociology: theory, methods, marketing.
3. <http://www.nbu.gov.ua> — V.I. Vernadsky National Library of Ukraine.

4. <https://prometheus.org.ua> – Online courses in Ukraine and worldwide.
5. <https://coursera.org> – Online courses.

All of the above sources are available online or on the course page in Moodle.

Educational content

5. Methodology for mastering the academic discipline (educational component)

Lectures

Lecture 1.

Topic 1. Fundamentals of mass communication theory.

Key questions: The concept of mass communication. Channels and means of mass communication. Mass audience: characteristics and approaches to study. Functions of mass communication. Early theories of mass communication (linear model, "needle"). Theory of limited influence. Approaches of functionalism and critical theory. Mass culture and mass communication. The role of communication in social change.

Assignment for independent study: the evolution of ideas about the influence of the media on society.

Lecture 2.

Topic 2. Analysis of the mass communication process.

Key questions: structure of the mass communication process; models of the communicator and audience; role of the message and encoding; channels and technologies of information transmission; noise and interference in communication; feedback and its significance; context and situational factors of communication; information flows and their organisation; social and psychological factors of perception.

Assignment for independent study: features of mass influence in the digital environment.

Lecture 3.

Topic 3. Basic models of mass communication.

Key questions: Lasswell's model; Shannon-Weaver's model; Gerbner's model; interactive models of communication; Katz and Lazarsfeld's two-step model; network models of communication; models of innovation diffusion; transactional and circular approaches.

Assignment for independent study: critique of classical models; application of models for analysing digital media.

Lecture 4.

Topic 4. Mass society and mass communications.

Key issues: the concept of mass society; social characteristics of mass society; urbanisation and industrialisation as prerequisites for mass communication; growth of the mass audience; standardisation of culture; the role of the media in shaping mass culture; theories of mass society (Ortega y Gasset, Toffler); criticism of the concept of mass society; mass society in the digital age;

Assignment for independent study: new forms of mass behaviour online.

Lecture 5.

Topic 5. Mass communication as a social institution.

Key questions: definition of a social institution; institutionalisation of the media; functions of the media (informational, socialisation, entertainment, mobilisation); the media as a mechanism of social control; structure of media institutions; professional standards of journalism; media regulation and ethics; public norms of communication; interaction between the media and the state and business;

Assignment for independent study: institutional changes in the context of digitalisation.

Lecture 6.

Topic 6. Social networks as a tool for constructing identities.

Key questions: the concept of digital identity; self-presentation on the internet; the role of algorithms in shaping online image; online communities and digital subcultures; mechanisms for building social capital online; the influence of visual culture on identity; the concept of "profile policy"; identity in the context of privacy and control; the role of social networks in shaping collective identity.

Assignment for independent study: transforming perceptions of oneself in the digital environment.

Lecture 7.

Topic 7. Visual culture of the internet.

Key questions: the concept of visual communication; the evolution of internet visuality; memes as a form of social

communication; the role of viral images; selfie culture and the phenomenon of ostentation; infographics and data visualisation; TikTok and the dominance of short visual forms; the aesthetics of digital platforms; visual manipulation and deepfakes.

Assignment for independent study: changing ways of perceiving reality through visibility.

Lecture 8.

Topic 8. Algorithms and information bubbles.

Key questions: how platform algorithms work; personalised news feeds; the concept of an "information bubble"; filtering algorithms; echo chambers; the impact of personalisation on political preferences; the risks of algorithmic discrimination; algorithms as social actors; transparency and accountability of platforms.

Assignment for independent study: strategies for escaping information bubbles.

Lecture 9.

Topic 9. Internet activism and digital politics.

Key issues: the concept of digital activism; online campaigns and hashtag movements; networked social movements; the role of social media in protest events; cyberpolitics and e-democracy; citizen participation in politics through online platforms; digital mobilisation; the influence of the internet on political decisions; the risks of digital control.

Assignment for independent study: challenges of online political participation.

Lecture 10.

Topic 10. Disinformation, propaganda and manipulation.

Key questions: definition of disinformation; propaganda techniques; types of manipulation in the media; emotional influence and framing; conspiracy narratives; information operations; troll factories and bot networks; information security of society; methods of exposing fakes.

Assignment for independent study: the role of social platforms in spreading manipulation.

Lecture 11.

Topic 11. Media literacy and critical thinking.

Key questions: the concept of media literacy; elements of critical thinking; analysis of information sources; fact-checking skills; recognising manipulative techniques; assessing the reliability of content; cognitive biases in the perception of information; ethical media consumption; developing critical autonomy.

Assignment for independent study: educational strategies for developing media literacy.

Lecture 12.

Topic 12. Communication strategies on the Internet.

Key questions: the concept of communication strategy; digital audience analysis; targeting tools; content strategy and content planning; principles of effective online communication; measurement and analytics; digital communication channels; SMM and digital marketing; message formatting.

Assignment for independent study: criteria for successful communication campaigns.

Lecture 13.

Topic 13. Storytelling and brand communication.

Key questions: the concept of storytelling; the structure of an effective story; emotional engagement of the audience; archetypes and role models; visual and narrative design; brand storytelling; forming a unique brand image; storytelling in social projects; the specifics of digital storytelling.

Assignment for independent study: measuring the impact of stories on the audience.

Lecture 14.

Topic 14. Digital conflicts and online mediation.

Key issues: the nature of conflicts in the digital environment; escalation of conflictual interaction online; the role of anonymity and the absence of non-verbal cues; trolling, hate and aggression; digital ethics; stages of conflict development in the digital environment; tools for de-escalation on the internet; principles of online mediation; the role of the mediator in virtual space;

Assignment for independent study: strategies for safe online communication.

Lecture 15.

Topic 15. The future of digital media.

Key issues: the impact of artificial intelligence on media production; automation of content creation; new formats — VR, AR; personal media and individualised communication; the changing role of journalism; cross-platform

ecosystems; global trends in media consumption; ethical challenges of new technologies; prospects for media regulation.

Assignment for independent study: scenarios for the development of a digital society.

Seminar (practical) classes

The main objectives of the practical classes are to assimilate the material from the lectures and the results of the students' independent work, to deepen the knowledge acquired, to develop skills in preparing presentations, formulating and defending one's own position, free command of the material and logical thinking in the process of answering questions on the topic; to apply theoretical works to the analysis of socio-economic problems of modern society, as well as to acquire the skills to independently identify, generalise and analyse the main provisions of theoretical works in the field of cross-national studies.

Seminar 1. Fundamentals of mass communication theory

1. What is mass communication and what are its key features?
2. Which means of mass communication are traditional and which are modern?
3. Who is the "mass audience" and how is it formed?
4. The main functions of mass communication in society.
5. Limited effects theory: main provisions.
6. How do functionalism and critical theory explain the role of the media?

IW: What is the connection between mass culture and the media?

Seminar 2. Analysis of the mass communication process

1. Elements of the communication process: communicator, message, channel, audience.
2. The role of encoding and decoding messages.
3. What factors create "noise" in communication?
4. Feedback: types and significance.
5. Psychological factors in the perception of mass information.
6. Social contexts of communication.
7. Modern technologies for transmitting information.

IW: How is digitalisation changing the communication process?

Seminar 3. Basic models of mass communication

1. Lasswell's model: content and criticism.
2. Shannon and Weaver's model and its application.
3. Herbnner's model as a description of media content production.
4. How does the linear model differ from the interactive model?
5. Katz and Lasswell's two-step model: the role of opinion leaders.
6. Transactional models of communication.
7. Network models in the digital environment.

IW: Advantages and limitations of different models.

Seminar 4. Mass society and mass communications

1. Key characteristics of mass society.
2. What social processes contributed to its development?
3. The role of the media in shaping mass culture.
4. Ortega y Gasset's views on the masses.
5. Technological changes and their impact on society.
6. What features of mass society remain in the digital age?
7. Can we talk about a "new mass culture" on the internet?

IW: Criticism of the concept of mass society.

Seminar 5. Mass communication as a social institution

1. Characteristics of a social institution.
2. How do the media become an institutional system?
3. Functions of the media in society.
4. The concept of social control in the media.
5. Professional standards in journalism.
6. The role of the state in regulating the media.
7. Commercialisation of the media.

IW: Transformation of the media institution in the digital age.

Seminar 6. Social networks as a tool for constructing identities

1. The concept of digital identity.
2. Online self-presentation: mechanisms and strategies.
3. Formation of social capital in social networks.
4. Algorithms and the formation of user image.
5. The role of communities in identity construction.
6. Subcultures on the Internet.
7. Features of profile policy.

IW: Privacy and data control.

Seminar 7. Visual culture of the Internet

1. What is visual communication?
2. Why has the Internet become predominantly visual?
3. Memes as a form of social commentary.
4. Viral images: mechanisms of dissemination.
5. Selfie culture and personal visibility.
6. The role of infographics in communication.
7. TikTok culture as a new format of visibility.

IW: Visual manipulation and deepfakes.

Seminar 8. Algorithms and information bubbles

1. How do social media algorithms work?
2. Personalisation: advantages and risks.
3. The concept of an information bubble.
4. Echo chambers and their consequences.
5. Algorithmic discrimination.
6. Algorithms as social actors.
7. Transparency and accountability of platforms.

IW: How to get out of the information bubble?

Seminar 9. Internet activism and digital politics

1. The concept of digital activism.
2. Hashtag movements as a form of social mobilisation.
3. Online social movements.
4. Online protests and campaigns.
5. E-democracy and digital participation.
6. Manipulation of political behaviour online.
7. Digital control and surveillance.

IW: Risks and limitations of online activism.

Seminar 10. Disinformation, propaganda and manipulation

1. The concept of disinformation.
2. Propaganda techniques.
3. Types of manipulation in the media.
4. How do information operations work?
5. Bot networks and troll factories.
6. Useful fact-checking tools.
7. Emotional manipulation and framing.

IW: The role of platforms in spreading disinformation.

Seminar 11. Media literacy and critical thinking

1. The concept of media literacy.
2. Critical thinking skills.
3. How to analyse a source of information?
4. Types of cognitive biases.
5. Recognising manipulative techniques.
6. How does fact-checking work?
7. Ethical media consumption.

IW: Educational strategies for media literacy.

Seminar 12. Communication strategies on the Internet

1. The concept of communication strategy.
2. Audience segmentation.
3. Targeting and analytics.
4. Content strategy: principles.
5. Digital communication channels.
6. Measuring effectiveness (KPI).
7. Communication campaigns on social media.

IW: Mistakes in digital strategies.

Seminar 13. Storytelling and brand communication

1. What is storytelling?
2. Emotions in stories: significance for the audience.
3. Archetypes in branding.
4. The structure of an effective story.
5. Visual storytelling.
6. Brand stories: examples.
7. Storytelling in social projects.

IW: Assessing the impact of storytelling.

Seminar 14. Digital conflicts and online mediation

1. What distinguishes digital conflicts from offline conflicts?
2. Escalation in the online space.
3. Hate, trolling, aggression.
4. The impact of anonymity on behaviour.
5. Digital ethics.
6. Principles of online mediation.
7. The role of a mediator in an online environment.

IW: Strategies for safe interaction on social media.

Seminar 15. Modular control work

6. Independent work of the student/postgraduate

Independent work by the applicant includes:
preparation for classroom sessions – 56 hours;
preparation for the Modular control work – 4 hours;
preparation for the exam – 30 hours.
Total – 90 hours.

Policy and control

7. Academic discipline policy (educational component)

Attendance and completion of assignments

Given the practical absence of comprehensive educational and scientific publications on this subject in the domestic scientific and educational space, it is very important to attend lectures that cover systematic educational material in sufficient detail for bachelor's students to master the discipline. It will be difficult for students to properly prepare for seminars and complete practical assignments if they miss lectures. However, it is not necessary to make up for missed lectures.

Active participation of students in practical classes is mandatory and will be encouraged. The rating of students will largely be based on the results of their work in practical (seminar) classes. Each missed practical class (regardless of the reasons for the absence) reduces the final rating of students in the discipline.

Topics and assignments for practical classes are provided in the course syllabus, available in the Campus and Moodle systems.

The use of laptops and smartphones is permitted during lectures and practical classes, but only for purposes related to the topic of the class and the relevant thematic task. It is not advisable to use these (and other similar) devices for entertainment or communication during class. It is also not advisable to answer the teacher's questions by reading from the screen of a smartphone, laptop, textbook or other paper medium. This indicates that the student's level of preparation is low.

Forms of work

Lectures cover the main topics of the course. Lectures are conducted in an interactive manner. Questions from students to the teacher during the lecture are welcome. The teacher may ask questions to individual students or the entire audience. Dialogue between students and the teacher during the lecture is allowed and encouraged.

Seminar classes are aimed at developing students' ability to work with scientific literature, prepare presentations based on preliminary analytical work, formulate and defend their position, and actively participate in discussions.

Procedure for appealing the results of assessment measures

Students have the opportunity to raise any issue related to the assessment procedure and expect it to be considered in accordance with pre-defined procedures. To appeal against an assessment, a student must submit a statement indicating the reason for the appeal and providing evidence of the lecturer's bias. The lecturer must discuss this statement with the student in person during a consultation. The commission may decide to repeat the assessment or reject the appeal. The commission's decision is final and cannot be appealed.

University policy

Academic Integrity

Policy and principles of integrity are defined in section 3 of the Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more details, please visit: <https://kpi.ua/code>.

Standards of ethical conduct

The standards of ethical conduct for students and employees are defined in Section 2 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more details, please visit: <https://kpi.ua/code>.

Artificial intelligence policy

The policy on the use of artificial intelligence and its principles are regulated by the order "Policy on the use of artificial intelligence for academic activities at Igor Sikorsky Kyiv Polytechnic Institute". For more information, please visit: <https://osvita.kpi.ua/node/1225>.

8. Types of control and rating system for assessing learning outcomes (RSO)

A student's rating consists of points they receive for:

1. answers in seminars;
2. modular control work
3. exams

1. Answers in seminars.

Weighting score – 5 points for answering a question. The maximum number of points for all seminars is equal to $r_{sem} = 5 \text{ points} * 5 = 25 \text{ points}$.

For each question answered, the student receives:

- "excellent", complete answer (at least 90% of the required information) if the student demonstrates a deep knowledge of the material, presents it logically and consistently, gives reasoned conclusions, freely operates with specific data, and answers the questions easily and convincingly – 5 points;
- "good", a sufficiently complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies, answers most of the questions asked – 4 points;
- "Satisfactory", incomplete answer (at least 60% of the required information) and significant errors, answers questions poorly or does not answer at all – 3 points;
- "Unsatisfactory", no work in the seminar – 0-2 points.

2. Modular control work.

Weighting – 25 points.

The MCT involves writing an essay on one of the topics listed in the appendix.

The essay is assessed according to the following criteria:

- "excellent", the student formulates accurate definitions, provides theoretically sound arguments on the topic of the essay, demonstrates their own reasoned position – 23-25 points;
- "Good": the essay reveals the essence of the topic, but contains some inaccuracies or insufficient depth of argumentation – 19-22 points;
- "Satisfactory": the essay partially reveals the topic, the argumentation is superficial, there are significant errors or logical gaps – 15-18 points;
- "Unsatisfactory" – the essay does not correspond to the topic or contains incorrect, unsubstantiated statements, lacks logical structure – 0-14 points.

3. Exam.

Weighting – 50 points.

The exam involves oral answers to questions, a list of which is provided in Appendix 2.

Assessment criteria:

- 40-50 points – the student answers almost all exam questions, demonstrates in-depth knowledge of the material, presents it logically and consistently, gives reasoned conclusions, freely uses

specific data, expresses their own position on controversial issues, demonstrates signs of theoretical thinking and sociological imagination;

- 30-39 points – the student answers most of the exam questions, demonstrates a good level of knowledge of the material;
- 20-29 points – the student answers about half of the exam questions, demonstrates rather superficial knowledge;
- 0-19 points – the student answers only some of the exam questions, does not have their own position, and makes significant inaccuracies.

Bonus points (no more than 10 points for all types of work):

- for research activities (participation in conferences, "FSP Science Days", student competitions, publications);
- participation in faculty competitions in academic disciplines and national competitions.

Conditions for a positive interim assessment:

To receive a "pass" on the first interim assessment, a student must have at least 12 points; to receive a "pass" on the second interim assessment, a student must have at least 24 points.

Conditions for admission to the exam:

The condition for a student's admission to the exam is to receive a preliminary rating of at least 24 points.

Table of correspondence between rating points and grades on the university scale:

<i>Rating of the applicant (points)</i>	<i>University scale of grades for acquired competencies (learning outcomes)</i>
100-95	Excellent
94	Very good
84	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory

Possible marks in the semester control report:

Not admitted	Failure to meet the conditions for admission to semester control
Removed	Violation of the principles of academic integrity or moral and ethical standards of conduct
Did not appear	The applicant was admitted but did not appear for the exam

Review of the rating system of assessment during the semester

The RSO may be reviewed upon a reasoned request from the applicant studying the OK, the student self-government body or the student trade union committee, submitted to the head of the supporting department. The review procedure is defined in Section 7 of the Regulations on the System of Assessment of Learning Outcomes at Igor Sikorsky KPI
https://osvita.kpi.ua/sites/default/files/downloads/Pologennia_RSO_2025.pdf

9. Additional information on the discipline (educational component)

List of questions for the semester exam:

1. Define the concept of mass communication and its key characteristics.
2. Describe the main channels and means of mass communication.
3. Describe the concept of mass audience and approaches to its study.

4. Analyse the main functions of mass communication in society.
5. Describe early theories of media influence ("magic bullet," "needle").
6. Analyse the theory of limited influence and Katz and Lazarsfeld's two-step model.
7. Describe the functionalist approach to media.
8. Analyse the main ideas of the Frankfurt School regarding mass culture.
9. Describe the phenomenon of mass society and its characteristics.
10. Analyse the media as a social institution and its structure.
11. Define Lasswell's linear model and analyse its elements.
12. Describe the Shannon-Weaver model and the concept of communication noise.
13. Analyse Gerbner's model and its application to the analysis of media processes.
14. Compare linear, interactive, and transactional models of communication.
15. Describe the structure of the mass communication process.
16. Define feedback and its role in mass communications.
17. Analyse the impact of technology on the structure of modern communication.
18. Describe the psychological mechanisms of media message perception.
19. Analyse the concept of gatekeeping and its significance for the media.
20. Describe the agenda-setting theory and its influence on agenda formation.
21. Define social networks as a special communication environment.
22. Describe the mechanisms of self-presentation on the Internet.
23. Analyse the process of constructing online identity.
24. Describe the impact of digital platforms on social connections.
25. Analyse the role of internet memes in shaping contemporary visual culture.
26. Describe the phenomenon of virality and the factors that determine the popularity of content.
27. Analyse digital rituals and norms of online culture.
28. Describe the aesthetics of visual platforms (Instagram, TikTok).
29. Analyse social networks as a tool for political mobilisation.
30. Describe the basic principles of online communication ethics.
31. Describe the principles of personalisation algorithms.
32. Analyse the mechanism of information bubble formation.
33. Describe echo chambers and their impact on social polarisation.
34. Define digital footprint and algorithmic bias.
35. Describe the main types of disinformation.
36. Analyse propaganda techniques and manipulative tactics in the media.
37. Describe the concept of information operations in the digital environment.
38. Analyse the main methods of fact-checking.
39. Describe the key elements of media literacy.
40. Analyse the role of critical thinking in the information society.
41. Describe the phenomenon of internet activism.
42. Analyse the mechanisms of hashtag campaigns.
43. Describe the forms of online political participation.
44. Analyse the principles of crisis communication on the Internet.
45. Describe the nature of digital conflicts.
46. Analyse the phenomenon of hate speech, cyberbullying and trolling.
47. Describe the basics of online mediation and methods for resolving digital conflicts.
48. Analyse communication strategies for different types of online audiences.
49. Describe the role of storytelling in digital communications.
50. Analyse the principles of brand communication and digital reputation management.
51. Describe the basic approaches to media analytics.
52. Analyse the main metrics of digital communication effectiveness.
53. Describe the principles of audience targeting and segmentation.
54. Analyse the role of artificial intelligence in content generation and distribution.
55. Describe the phenomenon of personal media and influencers.
56. Analyse current trends in digital journalism.

57. Describe the role of VR/AR in the transformation of media communications.
58. Analyse the ethical challenges of digital technologies.
59. Describe the global processes in the development of digital communications.
60. Analyse possible scenarios for the future of digital media.

Informal distance and online courses

Certificates of completion of distance or online courses on relevant topics may be accepted. The use of certain massive open online courses (in whole or in part) must be agreed with the lecturer.

Distance learning

Synchronous distance learning is possible using video conferencing platforms and the university's distance learning educational platform.

Inclusive learning

Permitted

The working programme of the academic discipline (syllabus):

Prepared by: Associate Professor of the Department of Sociology, Candidate of Philosophy, Associate Professor Kolomiets T.V.

Approved by: the Department of Sociology (Minutes No. 14 of 23 June 2025).

Approved by: Methodological Commission of the Faculty of Social Sciences (Minutes No. 4 of 24 June 2025).

Topics for Modular control work

1. Do mass communications really shape social reality, or do they merely reflect it?
2. The problem of trust: how are relations between the media and the audience changing in the post-truth era?
3. Algorithms as the new editors: who sets the agenda for digital society?
4. Mass culture or participatory culture: the transformation of communication models in Web 2.0.
5. How social networks construct identity: freedom of self-expression or a new form of control?
6. The media as an institution of power: is neutrality possible in the digital environment?
7. The influence of internet visual culture: can memes be instruments of social change?
8. Information bubbles: a problem of polarisation or a natural mechanism of cognitive economy?
9. Digital privacy: utopia or a rapidly disappearing right?
10. Media and democracy: do digital platforms help or hinder the development of citizen participation?
11. Internet activism: an effective tool for change or "clicktivism" without real change?
12. Why disinformation spreads faster than the truth: psychological and technological factors.
13. Propaganda in the 21st century: has the content changed, or just the tools?
14. Media literacy as a new form of civic competence: a challenge or a necessity?
15. Critical thinking in the age of AI: can humans resist algorithmic manipulation?
16. Can communication strategies be ethical under commercial pressure?
17. Storytelling as a tool of influence: persuasion or manipulation?
18. Brand authenticity in the digital environment: where is the line between sincerity and marketing?
19. Digital conflicts: why do online communities easily become radicalised?
20. Online mediation: can digital platforms become a space for peacemaking?
21. VR/AR and new forms of media experience: immersion or escape from reality?
22. Artificial intelligence as a content creator: a threat to the profession or a new stage in media development?
23. Algorithm ethics: can personalisation be made more equitable?
24. The role of influencers: new opinion leaders or a product of algorithmic visibility?
25. The future of news: will journalism survive in a world of instant information flows?
26. The battle for attention: how is the attention economy changing user behaviour and media policy?
27. Social networks as protest infrastructure: support for democracy or a risk of instability?
28. The role of data in media communications: analysis as a tool for development or a new form of surveillance?
29. The metaverse as a social space: an opportunity for a new communication utopia or a threat of social fragmentation?
30. Humanity in the digital world: can the media preserve empathy in the context of technological mediation?

Methodological recommendations for writing an academic essay:

1. Purpose and objectives of the essay

To demonstrate students' ability to critically analyse a selected problem, compare different theoretical approaches, and draw conclusions.

Demonstrate mastery of academic writing style, structured argumentation, and logical presentation.

Use theoretical knowledge from the course and examples from practice and experience working with digital media.

2. Choosing a topic

Choose a topic from the suggested list and agree it with your lecturer.

The topic should be problematic and allow you to highlight your position.

It is recommended to choose a topic that interests you and where it is possible to give examples of

contemporary media processes.

3. Essay structure

A typical essay structure consists of four sections:

Introduction (10–15% of the text)

Briefly introduce the topic and its relevance.

Clearly state the problem and the purpose of the essay.

You may include a research question or hypothesis.

Main body (70–75% of the text)

Logically structured paragraphs, each of which reveals a separate aspect of the problem.

Use terms, concepts, and models studied in the course.

Support each statement: refer to scientific sources, examples from the internet, cases from social networks, statistics.

Compare different approaches, theories, or points of view.

Be sure to use academic language and avoid informal expressions.

Conclusions (10–15% of the text)

Summarise the key arguments.

Express your own position on the issue.

Practical recommendations or forecasts for the development of the topic may be offered.

List of sources used

Use scientific articles, monographs, official reports, and analytical materials.

Adhere to a single formatting style (APA, Chicago, MLA).

A minimum of 5–7 sources for a short essay, 10–15 for an extended essay.

4. Formal requirements

Length: 1500–2500 words for a short essay.

Font: Times New Roman, 14 pt, 1.5 spacing.

Margins: standard (2–2.5 cm).

Structured paragraphs, section headings are not mandatory but are desirable for convenience.