

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Komuniciranje in družbena realnost
Course title: Communication and Social Reality

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialno svetovanje, druga Psychosocial counselling, master, second	Psihosocialno svetovanje Psychosocial counselling	Prvi, drugi First, second	Drugi, četrti Second, fourth

Vrsta predmeta / Course type

Izbirni / Elective

Univerzitetna koda predmeta / University course code: KDR / CSR

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20		10			150	6

Nosilec predmeta / Lecturer: prof. dr. Mateja Rek/ Prof. Mateja Rek, Ph.D

Jeziki / Languages:
Predavanja / Lectures: Slovensko / Slovenian, Angleško / English
Vaje / Tutorial: Slovensko / Slovenian, Angleško / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Vpis študenta v prvi letnik študija.

Prerequisites:

Enrollment into the first year of study.

Vsebina:

- sredstva in mehanizmi konstrukcije življenjskega sveta (od jezika do habitusa ter simbolnega nasilja)
- družbena konstruiranost identitete (kulturno-civilizacijska pogojenost samorazumevanja)
- družbena konstruiranost okusa (okus kot izraz ramerij moči med družbenimi razredi)
- habitus kot (samo)konstrukcija posameznikove družbene pojavnosti (habitus kot generativna slovnica, ki vzdržuje družbo kot stabilno, objektivno celoto)
- kulturni ter simbolni kapital (uporaba obeh pojmov v procesih dekonstrukcije družbene realnosti)

Content (Syllabus outline):

- tools and mechanisms of social reality construction (ranging from the language to habitus, outlining symbolic violence)
- social construction of identity (cultural and civilizational self-understanding conditionality)
- social construction of taste (taste in relation to power distribution between social classes)
- relationship between habitus as social structure and individual's (self)preception (habitus as a generative grammar, which maintains a stable society as an objective entity)
- cultural and symbolic capital (the use of both terms in the process of deconstruction of social reality)

Temeljni literatura in viri / Readings:

HUBERT, Knoblauch. *The communicative construction of reality*. Routledge. 2019.

REK, Mateja. *Umetnost komuniciranja v kontekstu pozne moderne*. Ljubljana: Založba Vega. 2019.

BERGER, P. L.; LUCKMANN, T. *Družbena konstrukcija realnosti (The social construction of reality)*. Ljubljana: Cankarjeva založba, 1988.

BOURDIEU, Pierre. 1984 *Distinction. A Social Critique of the Judgement of Taste*, trans. R. Nice. 1979.

MCHOUL, Alec, et al. *A Foucault primer: Discourse, power and the subject*. Routledge, 1979.

Cilji in kompetence:

Študent pridobi:

- sposobnost nadgrajevati zgrajeno kritično vrednotenje implikacije problemov kulture, rase, spola, seksualnih orientacij
- možnost avtonomno uporabljati vire za učenje z demonstracijo spretnosti, upravljanja in integriranja informacij
- zmožnost soustvarjati rešitve kliničnih problemov, kreativno ravnati s kompleksnimi, nepredvidljivimi in posebnimi situacijami
- sposobnost uspešnega predvidevanja in obvladovanja posledic ustvarjenih rešitev,
- zmožnost učenja tudi v smislu samostojno usmerjanega strokovnega izpopolnjevanja
- sposobnost timsko sodelovati tako s klientskimi sistemi kot strokovnjaki (tudi z eksperti drugih disciplin)
- zmožnost avtonomije v profesionalni praksi

Objectives and competences:

The student achieves:

- the ability to expand the existed critical evaluation of the implications of the problems of culture, race, gender, sexual orientation,
- the ability to autonomously use resources for learning and the demonstration of skills of information management
- the ability to co-create solutions to clinical problems, to creatively deal with complex, unpredictable and special situations
- the ability to successfully anticipate and manage the consequences of created solutions
- the ability to learn in terms of selfdirected professional development,
- the ability of teamwork with both clients systems and experts (including experts from other disciplines)
- the ability of autonomy in professional practice

Predvideni študijski rezultati:

- študent razume, da je doumevanje družbenega oz. družbene realnosti rezultat komunikacijskih procesov
- razume, da je dojetanje družbenih fenomenov pogojeno s specifičnimi razmerji moči, ki privilegirajo poglede višjih družbenih slojev
- usposobi se za analizo medijskega sporočanja kot specifičnega izraza moči, ki konstruira družbeno realnost

Intended learning outcomes:

- the student understands, that social conception of reality is a result of communication processes
- understands that the perception of social phenomena is subject to specific relations of power that privilege the views of the higher social classes
- gains ability to analyse media communication as a specific expression of power that constructs social reality

Metode poučevanja in učenja:

- predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov)
- vaje na seminarski način (refleksija prebranih besedil in lastnih izkušenj, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije, socialne igre)
- individualno delo študentov (študij literature)
- individualne in/ali skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj)
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij
- možnost oblikovanje portfolija in samostojen študij (motiviranje, usmerjanje, samoopazovanje, samouravnavanje, refleksija)

Learning and teaching methods:

- lectures with the active participation of students (presentation, discussion, questions, problems, problem solving)
- seminars (reflections of the read texts and own experience, team work, methods of critical thinking, discussions, reporting feedback information, social games)
- individual work (study of the literature)
- individual and/or groups consultations (discussion, additional explanation, dealing with specific issues)
- use of online classroom or other contemporary ICT tools
- a possibility of portfolio formation and independent study (motivating, guiding, self-observing, self-tuning, reflection)

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Izdelava seminarske naloge.	50	Seminar work.
Ustni ali pisni izpit.	50	Oral or written examination.
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.		Grading is in accordance with the Faculty's evaluation Ordinance.

Reference nosilca / Lecturer's references:

GOLOB, Tea, MAKAROVIC, Matej, REK, Mateja. Meta-reflexivity for resilience against disinformation = Meta-reflexividad para la resiliencia contra la desinformación. *Comunicar*, 2021, 66, str. 1-10,

REK, Mateja. *Umetnost komuniciranja v kontekstu pozne moderne*. Ljubljana: Vega. 2019.

REK, Mateja, MAKAROVIC, Matej, ŠKABAR, Matjaž. Identifying complex cultural conditions of globalization in late modernity: a fuzzy set analysis of 30 countries. *European Journal of Science and Theology*, ISSN 1841-0464, feb. 2017, vol. 13, no. 1, str. 173-188.

REK, Mateja. Unwanted behaviour among youth: influence of digital media consumption. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2016, vol. 9, no. 3, str. 122-135.

KOVAČIČ, Andrej, REK, Mateja. Factors increasing media exposure of preschool children. *The new educational review*, ISSN 1732-6729, 2016, vol. 45, str. 249-257.

KOVAČIČ, Andrej, MAVRI, Barbara, REK, Mateja. Predšolski otroci in vpliv medijev. *Pedagoška obzorja*, ISSN 0353-1392, 2016, letn. 31, [št.] 2, str. 20-35.

REK, Mateja, MAKAROVIČ, Matej, ŠKABAR, Matjaž. (Un)certainty in the knowledge society. *Comparative sociology*, ISSN 1569-1322, 2015, vol. 14, iss. 5, str. 613-634.

JELOVAC, Dejan, REK, Mateja. *Komuniciranje v medkulturnem okolju*. Ljubljana: Vega, 2010, str. 183.