Form 1 b) Course description

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| **1. GENERAL INFORMATION** | | | | | | | | | | | | | | | |
| * 1. Course teacher | Danijel Labaš, PhD, associate professor | | | | | | * 1. Year of the study | | | | | 1, 2, 3 | | | |
| * 1. Name of the course | **Computer-mediated communication and virtual team management** | | | | | | * 1. ECTS credits | | | | | 3 | | | |
| * 1. Associate teachers | Natasha Levak, PhD | | | | | | * 1. Type of instruction (number of hours L + E + S + e-learning) | | | | | 15+15+0+0 | | | |
| * 1. Study programme (undergraduate, graduate, integrated) | undergraduate | | | | | | * 1. Expected enrolment in the course | | | | | 30 | | | |
| * 1. Status of the course | mandatory | | **elective** | | | | * 1. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | | | | | 10% | | | |
| **2. COUSE DESCRIPTION** | | | | | | | | | | | | | | | |
| * 1. Course objectives | The students will gain a basic knowledge and understanding of computer-mediated communication, its features and impact on modern society and strategies for managing virtual teams. | | | | | | | | | | | | | | |
| * 1. Enrolment requirements and/or entry competences required for the course |  | | | | | | | | | | | | | | |
| * 1. Learning outcomes at the level of the programme to which the course contributes | The students will be able to:   * define, describe and evaluate the aspects of computer-mediated communication; * classify and apply professional terminology relating to the theme; * identify and interpret the interdisciplinary nature of communication, connecting individual segments of the history and characteristics of communication studies with the corresponding segments of the history and characteristics of social sciences and humanities, and various aspects of social development; * in written and oral form, clearly discuss, present and analyse complex academic and non-academic content. | | | | | | | | | | | | | | |
| * 1. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | The students will be able to:   * demonstrate knowledge and understanding of the features of computer-mediated communication (CMC); * select and analyse language use and conversation from selected online content from a social media website; * comprehend and use appropriate language structures and features according to online tool and context; * understand and critically discuss the effects of CMC on social functioning and psychological well-being; * demonstrate knowledge and understanding of the key elements for creating, leading, maintaining and evaluating virtual team work; * analyse and evaluate the affordances of online tools according to required outcomes – tool-task alignment. | | | | | | | | | | | | | | |
| * 1. Course content (syllabus) | 1) Computer-mediated communication – overview (list and discuss terms associated with CMC, discuss basic concepts of CMC, discuss past, present and future of CMC)  2) Synchronous and non-synchronous communication, advantages and disadvantages  3) Online communities – development and interaction  4) Linguistic features of online discourse in English and Croatian  5) Effects of CMC on social functioning and psychological well-being  6) Language features according to different online tools  7) The roll of CMC in teamwork – education and business environments  8) Globalisation and the virtual advantage  9) Virtual team design and the development of trust  10) Leadership in virtual teams  11) Organising and planning virtual teamwork  12) Monitoring, progress and conflict management of virtual teamwork  13) Evaluating virtual teams’ success for business and learning  14) Challenges to virtual team success  15) Evaluating the affordances of online tools according to required outcomes – tool-task alignment | | | | | | | | | | | | | | |
| * 1. Format of instruction: | lectures  seminars and workshops  exercises  online in entirety  partial e-learning  field work | | | | | independent assignments  multimedia and the internet  laboratory  work with mentor  (other) | | | | | * 1. Comments: | | | | |
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| * 1. Student responsibilities | Essay 40%, active participation and practical work - 50%, online critical analysis and discussion - 10% | | | | | | | | | | | | | | |
| * 1. Monitoring student work | Class attendance | YES | |  | Research | | |  | NO | Oral exam | | | | YES |  | |
| Experimental work |  | | NO | Report | | |  | NO | (other) | | | | YES | NO | |
| Essay | YES | |  | Seminar paper | | |  | NO | (other) | | | | YES | NO | |
| Preliminary exam |  | | NO | Practical work | | |  | NO | (other) | | | | YES | NO | |
| Project |  | | NO | Written exam | | | **YES** | NO | ECTS credits (total) | | | | 3 | | |
| * 1. Required literature   (available in the library  and/or via other media) | **Title** | | | | | | | | | | | **Number of copies in the library** | **Availability via other media** | | |
| Danet, B., & Herring, S. C. (2007). The Multilingual Internet: Language, culture, and communication online. Oxford University Press. New York.  <https://www.ut.edu.sa/documents/182223/5072461/The+Multilingual+Internet-+Language,+Culture,+and+Communication+Online.pdf/286f20b9-6fec-4961-ad64-472e8d721089> | | | | | | | | | | |  | online | | |
| Malhotra, A., Majchrzak, A., & Rosen, B. (2007). Leading Virtual Teams. *Academy of Management Perspectives,* *21*(1), 60-70. Retrieved from http://www.jstor.org/stable/4166287 | | | | | | | | | | |  | jstor | | |
| Levasseur, R. (2012). People Skills: Leading Virtual Teams—A Change Management Perspective. *Interfaces,* *42*(2), 213-216. Retrieved from http://www.jstor.org/stable/41472748 | | | | | | | | | | |  | jstor | | |
|  | Z. A. Kadir, M. Maros, and B. A. Hamid, (2012, May). Linguistic Features in the Online Discussion Forums. International Journal of Social Science and Humanity, Vol. 2, No. 3, May 2012. (http://ijssh.org/papers/109-CH227.pdf) | | | | | | | | | | |  | online | | |
| 2.11. Optional literature | Kirkman, B., Rosen, B., Gibson, C., Tesluk, P., & Simon O. McPherson. (2002). Five Challenges to Virtual Team Success: Lessons from Sabre, Inc. *The Academy of Management Executive (1993-2005),* *16*(3), 67-79. Retrieved from <http://www.jstor.org/stable/4165869>  Gilson, L., Maynard, T,, & Young, J. (2014). Virtual Teams Research. 10 years, 10 Themes, and 10 Opportunities. Journal of Management.<http://journals.sagepub.com/doi/abs/10.1177/0149206314559946>  Kraut, R., Patterson, M., Lundmark, V., Kiesler, S., Mukopadhyay, T., and Scherlis, W.(1998). Internet paradox: A social technology that reduces social involvement and psychological well-being? American Psychologist, 53,1017-1031. | | | | | | | | | | | | | | |
| * 1. Other   (as the proposer wishes to add) |  | | | | | | | | | | | | | | |