PROJEKTMODUL: FORANDRING OG INTERVENTION GENNEM KOMMUNIKATION (KDM_KA_KOMMUNIKATION_CPH)

Hovedsektion

Section 19 The module Change and Intervention through Communication (project module)

Module placement: 8th semester

Credits: 20 ECTS

The module is conducted in: Danish and/or English

In the module, students work with the assessment and management of professional communication initiatives, with a special focus on processes of change and intervention. The module provides insight and competence in analytical, strategic, dialogic and creative processes in the context of change of and through communication. The module introduces students to the challenges and opportunities of applying interpersonal/situated expertise; communication in organisations and media-related expertise in intervention, design planning and the development of communication in, to and from private enterprises, public institutions and civil society. The media-related expertise involves both traditional mass media and new digital, social and dialogic media and materialities. The module emphasises reflection on the role played by communication in local, national and international processes of change as regards individuals, communicative practices and organisations with a view to ensuring professional, strategic, creative, cross-disciplinary, sustainable and ethically responsible action in the field of communication. Project results must be disseminated to non-peers.

Related to the module, courses in the following subjects will be offered:

· 	key communicative processes of change, such as marketing, branding, public opinion formation, concept development, dissemination, involvement, process consultation and organisational intervention

· 	persuasion and involvement of individuals such as users, consumers, citizens and employees; microprocesses of communication and comprehension as preconditions of persuasion and inclusion.

· 	users in participatory roles – as active communicators, consumers and co-producers

· 	processes of change and opinion formation, including the material realisation of these in private enterprises, public institutions and civil society arrangements

· 	investigation methods for the evaluation and documentation of communication initiatives

· 	change of and intervention in organisations, applying internal, external or integrated perspectives

· 	subject-related philosophy of science and the method of the subject.

In connection with problem-oriented project work, academic supervision will be offered.

Objectives

By the end of the module, the student will have acquired:

Knowledge of:

·   theory and method as regards professional communicative initiatives of an interpersonal/situated organisational and/or media-related nature in private enterprises, public institutions and civil society organisations

·   theory and methods for the assessment, evaluation and documentation of communication initiatives

·   processes of change, opinion formation and material realisations in private enterprises, public institutions and civil society arrangements

·   challenges and opportunities in responsible professional, strategic, creative, sustainable and ethical action in connection with professional communication initiatives

·   cutting-edge theory and method of the selected project theme.

Skills in:

·   analysing and evaluating different professional communication initiatives in relation to private enterprises, public institutions and civil society

·   evaluating and/or documenting the effects of different communication initiatives

·   understanding and reflecting on their own role in concrete professional and cross-disciplinary communication initiatives

·   facilitating communication practices promoting creative and formational processes of change.

Competences in:

·   applying a problem-oriented method to the subject area of communication with respect to change and intervention through communication

·   applying scientific theories, methods and tools when analysing and implementing communication initiatives

·   justifying, selecting, organising and evaluating communication initiatives in relation to private enterprises, public institutions and civil society

·   relating to ethical and socio-cultural issues in the context of communication initiatives

·   independently engaging in and managing disciplinary and cross-disciplinary collaboration on professional communication initiatives; this includes competences in communicating their own knowledge to peers or lay people

The project module is divided into two themes of expertise: Change and Communication with a focus on Mediation and Medialization theories (convenors: Camilla Dindler, Mette Marie Roslyng, Bolette Blaagaard) and Change and Communication in Organizations (convenors: Frederikke Winther, Anne Hatting, Rikke Kirstine Nielsen). The themes are organized as follows:

Week: 5-6

Mediation

Mediatization, power and ethics (exercises)

Aesthetics and branding

Week: 7-8

Organization and communication

Organizational change and communication

Research in change and research as intervention in an organizational setting

The role of the researcher as collaborator

The project module covers 40 hours of face time with the lecturers per student. The two thematic segments each cover 20 hours. Of the 40 hours about half are reserved for practical interventions, such as data collection, analysis, and professional events. Exercises in communicating to non-peers are part of the lectures and are a mandatory part of the exam.

It is expected that the students apply themselves to a minimum of 4 hours of reading and studying in preparation for each lecture, i.e. 160 hours in total for the whole of the module. It is moreover expected that the students work on their project for 350 hours during the approximately 5 weeks reserved for this Project Based Learning. In total, the module contains (40+160+350) 550 hours of studying.

In the following, the two themes are presented in more detail. The individual lectures below will provide further details as well as the syllabus.

The project module is divided into two themes of expertise: Change and Communication with a focus on Mediation and Medialization theories (convenors: Camilla Dindler, Mette Marie Roslyng, Bolette Blaagaard) and Change and Communication in Organizations (convenors: Frederikke Winther, Anne Hatting, Rikke Kirstine Nielsen).

Change and Communication with a focus on Mediation and Mediatization theories is made up of a lecture series that presents and discusses the concepts of mediation and mediatization. Mediation and mediatization are understood as concepts, theories, and practices that have changed the way in which we view the world and our societies, but also our way of acting in the world. The lectures present mediation theories in relation to ethics, technology, mediatization, power, aesthetics and branding. The students take part in exercises within the structures of each individual lecture as well as in a collective exercise with a larger scope that helps the students operationalize the abstract theories and concepts. The collective exercise culminates in a presentation and discussion as a way of concluding the theme.

The second focus of the project module, Change and Communication in Organizations, approaches organizations and change from two different angles: organization as process, i.e. organiz*ing*, and organization as intervention, with a special focus on the researcher's role in the investigated process of change. The two perspectives are tied together in a final seminar, which operationalizes and reflects on organizing and intervention in organizations. Apart from giving the students methodological, analytical and theoretical tools with relevance to the module's final project, the module moreover points towards next semester's internship, in which the students will be part of organizational structures on equal terms with tenured co-workers as well as researching this structure from within.

The module is completed on the 8th semester by passing the following examination:

Examination 9

An external oral examination in Change and Intervention via Communication

The examination takes the form of a conversation between the student(s), the examiner and the external examiner on the basis of the written work, whether this was prepared individually or in cooperation with others. The group will be jointly responsible for the project report or other written work undertaken jointly. The project report constitutes the basis for the examination and assessment, and an overall assessment of the project report and the oral performance will be made.

Reference literature 2000 standard pages of supervisor-approved, student-selected literature associated with the thesis.

Total number of pages: The project report must comprise a minimum of 15 pages and a maximum of 20 pages per student (However, reports prepared individually may comprise a maximum of 30 pages).

Duration of examination: The prescribed examination duration is 20 minutes per student and 10 minutes per group for deliberations and grading; however, the maximum duration for large groups is two hours, and the maximum duration of an individual examination is 30 minutes.

Evaluation: Grading according to the 7-point scale.

At oral group examinations, the examination must be conducted in such a way that individual assessment of each individual student's performance is ensured.

Credits: 20 ECTS

The project report and the oral examination must demonstrate that students meet the disciplinary objectives described above.

In the evaluation of the examination performance, the grade 12 will be awarded to students who demonstrate exhaustive fulfilment of the above objectives, with no or only few insignificant omissions.

📧 Announcements

Emne 1

PM 1-1: Mediation, ethics and technology v/ BBL (4 lektioner)

The lecture presents and discusses media theories and perspectives on mediation as a process which changes our understanding of and interaction with the world.

The lecture positions the theories of mediation and mediatization within the broader field of media and communication, drawing on previously presented theories.

The lecture discusses Roger Silverstone's theory of mediation as a space of appearance and giving voice, and asks what kind of ethical relation this space calls for and how it may allow us to think of mediation as a social practice.

The lecture moreover expands the concept of mediation by focusing on the role of technology. Inquiring, what mediating role technology plays apart from acting as transmission of communication? And if technology is neutral or we may identify ethical and/or political points of discussion?

Finally, Lilie Chouliaraki's analytics of mediation is presented, and it is discussed how the tools of technology intervenes in our understanding of the represented world.

Literature:

	Obligatorisk.su litt. lit sideantal
Silverstone, R. (2007). *Media and Morality. The Rise of the Mediapolis.* Cambridge: Polity Press. s. 106-136	
Silverstone, R. (2002). "Complicity and Collusion in the Mediation of Everyday Life", *New Literary History*, Vol. 33 (4): 761-780 (access AUB)	19
Couldry, N. (2008). Mediatization or mediation? Alternative understandings of the emergent space of digital storytelling. *New media & society* Vol. 10 (3): 373-391(access AUB)	18
Chouliaraki, L. (2006). *Spectatorship of Suffering.* London & NY: Sage. s. 70-96 (access online: http://www.open.ac.uk/researchprojects/iccm/files/iccm/Chouliaraki,%20Lilie%20%282008%29%20-%20The%20Spectatorship%20of%20Suffering.pdf)	26
Lievrouw, L. A. (2009). New Media, Mediation and Communication Studies. *Information, Communication & Society* Vol. 12(3): 303-325 (access AUB)	22

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Emne 2

PM 1-2: Mediatization v/C. Dindler

The lecture presents and discusses mediatization theory in relation to media history and institutional perspectives. This means that we will have an overall look at the development(s) of mediatization theory/theories and a deeper look at the institutional strand of mediatization theory which conceptualizes mediatization as a late modern process during which media and other (institutional) spheres of society adapt to each other and interweave. We will consider some examples related to public organizations and party politics. As such, the lecture also relates to the overall semester themes of change and intervention.

Literature

	Compulsory litt.pages	Supp. litt.	Dig. opload pages

@ Hjarvard, S. (2009). Samfundets medialisering. En teori om mediernes forandring af samfund og kultur. *Nordicom-Information,* 31(1-2), 5-35

English alternative:

@ Hjarvard, S. (2008). The Mediatization of Society. A Theory of the Media as Agents of Social and Cultural Change. *Nordicom Review,* 29 (2),105-134.   31 p.

@ Deacon D & Stanyer J. (2014). Mediatization: key concept or conceptual bandwagon? *Media Culture Society* 36: 1032-1044.   12 p.

@ Couldry, Nick/Hepp, Andreas (2013): Conceptualising mediatization: Contexts, traditions, arguments. In: Communication Theory, 23 (3), pp. 191-202, doi:10.1111/comt.12019   12 p.

Emne 3

PM 1- 3: Mediatization, politics and power v/MMR (2 lektioner)

This seminar deals with mediatization from a perspective of politics and power. We will work with critical approaches to the concept of mediatization, and the seminar presents the argument that making the implicit understandings of power in existing approaches to mediatization explicit, will contribute to illuminating the role of media in society, This allows us to work with a theoretical framework that increase the understanding of the political dimensions in mediatization theories focusing on both media products, media production, media consumption and their contexts. We will also examine the implications for democracy, inclusion/exclusion, human rights and 'the public interest'..

Literature

	Compulsory litt. pages	Supp. litt. pages	Dig. upload
Couldry, N. (2012). *Media, Society, World. Social Theory and Digital Media Practice*. Cambridge, Malden: Polity Press, 133-155	23		x
Castells, M. (2009). *Communication Power*. Oxford: Oxford University Press, 10-52 (online adgang via AUB)	11		
Strömbäck, J. & Esser, F. (2014). Mediatization of politics: transforming democracies and reshaping politics. In K. Lundby (ed.), *Mediatization of Communication* (pp. 375-404). Berlin, Boston: De Gruyter (online adgang via AUB)		29	
Block, E. (2013). A Culturalist Approach to the Concept of the Mediatization of Politics: The Age of "Media Hegemony". *Communication Theory*, 23, 259-278 (online adgang via AUB)		19	

Asp, K. (2014). Mediatization: rethinking the question of media power. In K. Lundby (ed.), *Mediatization of Communication* (pp. 349-374). Berlin, Boston: De Gruyter (online adgang via AUB)

25

Emne 4

PMØ 1.1-3: Introduktion til øvelsesforløbet v/ MMR og BBL (2 lektioner)

The lecture introduces the intervention exercises: The exercise is prepared by operationalizing the concepts of mediatization and mediation and formulating questions for an interview guide, which will structure the focus group interviews. The students are divided into smaller groups and assigned a population to interview and collect data on using the interview guide.

Emne 5

PM 1-4: Aesthetics, aestheticization, mediation. v/BBL (2 lectures)

This lecture focuses on the sensible (cognition and senses) side of mediated communication, with a special focus on the visual aesthetics that play a growing part in mediated everyday life. This lecture is not a lecture on how to do things with images or how to use images as a tool for branding products, companies, or political parties. Rather the literature and the lecture seek to produce in the students a critical awareness of the power of aesthetics and the processes of aestheticization. In turn, we will be able to critically assess the tools applied by advertisement and politicians alike, when they use aesthetics to further their products or causes.

Literature

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Berger, J. 1972. *Ways of Seeing*, London: Penguin Books, 7-34 (access online)	27		
Welsch, W. 1996. 'Aestheticization processes: phenomena, distinctions and prospects', *Theory, Culture & Society* 13(1): 5-25 (access AUB)	20		
Barthes, R. 2000 [1957]. 'Myth Today'. In: Roland Barthes: *Mythologies*, pp. 109-159. London: Vintage Classics [available online]		50	

Emne 6

PM 1-5 Mediation - aestheticization - branding v/ BBL (2 lectures)

This lecture follows on from the previous lecture on aesthetics, aestheticization and mediation, considering how branding as a strategy of aestheticization follows from previous discussions. The lecture moreover considers the economic, social, and cultural implications of branding culture.

Literature

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Horst, H.A. 2009. 'Aesthetics of the Self: Digital Mediations' In: Daniel Miller (ed): *Anthropology and the Individual*, pp. 99-114, London: Bloomsbury	15		
Moor, L. 2014. 'Branding' In: Jennifer Smith Maguire & Julian Matthews (eds): *The Cultural Intermediaries Reader*, pp. 77-88, London: Sage		11	
Aronczyk, M. & Powers, D.2010. *Blowing up the brand. Critical perspectives on promotional culture*, pp. 1-28, NY: Peter Lang (available online)	28		

Emne 7

PMØ 1.1-3: Ud-ad-huset -øvelse: Afrapportering og diskussion (6 lektioners afrapportering og diskussion) v/ MMR og BBL

Analysing and presenting the intervention: The students bring data from focus group interviews with their assigned populations. In this continued exercise the students will work with the data and present their findings.

Emne 8

PM 2-1

 ORGANIZATION AND COMMUNICATION

v/Anne Hatting

Organization as communication. Communication constitutes organization.

Lecture presenting and discussing how to understand the relationship between the concepts 'organization' and 'communication'.

Many scholars of organization (increasingly) assert that organizations are constituted in and through human communication (Communicative Constitution of Organization).

This means that organizations can no longer be seen as objects, entities, or 'social facts', inside which communication occurs.

The constitutive approach is an alternative to a functionalistic understanding of organizational communication, where organization and communication are considered as independent, the organization being a sort of a container and framework for communication. Two analytical themes central to this approach are events and actors.

The CCO approach aligns with what B. Latour (taking an ANT approach) calls 'sociology of associations'. ANT claims that it is possible to trace sturdy relations and discover revealing patterns by finding a way to register the links between unstable and shifting frames of reference.

Exercise: practicing doing thinking through CCO – aiming at presenting some 'wonder'-questions to pose in a situation in practice, for instance trying to describe and grasp what is happening in an organizational context during a trainee-ship.

Litteratur

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Cooren, F.,Kuhn, T, Cornelissen, J.P., Clark, T. 2011. Communication, Organizing and Organization: An Overview and Introduction to he Special Issue *Organization Studies* 32 (9) 1149-1170, Sage (access AUB)	22		
Taylor, J.R. 2011. Organization as an (Imbricated) Configuring of Transactions *Organization Studies* 32 (9) 1273-1294, Sage (access AUB)	22		
Taylor, J.R. & van Every, E.J. 2011. *The Situated Organization. Case studies in the pragmatics of communication research* pp124-142, Routledge	19		
Latour, B. 2005. *Reassembling the social* pp 1-17, Oxford	17		

The researcher-field relationship in organizational change research#1

PM 2-2

Faculty: Rikke Kristine Nielsen

The PM 2-2 and 2-4-sessions connect with the overall objectives of the course pertaining to the *"researcher's role and position as researcher, consultant and/or change agent in relation to organizational processes and practices"*. This is done by an exploration of different perspectives on the researcher-field relationship in organizational change with a view to enabling participants to reflect on:

1.   Their position vis-à-vis the field they study in situations characterized by close contact between researcher and field with a view to mutual academic and practical value creation.

2.   Potentials and pitfalls of different roles and positions

3.   Alignment between researcher position/role and methodology choices.

NB! We will approach the topic by building methodological tools on the basis of the literature in and between classes (in session 2 and in your preparation for session 4) to be presented in class in session 4. You will receive instructions as to how this is done session 2. Methodological tool building requires you to have read the literature before class as we will only have time for a short introduction to each of the texts.

Theme #1: Production of knowledge about, with, for and in between organizations

Research on organizational change typically is conducted from a qualitative or partly qualitative point of departure demanding close interaction with the domain/field of research. This research can be characterized as being *about* organizations and conducted *with* active participation of organizational members (organizational insiders). Organizational gate keepers and field members often play an important role for problem formulation in exchange for researcher access and so organizational change research is often also research *for* organizations. In addition, when the research is carried in out by external researchers, it is research in-between organizations, logics and knowledge pools. This session explores different perspectives on the impact of doing organizational change research about, with, for and in between organizations.

Pensumlitteratur	Pri. litt. sideantal	Sek. litt sideant
Phronesis: Flyvbjerg, B.; Landman, T. & Schram, S. (2012): *Real Social Sciences. Applied Phronesis.* Cambridge: University Press. Excerpt, ' Phronetic social science: an idea whose time has come', p. 15-26. Accessible at: http://primo.aub.aau.dk/desktop:Samlet:AUB01_ALEPH001754572. (NB! Remember to log into the library system for this content to display correctly).	9	
Coghlan, D. & Brannick, T. (2009): *Doing action research in your own organization.* London: Sage. Uddrag: Kapitel 8, 'Researching you own organization', p. 101-113. @ download .pdf from Moodle.	13	
Van de Ven, A. H. (2007): *Engaged Scholarship: A Guide for Organizational and Social Research.* Oxford, UK: Oxford University Press. Uddrag, kapitel 1, Engaged scholarship in a professional school, p. 1- 29. See: http://goo.gl/TyELuX (Choose chapter 1 for permanent download eller 2 weeks full download of the entire book. Remember to log in to the library for this content to display correctly.)	30	
Adler & Adler (Eds.) (1987), *Membership Roles in Field Research.* Thousand Oaks, CA: SAGE Publications. Excerpt pp. 51-68 on "Active membership". See: http://dx.doi.org.zorac.aub.aau.dk/10.4135/9781412984973.n3	17	
'Sensibility Four: Field Relations'. (2008). In D. Neyland (Ed.), *Organizational Ethnography* (pp. 81-90). London, United Kingdom: SAGE Publications. See: http://goo.gl/EDHnVe	9	
Pettigrew, A. M. (2008). Scholarly impact and the co-production hypothesis. *Global Focus*, *2*(2), 8-12. See: https://goo.gl/SsreS7	4	
Bartunek, J. M. & Louis, M. R. (1996). *Insider/outsider team research.* London: Sage Publications, pp. 1-21. Download from: https://csde.washington.edu/~scurran/files/readings/590QM/Week%202/Bartunek%20Article.pdf	22	
TOTAL: 104	104	

Coghlan & Brannick

PM 2-3

ORGANIZATIONAL CHANGE AND COMMUNICATION

v/Anne Hatting

'Changing' in an organizationel context – tangible and developing? Intensions and coincidence. Is it all about communication ? .

this lecture presents and discusses theories of organizational change. What change 'is' depends on scientific perspectives.

The lecture further focus on the constitutive approach presented in PM 2-1, presenting theories and illustrations of communication as an active actor in change-projects in organizations.

The lecture presents theories of power, control and politics related to management. What makes an organization change and how change can be managed is an open question, and the answer depends on the ontological and epistemological perspective chosen.

Taking an CCO perspective focusing on the constitutive role of communication means that documents for instance can be considered active agents in change-projects in organizations. The lecture presents methods and analysis of a an ethnographic field study in an organization, following a project, and particularly the documents involved.

Exercise: what do documents do for work in an organization ?

Litteratur

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Hatch, M.J. & Cunliffe, A. L.2013 *Organization Theory, Modern, Symbolic, and Postmodern Perspectives*, pp 229-233, 250-252, 269-272, 289-98. Oxford	20		
Sergi,V. 2013, Constituting the Temporary Orgnization: Documents in the Context of Projects in Daniel Robichaud & Francois Cooren (eds.) *Organization and Organizing*. pp 190-207. Routledge	17		
Castor & Cooren, F. 2006 Organizations as Hybrid Forms of Life *Management Communication Quarterly*, Vol.19 No. 4, May 2006 570-600. Sage (access AUB)	30		

The researcher-field relationship in organizational change research #2

PM 2-4

Faculty: Rikke Kristine Nielsen

The PM 2-2 and 2-4-sessions connect with the overall objectives of the course pertaining to the *"researcher's role and position as researcher, consultant and/or change agent in relation to organizational processes and practices".* This is done by an exploration of different perspectives on the researcher-field relationship in organizational change with a view to enabling participants to reflect on:

1.   Their position vis-à-vis the field they study in situations characterized by close contact between researcher and field with a view to mutual academic and practical value creation.

2.   Potentials and pitfalls of different roles and positions.

3.   Alignment between researcher position/role and methodology choices.

Theme: Methodological tools in organizational change research // Exits and co-production critiques

In this session, students present the methodological tools built on the basis of the literature for PM 2-2.

 In addition, by way of wrap-up of the theme of production of knowledge about, with, for and in between organizations, the organizational *access* negotiation and field interaction characterizing the literature in session PM 2-2 is paired with field *exit* considerations as well as reflections on the advantages and disadvantages of conducting research in organizational change in close collaboration with field members.

Pensumlitteratur	Pri. litt. sideantal	Sek. litt. sideantal	Dig. upload
Bartunek, J. & Rynes, S.L. (2014). Academics and practitioners are alike and unalike: The paradoxes of academic-practitioner relationships. *Journal of Management*. 40(5), 1181-1201. See: http://goo.gl/o668mh.	22		
Bartunek, J. M. & Egri, C. P. (2012): Introduction: Can Academic Research Be Managerially Actionable? What Are the Requirements for Determining This? *Academy of Management Learning & Education*, Vol. 11, No. 2, pp. 244-246. See: http://goo.gl/L9kFby	3		
Pearce, J. L. & Huang, L. (2012): Toward an Understanding of What Actionable Research Is. *Academy of Management Learning & Education*, Vol. 11, No. 2, pp. 300-301.See: http://goo.gl/zKyDwM	2		
Kieser, A., & Leiner, L. (2009). Why the rigor–relevance gap in management research is unbridgeable. *Journal of Management Studies*, *46*(3), 516-533. See: https://goo.gl/9iwr8E	17		
Martin, R. (2012). The price of actionability. *Academy of Management Learning & Education*, *11*(2), 293-299. https://goo.gl/207LfR	6		
'Sensibility 10: 'Exits'. (2008). In D. Neyland (Ed.), *Organizational Ethnography* (pp. 150-159). London, United Kingdom: SAGE Publications. See: http://goo.gl/EDHnVe	9		
Michailova, S., Piekkari, R., Plakoyiannaki, E., Ritvala, T., Mihailova, I., & Salmi, A. (2014). Breaking the silence about exiting fieldwork: A relational approach and its implications for theorizing. *Academy of Management Review*, *39*(2), 138-161.See: https://goo.gl/MbKJG2	23		
Bansal, P.; Bertels, S.; Ewart, T.; MacConnachie, P. & O'Brien, J. (2012): Bridging the Research-Practice Gap. *The Academy of Management Perspectives*, Vol. 26, No. 1, pp. 73-92. See: http://goo.gl/1TegyQ	19		
TOTAL: 101	101		

Emne 12

PM 2-5

WORKSHOP

v/Frederikke Winther

Based on the various conceptions of communication, change and organizations presented we summarize the field in relation to the imminent projekt work by applying different concepts and approaches on specific examples of organizational change in a communicative perspective.

ANVENDT ÆSTETIK (SFA) (KDM_KA_KOMMUNIKATION_CPH)

💬 Anvendt æstetik – Museet som medium
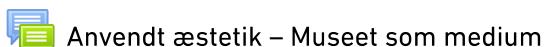
Emne 1

Modulet: " Anvendt æstetik"
5 ECTS

Placering
8. Semester Kommunikation
Studienævnet for Kommunikation og Digitale Medier

Modulansvarlig
Angivelse af den ansvarlige fagperson for modulets tilrettelæggelse og afvikling
Den modulansvarlige kan være identisk med semesterkoordinatoren.

Type og sprog
Studiefagsmodul valgmulighed 2 af 4
Dansk

Mål
Modulet sigter på at give den studerende viden, kompetencer og færdigheder vedrørende de æstetiske dimensioner af et budskab med henblik på at tilrettelægge budskaber og situationer, der på relevant og effektfuld vis inkorporerer æstetiske mekanismer.

I tilknytning til modulet udbydes der undervisning inden for følgende områder:

Teori om æstetiske grundvilkår og deres relevans for kommunikation
Metoder til undersøgelse og vurdering af æstetiske effekter i kommunikation
Værktøjer til æstetisk konceptudvikling og –implementering i strategisk kommunikativt øjemed
Undervisning vil ske i form af forelæsninger, workshops og praktiske øvelser.

Den studerende skal gennem modulet opnå:

Viden om:
nyere æstetisk teori: semiotik, kognitiv semantik, posthermeneutik, neuroæstetik
æstetikkens måde at organisere indhold og udtryk
psykologiske effekter
avancerede neuroæstetiske metoder

Færdigheder i:
at kunne anvende teoretiske og metodiske tilgange i konstruerende øjemed
at kunne vurdere de æstetiske træk ved et kommunikativt budskab samt hensigtsmæssigheden ved disse træk

Kompetencer til:
at udforme budskaber eller situationer, som fremmer involvering, oplevelse, erindring og forståelse, og som bryder med vante kommunikationsmodi på en relevant måde
at fremlægge egne budskaber af æstetisk karakter
at vurdere og bedømme fagfællers budskaber gennem faglig konstruktiv kritik

Fagindhold og sammenhæng med øvrige moduler/semestre

Herunder beskrives det kort og generelt, hvad modulets faglige indhold består i, samt hvad baggrunden og motivationen for modulet er, hvilket vil sige en kort redegørelse for modulets indhold og berettigelse.

Hensigten er at skabe indsigt i det enkelte modul for den studerende og at skabe mulighed for at forstå modulet i forhold til det øvrige semester og uddannelsen som helhed.

Omfang og forventet arbejdsindsats

5 ECTS er svarende til 137,5 arbejdstimer

Eksamen

Prøve 14

En intern skriftlig prøve i "Anvendt æstetik" (Applied Aesthetics).

Prøven har form af en bunden 3-dages hjemmeopgave, hvor den studerende på baggrund af modulet besvarer det eller de udleverede spørgsmål og opgaver inden for modulets fagområde. Den skriftlige del af opgavebesvarelsen må højst være på 8 sider og udarbejdes individuelt.

Bedømmelsesform: Bestået/ikke-bestået.

Prøven bedømmes af eksaminator; prøver, som bedømmes til ikke-bestået, bedømmes tillige af en censor. Der gives en skriftlig udtalelse om opgaven - herunder om skriftlig formuleringsevne - til den studerende.

Hjemmeopgaven skal demonstrere, at den studerende opfylder de faglige mål

Anvendt æstetik: Museet som medium

Dette kursus giver en generel introduktion til hvordan teorier om æstetik omsættes til praksis i forskellige kontekster der typisk har karakter af kulturel komminikation til en offentlighed. Specifikt vil kurset fokuserer på museet som medium for kulturel kommunikation.

Museet som medium har de senste år gennemgået store forandringer. På den ene side er museet under massivt pres fra en global oplevelses- og kulturindustri hvilket har fået mange musser til at ændre både strategi og taktik i deres kommunikation med publikum; på den anden side danner det rammen om en tiltagende og livlig eksperimenterende praksis og udforskning af museet som offentligt medium: alternative rammesætninger af museet som platform for kommunikation af viden til et publikum; aktiv afprøvning af forskellige æstetiske udtryksformer, som tidligere var forbeholdt kunsten; forandring af de fag-roller og kompetencepersoner, som udfører det museale arbejde; samt, ikke mindst, en afsøgning af måder (æstetiske metoder) til at kommunikere med en ny (distribueret) kulturel offentlighed som flere museer håber kan levere kernen i fremtidens demokratiske borger-profil. Med andre ord, der foregår en genforhandling af der måder hvorpå museernes agerer som medium og anvender æstetik og kunst i sin kommunikation af viden og indhold til en demokratisk offentlighed, der også er under forandring.

Kurset er bygget op omkring feltarbejde på det naturvidenskabelige museum (og internationalt berømmede) Medicinsk Museion i Bredgade; samt Louisiana – Museum of Modern Art i Humlebæk. Det fordrer aktiv deltagelse i alle kursusgange, herunder begge museumsbesøg hvori indgår øvelser, for at kunne skrive den afsluttende opgave der udgør modulets eksamen.

De deltagende studerende bedes låne eller købe:

Putnam, James (2009): Art and Artefact. The Museum as Medium. London: Thames & Hudson.

LItteratur oversigt:

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload [*]
Putnam, James (2009): Art and Artefact. The Museum as Medium. London: Thames & Hudson.	181		Nej

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload[*]
Whitehead, Christopher (2012): Interpreting Art in Museums and Galleries, London/New York: Routledge.	10		Ja
Hejlskov Larsen, Ane (2010): Museumsgrundbogen – Kunsten at læse et museum. Aarhus Universitetsforlag.	14		Ja
Adorno, Theodor (1997): Aesthetic Theory, London/New York: Continuum, pp. 341-343		3	No
Foucault, Michel (1984): Open Spaces in: Michel Foucault: Aesthetics, Method, and Epistemology, New York: The New Press, pp. 175-185.		10	Yes
Eco, Umberto (1989): The Open Work, translated by Anna Cancogi, Harvard University Press, pp. 84-104.		20	Yes
Dewey, John. (1916): Art as Experience, Harvard University Press, pp. 202-220.		18	Yes
Ranciere, Jacques (2009): The Aesthetic Dimension: Aesthetics, Politics, Knowledge. Critical Inquiry 2009, Vol.36(1), pp.1-19. Permalink: http://aub-primo.hosted.exlibrisgroup.com/desktop:Samlet:TN_jstor_csp10.1086/606120		19	Permalink

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Introduktion til kurset

Æstetik, medier og medium

Forelæsning der introducerer til de væsentligste teorier om æstetik og mediering med fokus på et anvendelsesperspektiv.

Litteratur

Putnam, James (2009): Art and Artefact. The Museum as Medium. London: Thames & Hudson. S. 8-66.

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload[*]
Putnam, James (2009): Art and Artefact. The Museum as Medium. London: Thames & Hudson, pp. 8-66	58		Nej
Böhme, Gernot (1993): Atmosphere as the Fundamental Concept of a New Aesthetics, Sage Publishers, pp. 1-15.		14	yes
Adorno, Theodor (1997): Aesthetic Theory, London/New York: Continuum, pp. 341-343		3	No
Foucault, Michel (1984): Open Spaces in: Michel Foucault: Aesthetics, Method, and Epistemology, New York: The New Press, pp. 175-185.		10	Yes
Eco, Umberto (1989): The Open Work, translated by Anna Cancogi, Harvard University Press, pp. 84-104.		20	Yes
Dewey, John. (1916): Art as Experience, Harvard University Press, pp. 202-220.		18	Yes

📄 Adorno-Aesthetic-Theory

📄 Foucault - Aesthetics, Method, and Epistemology (Essential Works of Foucault, 1954-1984, Vol. 2)

📄 Gernot Böhme (1993) Atmosphere as the Fundamental Concept of a New Aesthetics i Thesis Eleven36113.

📄 Dewey-ArtasExperience(1)

📄 Eco Umberto The Open Work

Museet under forandring: anvendt æstetik på udstillinger.

Præsentation og diskussion af grundlæggende udstillingstyper

Gennemgang af eksempler på anvendt æstetik på forskellige museer og udstillinger.

Litteratur:

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload*
Putnam, James (2009): Art and Artefact. The Museum as Medium. London: Thames & Hudson, S. 67-113.	45		Nej
Whitehead, Christopher (2012): Interpreting Art in Museums and Galleries, London/New York: Routledge.	10		Ja
Hejlskov Larsen, Ane (2010): Museumsgrundbogen – Kunsten at læse et museum. Aarhus Universitetsforlag.	14		Ja

📄 MoesMus Kompendium museologi 130502

📄 Whiteheadmuseumspreface

Feltarbejde på et naturvideskabeligt museum

Besøg på Medicinsk Museion i Bredgade. Detajler om besøget følger.

Øvelser.

Studenteroplæg.

	Mandatory lit. no of pages.	Additional. lit. no of pages.	Dig. Upload*
Putnam, James (2009): Art and Artefact. The Museum as Medium. London: Thames & Hudson, pp. 114-187	68		Nej

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Feltarbejde på et kunstmuseum

Besøg på Louisiana Museum for Moderne kunst.

Øvelser.

Studenteroplæg.

Kunstneriske interventioner på non-art udstillinger

Oplæg om kunstneriske interventioner på non-art udstillinger med teoretiske udgangspunkt i Putnam.

Øvelse: forberede museumsbesøg.

Litteratur:

Putnam, James (2009): Art and Artefact. The Museum as Medium. London: Thames & Hudson. S. 114-184.

Emne 8

Emne 9

Emne 10

POLITISK KOMMUNIKATION OG INTERVENTION (SFA) (KDM_KA_KOMMUNIKATION_CPH)

Modulbeskrivelse: Politisk kommunikation og intervention

Modulet: "Politisk kommunikation og intervention"

5 ECTS

Placering

8. Semester Kommunikation

Studienævnet for Kommunikation og Digitale Medier

Modulansvarlig

Mette Marie Roslyng & Bolette B. Blaagaard

Type og sprog

Studiefagsmodul valgmulighed 3 af 4

Dansk

Mål

Modulet udvikler den studerendes viden om politisk kommunikation og dets kontekster med henblik på at anvende de analytiske færdigheder til at opnå forståelse af politisk kommunikation som intervention. Her forstås intervention som politiske aktørers strukturerede og strukturerende praksis i tid og rum med konsekvenser for såvel individ som samfund.

Den studerende lærer at identificere, differentiere og analysere politisk kommunikationsinterventioner, herunder bl.a. nyhedsmedier, PR, propaganda, reklamer, kampagner, spin og nudging samt kvalificere normative og etiske vurderinger af kommunikationen.

I tilknytning til modulet udbydes der undervisning inden for følgende områder:

- Kommunikationsintervention som politisk aktivitet
- Forskellige former for politisk kommunikationsintervention – deres fremkomst og betydning
- Mediers kommunikative og politiske rolle i den offentlige debat
- Kommunikationsinterventioners demokratiske og politiske betydning i samfundet

Den studerende skal gennem modulet opnå:

Viden om:

- de særlige diskursive, retoriske og genremæssige træk og vilkår i politisk kommunikationsintervention
- den politiske betydning af nyhedsmedier, reklame, PR, propaganda, spin og andre politiske kommunikationsinterventioner
- teori om politisk kommunikationsinterventioner.

Færdigheder i:

- at kunne identificere, differentiere og analysere forskellige typer politiske kommunikationsinterventioner såsom kampagner, spin og nudging mht. deres retoriske indhold, strategiske udformning, mediepsykologiske effekter og mediebrug samt deres spatiale kontekst
- at kunne begrebsliggøre mekanismer i meningsdannelse som de udspiller sig i forskellige politiske kommunikationsinterventioner.

Kompetencer til:

- at kunne vurdere politiske kommunikationsinterventioners hensigtsmæssighed i forhold til deres politiske og samfundsmæssige kontekst
- at kunne reflektere kritisk og analytisk over meningsdannelsen i forskellige politisk-journalistiske former i forhold til deres demokratiske betydning

Fagindhold og sammenhæng med øvrige moduler/semestre

Kurset tager udgangspunkt i, hvordan forskellige former for politisk kommunikation undergår forandring. Kurset lægger ud med en introduktion til forskellige former for politisk kommunikation og forandring. Med et gennemgående fokus på flere konkrete problematikker inden for politisk kommunikation og journalistik skabes der et overblik over politisk kommunikation som forskningsfelt. Derfra trækkes også tråde til, hvordan vi kan arbejde med forskellige måder, hvorpå forandringsbegrebet kan gentænkes i relation hertil.

Forandringsperspektivet forholdes til temaer med relevans for den nyere udvikling inden for politisk kommunikation. Det giver lejlighed til at inddrage både nye og traditionelle medier med et særlig fokus på de muligheder nye teknologier og kommunikationsformer byder for feltet. Der er derfor fokus på politisk kommunikation som interaktion ift. følgende temaer offentligheden i forandring, sociale, digitale medier og politisk kommunikation i forandring, samt politiske kampagner i forandring.

Litteraturlisten indeholder forslag til supplerende litteratur med bl.a. værker fra kurset *Politisk kommunikation og offentlighed* (7. semester) med henblik på de studerende, som ikke har deltaget i kurset.

Omfang og forventet arbejdsindsats

5 ECTS er svarende til 137,5 arbejdstimer

Eksamen

Prøve 15

En intern skriftlig prøve i "Politisk kommunikation og intervention" (Political Communication and Intervention).

Prøven har form af en bunden 3-dages hjemmeopgave, hvor den studerende på baggrund af modulet besvarer det eller de udleverede spørgsmål og opgaver inden for modulets fagområde. Den skriftlige del af opgavebesvarelsen må højst være på 8 sider og udarbejdes individuelt.

Prøven bedømmes af eksaminator; prøver, som bedømmes til ikke-bestået, bedømmes tillige af en censor. Der gives en skriftlig udtalelse om opgaven - herunder om skriftlig formuleringsevne - til den studerende.

Bedømmelsesform: Bestået/ikke-bestået.

Hjemmeopgaven skal demonstrere, at den studerende opfylder de faglige mål beskrevet ovenfor.

De studieelementer, der ligger til grund for prøven, har en vægt på 5 ECTS.

📰 Announcements

📰 News forum

Emne 1

1. Introduktion: Politisk kommunikation i forandring v/ MMR

Her skabes et overblik over, hvordan politisk kommunikation kan nytænkes i forhold til forandring. Vi arbejder kritisk med definitioner af feltet politisk kommunikation samt med diskussioner af forandringsbegrebet. Et mere traditionelt syn på forandring vil suppleres med en poststrukturalistisk forandringsopfattelse. Forandrings- og interventionsperspektivet analyseres bl.a. i forhold til begrebet om offentlighed.

Litteratur

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
M. Gurevitch, S. Coleman and J. G. Blumler (2009), 'Political Communication – Old and New Media Relationships' in The Annals of the American Academy of Political and Social Science, 625: 164-181 (online adgang via AUB)	17		
R. N. Negrine (2008), The Transformation of Political Communication. Continuity and Change in Media and Politics. Hampshire and NY: Palgrave MacMillan: 18-35 (Moodle tekst)	17		
Philip Schlesinger (1990), 'Rethinking the Sociology of Journalism: Source Strategies and the Limits of Media-Centrism', in M. Ferguson (ed), *Public Communication, The New Imperatives. Future Directions for Media Research*. London: Sage, pp. 61-83		22	
B. McNair (2011): *Introduction to Political Communication* (5th ed). NY: Routledge. Chapter 1 s. 3-14		11	

J. G. Blumler and D. Kavanagh (1999): 'The Third Age of Political Communication: Influences and Features'. *Political Communication* 16: 209-230.

E. Albæk and C. de Vreese (2010): 'Forskning i politisk kommunikation: Et overblik'. *Politica. Tidsskrift for politisk videnskab* 32: 279-293.

📄 Nigrine pp 18-35

Emne 2

2. Offentlig sfære og kritik v/ MMR & BBL (2 timer)

Undervisningen vil gennemgå og diskutere kritiske tilgange til offentlighedsbegrebet og politikbegrebet. Vi undersøger, hvad offentlighedens rolle er og hvornår der er tale om politisk intervention og interaktion, samt hvordan forholdet mellem borger, offentlighed og journalistik kan karakteriseres.

Litteratur

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Warner, M (2002): 'Publics and Counterpublics', Public Culture 14(1): 49-90 (fokus på s. 49-69 og 82-89) (online adgang via AUB)	41		
Fraser (1991). Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy, in *Habermas and the Public Sphere*, C. Calhoun (ed.). Cambridge MA: MIT Press. (online adgang via AUB)	25		
Lunt, P., & Livingstone, S. (2013). Media studies' fascination with the concept of the public sphere: critical reflections and emerging debates. *Media, Culture & Society,* 35(1), 87-96. (online adgang via AUB)	9		
Habermas, J. (1994): 'Forord til nyudgivelsen af *Strukturwandel der Öffentlichkeit'. Mediekultur* (22), 53-64 (Open access, samt adgang via AUB)	11		

Torgeson, D. (2010): 'Policy discourse and public spheres: the Habermas paradox', in *Critical Policy Studies*, vol 4 (1), s. 1-17 (online adgang AUB)

C. Mouffe (2007), 'Artistic Activism and Agonistic Spaces', in Art and Research. A Journal of Ideas, Contexts and Methods, 1 (2): 1-5

📄 lektion 2 Offentlighed MMR

Emne 3

3. Kulturel offentlighed v/ MMR & BBL (2 timer)

Undervisningsgangen præsenterer nyere, kunst- og kultur-orienterede definitioner på offentlighedsbegrebet og politisk kommunikation: Hvordan kan man tale om (med)borgere i forhold til (stats)borgere? Er det kun statsborgere, som kan indgå i offentlig politisk kommunikation? Omhandler politisk kommunikation altid Christiansborg, staten og kommunerne, eller kan en politisk kommunikation udtrykkes i fanfiktion og memes?

Litteratur

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Higgins, M (2008) Media and Their Publics, Maidenhead: Open University Press, Kap. 5, pp. 74-91	17		
Jenkins, H (2006) "Photoshop for Democracy: The New Relationship between Politics and Popular Culture" i Convergence Culture NY& London: NYU, pp. 217-250 (uddrag)	33		
Dahlgren, P (2009) Media and Political Engagement. S. 126-148, Cambridge: Cambridge UP	22		

📕 jenkins photoshop for democracy uddrag

📕 media and their publics ch 5

📕 dahlgren uddrag

📘 øvelse skema

📕 Kulturelle offentligheder slides

Emne 4

4. Politiske kampagner i en international kontekst v/ MMR

Undervisningsgangen diskuterer den seneste udvikling i politiske kampagner, som er præget af de digitale mediers spredning og gennemslagskraft.

Litteratur

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Kleis Nielsen, R. (2012): Ground Wars: Personalized Communication in Political Campaigns. Princeton: Princeton University Press. Uddrag	?		
Levenshus, A. (2010): 'Online Relationship Management in a Presidential Campaign: A Case Study of the Obama Campaign's Management of Its Internet-Integrated Grassroots Effort' in Journal of Public Relations Research, 22 (3), pp. 313-335 (adgang via AUB)	22		

Kleis Nielsen Ground Wars

Interview w Axelrod

Pol kom lektion 4

Emne 5

5. Borgerjournalistik som politisk kommunikation v/BBL (2 timer)

Undervisningsgangen udbreder det politiske begreb til også at omhandle den interpersonelle kommunikation gennem Twitter, Facebook og Instagram. Her bliver de personlige holdninger og identiteter til politiske kommunikationer og manifestationer online. Vi vil se på fænomenet *citizen journalism* og på hvordan det personlige bliver politisk gennem visuelle udtryk i form af *selfies*, eks.

Litteratur

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Zylinska, J. (2013) "The Culture of Blogging: At the Crossroads of Narcissism and Ethics" i N. Couldry, M. Madianou, & A. Pinchevski (eds): Ethics of Media Basingstoke and NY: Palgrave Macmillan, pp. 91-105	14		
Peters, J. D. (2011) "Witnessing" i P. Frosh & A. Pinchevski (eds) Media Witnessing, Basingstoke and NY: Palgrave Macmillan, pp. 23-41	18		
Chouliaraki, L. (2013) "Re-mediation, Inter-mediation, Trans-mediation: The Cosmopolitan trajectories of convergent journalism". Journalism Studies 14(2): 267-283 (adgang fra AUB)	16		
Allan, S. (2009) "Histories of Citizen Journalism" i S. Allan og E. Thorsen (eds): Citizen Journalism. Global Perspectives NY: Peter Lang, pp. 17-32		15	

📄 peters witnessing

📄 Zylinska Culture of blogging
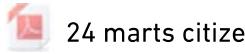
📄 24 marts citizen media del1

Emne 6

6. Medier, citizenship og digital revolution v/ MMR & BBL (2 timer)

Kurset undersøger den digitale revolution med henblik på at forstå medieudviklingens politiske virkning og konsekvens. Der kommer især fokus på, hvordan politisk aktivisme finder sted i den globaliserede og medialiserede verden, som bl.a. er karakteriseret ved kommunitionsnetværk.

Litteratur:

Litteratur

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Fenton, Natalie (2012) "The Internet and Radical Politics" i Curran, J; Fenton, N.; Freedman, D. (eds) Misunderstanding the Internet, London, Routledge, pp. 149-176 (uddrag)	27		
Isin, Engin og Evelyn Ruppert (2015) Being Digital Citizens, NY og London: Rowman & Littlefield, pp. 51-72	21		
T. Gitlin (2013): 'Occupy's predicament: the moment and the prospects for the movement', in The British Journal of Sociology, Vol 64 (1), pp. 3-25 (online adgang via AUB)	22		
Castells, Manuel (1995): Netværkssamfundet (uddrag).		?	

📄 Fenton Internet and Radical Politics

📄 Isin Ruppert kap 3

📄 Øvelse lek 6
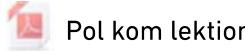
📄 Pol kom lektion 6

Emne 7

7. Politisk kommunikation og digital æstetik v/ BBL

Undervisningsgangen præsenterer teorier og analyseredskaber indenfor æstetik og sociale medier og diskuterer hvordan betydningen af det visuelle udtryk spiller en rolle i de nye digitale offentligheder.

Litteratur:

Litteratur

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Brand, R. and Pinchevski, A. (2013) "Facing the Image: Towards and Ethics of Seeing" i N. Couldry, M. Madianou, & A. Pinchevski (eds): Ethics of Media, Basingstoke and NY: Palgrave Macmillan, pp. 106-119	13		
Frosh, Paul (2015) "The Gestural Image: The Selfie, Photography Theory, and Kinesthetic Sociability", *International Journal of Communication* 9: 1607-1628 (tilgængelig online)	21		
Rettberg, J.W. (2014) Seeing Ourselves Through Technology Palgrave Macmillan, kap 2 & 6 (tilgængelig online)	?		

📄 facing the image

📄 æstetik slides

Emne 8

8. (Online) aktivisme v/ MMR & BBL

Undervisningsgangen går tæt på tilblivelsen af "counter-publics" (Warner 2002) gennem læsninger og diskussioner af radikal aktivisme online og offline, samt gennem øvelser, hvor kursets teori og diskussioner bliver bragt i spil. Derudover vil de studerende blive præsenteret for online aktivisme af f.eks. Greenpeace og Occupy bevægelserne og det diskuteres, hvordan disse bevægelser gør brug af og forhandler deres politiske udtryk igennem Internettets multinationale firmaers spind.

Litteratur:

Litteratur

	Obligatorisk. litt. sideantal	supplerende. litt. sideantal	Dig. upload
Askanius, Tina (2014) "Video for Change" in Wilkins, K.G.; Tufte, T.; Obregon, R. (eds): The Handbook of Development Communication and Social Change, Wiley & Son	18		
Brighenti, Andrea (2010) "At the Wall: Graffiti Writers, Urban Territoriality, and the Public Domain" in *Space and Culture* 13(3), pp. 315-332 (via aub)	17		

Video for Change

London Banksy's 'Les Misérables' mural criticises treatment of migrants in Calais

Tina Askanius læsning

Andrea Mubi Brighenti læsning

ØVELSE afsluttende

Emne 9

Afsluttende og eksamensforberedende forløb (2 lektioner) v/ MMR og BBL

Til den afsluttende undervisningsgang skal I forberede en præsentation baseret på øvelsen 31 marts, som skal indeholde følgende:

- Mindmap
- Udvælg ét spørgsmål (+underspørgsmål) fra lektionen om Askanius/Brighentis tekster. Forklar hvordan spørgsmålet har inspireret jeres analyse af Banksy-casen.
- Præsenter jeres analyse med fokus på ét af ovenstående (eksamens-)spørgsmål.

Præsentationen skal være på ca. 15 minutter.

Efter præsentationen diskuterer vi eksamen.

Emne 10

FACILITERING AF ORGANISATORISKE LÆRERPROCESSER (SFA) (KDM_KA_KOMMUNIKATION_CPH)

📄 Facilitering af organisatoriske læreprocesser/ Kommunikation-HRM co-creation

I foråret 2017 udbydes studiefaget "Facilitering af organisatoriske læreprocesser" med følgende tematisering:

Kommunikation/HRM co-creation – samskabelse af organisatoriske udviklingsprocesser

Kommunikation og HRM nærmer sig hinanden i disse år – både akademisk og praktisk. Eksempelvis har mange virksomheder fusioneret HR og kommunikation til én afdeling, hvis resultatskabelse er afhængig af, at en bred vifte af både interne og eksterne aktører medinddrages, engageres og deler viden – dvs. afhænger af facilitering af såvel individuelle og organisatoriske læreprocesser. HR en væsentlig medspiller, når det kommer til at facilitere den medarbejderadfærd, der i praksis skal levere på det 'brand promis', som kunder, investorer og fremtidige medarbejdere præsenteres for af kommunikations- og marketingfunktionen. Samtidig er der en stigende erkendelse af, at kommunikative processer er væsentlige for meningsskabelse i forhold til organisationsforandringer, implementering af nye strategier og kompetenceudvikling, som ellers typisk ligger på HRs banehalvdel.

I disse processer spiller kommunikation og HR ofte en intern konsulentrolle, og det er med udgangspunkt i denne rolle, at dette fag behandler facilitering af organisatoriske læreprocesser i et kommunikationsperspektiv på human resource management som teoriområde og professionel praksis. Gennem fem kursusgange præsenteres en række nedslag; forskellige bud på hvorledes samskabelse og intervention i organisatoriske udviklingsprocesser kan forstås og konkret iværksættes i en kommunikations- og HR-optik:

1. Kommunikation og HRM – co-creation konkollegaer?!

2. Intervention, samskabelse og intern organisationskonsultation

3. Medarbejderlivscyklussen – kommunikation i HR-kerneopgaven

4. Talent management - og deltagerinvolvering: Top-down og bottom-up, outside-in og inside-out

5. Strategi – forandring og forankring

(NB! Scrolling alert! De enkelte kursusganges indhold er mere indgående beskrevet under hver sit punkt længere nede på denne webside, men der skal scrolles godt, før man kommer til dem.)

Det er en fordel, men *IKKE* en forudsætning, at man tidligere har fulgt et eller flere af fagene "Organisatorisk læring gennem kommunikation og intervention" (6. sem.), "Virksomhedsledelse" (6. sem.) og/eller "Organisationskonsultation" (4./7. semester). Alle deltagere vil uanset udgangspunktet stifte bekendtskab med nye perspektiver og litteraturer, som alle har til mål at styrke den studerendes mulighed for at bringe sig selv og sin kommunikationsfaglighed i spil i organisatoriske forandrings- og udviklingsprocesser i samarbejde med andre fagligheder internt og eksternt i organisationer (privat/offentlig/NGO/frivillige). Faget arbejder ligeledes godt sammen med temaet om forandring i organisationer på 8. semesters projektmodul, Forandring og Kommunikation gennem kommunikation (Change and Intervention through Communication).

Mål

Modulet har teoretisk og praktisk fokus på facilitering af deltagerinvolvering i organisatoriske læreprocesser. Den studerende præsenteres for teorier om og arbejder selv med forskellige tilgange til organisationskonsultation og –intervention, hvor fokus er på facilitering af deltagerinvolvering i organisatoriske læreprocesser I tilknytning til modulet udbydes der workshopbaseret undervisning, hvor forskellige måder at facilitere organisatoriske læreprocesser præsenteres og afprøves.

Den studerende skal gennem modulet opnå

Viden om:

·   forskellige måder at facilitere organisatoriske læreprocesser

·   forskellige måder at involvere deltagerne i læreprocesser.

Færdigheder i:

·   at analysere organisationskommunikative problemstillinger i forbindelse med henblik på facilitering af organisatoriske læreprocesser

·   at reflektere over egne kommunikative kompetencer i forbindelse med konsulent- og interventionsmetoder.

Kompetencer til:

sammen med deltagerne at planlægge og gennemføre kommunikative indsatser med henblik på organisatorisk læring:

·   at facilitere organisatoriske læreprocesser

·   at reflektere over egen rollehåndtering som facilitator af organisatoriske læreprocesser.

Eksamen:

En intern skriftlig prøve i "Facilitering af organisatoriske læreprocesser" ("Facilitating organizational learning processes").

Prøven har form af en bunden 3-dages hjemmeopgave, hvor den studerende på baggrund af modulet besvarer det eller de udleverede spørgsmål og opgaver inden for modulets fagområde.

Den skriftlige del af opgavebesvarelsen må højst være på 10 sider og udarbejdes individuelt.

Prøven bedømmes af eksaminator; prøver, som bedømmes til ikke-bestået, bedømmes tillige af en censor. Der gives en skriftlig udtalelse om opgaven - herunder om skriftlig formuleringsevne - til den studerende.

Bedømmelsesform: Bestået/ikke-bestået.

Hjemmeopgaven skal demonstrere, at den studerende opfylder de faglige mål beskrevet ovenfor.

De studieelementer, der ligger til grund for prøven, har en vægt på 5 ECTS-point

Undervisere:
Rikke Kirstine Nielsen (rikkekn@hum.aau.dk) (modulansvarlig)

Gæsteforelæsere fra kommunikations- og HR-praksis.

Samlet pensumoversigt:

Pensumlitteratur	Pri. litt. sideantal	Sek. litt. sideantal	Dig. upload
Morley, M.; Brewster, C., Gunnigle, P. & Mayrhofer , W. (2000). Communication, consultation and the HRM debate. In C. Brewster, W. Mayrhofer and M. Morley, *New Challenges for European Human Resource Management*, pp. 222-244. Basingstoke, UK: Macmillan. 22 siders forskningslitteratur. Se .pdf uploadet i Moodle.	22		X
Larsen, H.H. (2010): HRM bygger bro til nabodiscipliner – fagområdet på frierfødder? In H.H. Larsen, *HRM – Licence to work*, pp. 388-408. Holte: Forlaget Valmuen. 20 siders forskningslitteratur. Se .pdf uploadet i Moodle.	20		X

Falkheimer, J., Heide, M., Nothhaft, H., von Platen, S., Simonsson, C., & Andersson, R. (2016). Is Strategic Communication too important to be left to Communication Professionals?: Managers' and coworkers' attitudes towards strategic communication and communication professionals. *Public Relations Review*. 11 siders forskningslitteratur. Tilgås via: https://goo.gl/leHFDh.	11	
Verčič, A. T., Verčič, D., & Sriramesh, K. (2012). Internal communication: Definition, parameters, and the future. *Public relations review*, *38*(2), 223-230. 17 siders forskningslitteratur tilgås via: https://goo.gl/Z1tiv8	17	
Welch, M., & Jackson, P. R. (2007). Rethinking internal communication: a stakeholder approach. *Corporate Communications: An International Journal*, *12*(2), 177-198.21 siders forskningslitteratur tilgået via: https://goo.gl/gztHXP	21	
Miller, V. D., & Gordon, M. E. (2014). Mapping the "trading zones" of communication and human resource management. In V.D. Miller and M.E. Gordon, *Meeting the challenge of human resource management: A communication perspective* (pp. 247-258).11 sider. .pdf til download.	11	X
Samlet pensum: 102 sider	102	
Zerfass, A., & Franke, N. (2013). Enabling, advising, supporting, executing: A theoretical framework for internal communication consulting within organizations. *International Journal of Strategic Communication*, *7*(2), 118-135. 17 sider . https://goo.gl/olOLrS	17	
Scott, B. (2008): Consulting on the Inside. In B. Scott, In E. Biech (Ed.), *ASTD Handbook for Workplace Learning Professionals*, (pp 671-689). Alexandria, VA: ASTD Press. 18 sider sekundærlitteratur. @ kan downloades fra: http://bevscott.com/bvs-content/uploads/2013/09/ASTD-Handbook-Consulting-on-the-Inside.pdf		18
Vosburgh, R. M. (2007). The evolution of HR: Developing HR as an internal consulting organization. *People and Strategy*, *30*(3), 11. 15 sider. https://goo.gl/EWL0e1	15	
Caldwell, R. (2001). Champions, adapters, consultants and synergists: the new change agents in HRM. *Human Resource Management Journal*, *11*(3), 39-52. 13 sider. https://goo.gl/87ng8E	13	
J. Gouillart, F. (2014). The race to implement co-creation of value with stakeholders: five approaches to competitive advantage. *Strategy & Leadership*, *42*(1), 2-8. 6 siders forskningslitteratur. https://goo.gl/mVRRW9	6	
Ry Nielsen, J.C. & Repstad, P. (2006): Når mauren også skal være en ørn. In: F. Nyeng & G. Wennes (eds.), *Tall, tolkning og tvil*, pp. 245-260. Oslo, Norway: Cappelen Akademisk. 15 sider siders forskningslitteratur. .pdf til download.	15	X
Piening, E. P., Baluch, A. M., & Ridder, H. G. (2014). Mind the Intended-Implemented Gap: Understanding Employees' Perceptions of HRM. *Human Resource Management*, *53*(4), 545-567. 22. Sider. https://goo.gl/uq4F5E	22	
Samlet pensum: 106 sider	88	18

Edwards, M. R. (2005). Employer and employee branding: HR or PR? *Managing human resources: personnel management in transition*, 266-286. .pdf til download på Moodle. 20 siders forskningslitteratur.	20		X
Straus, S. G., Miles, J. A., & Levesque, L. L. (2001). The effects of videoconference, telephone, and face-to-face media on interviewer and applicant judgments in employment interviews. *Journal of management*, *27*(3), 363-381.18 siders forskningslitteratur, tilgås via https://goo.gl/mnVFPO	18		
Doherty, R. (2010). Getting social with recruitment. *Strategic HR review*, *9*(6), 11-15. 4 siders forskningslitteratur, tilgås via: https://goo.gl/RqouEZ	4		
Guest, D. E., & Conway, N. (2002). Communicating the psychological contract: an employer perspective. *Human resource management journal*, *12*(2), 22-38. 16 siders forskningslitteratur, tilgås via: https://goo.gl/ZAVHzf	16		
Freitag, A. R., & Picherit-Duthler, G. (2004). Employee benefits communication: proposing a PR-HR cooperative approach. *Public Relations Review*, *30*(4), 475-482. 7 siders forskningslitteratur, tilgås via https://goo.gl/GVgpmF	7		
Tourish, D., Paulsen, N., Hobman, E., & Bordia, P. (2004). The downsides of downsizing communication processes information needs in the aftermath of a workforce reduction strategy. *Management Communication Quarterly*, *17*(4), 485-516. 31 siders forskningslitteratur. https://goo.gl/a6BjjY	31		
Samlet pensum: 96 sider	96		
Marian Thunnissen, M.; Boselie, P. & Fruytier, B. (2013): A review of talent management: 'infancy or adolescence?' The International Journal of Human Resource Management, Volume 24, Issue 9, pp. 1744-1761. Se: http://.gl/mziyhf. 17 siders forskningslitteratur.	17		
Larsen, H.H. (2012): *Talent management – perspektiver og dilemmaer og praksis*. København: Samfundslitteratur. Uddrag: Kapitel 1 "Talent management: Hvad og hvorfor?", s. 13-36. @ Kan downloades fra Moodle 23 siders forskningslitteratur.	23		X
Andersen, B. (red.) (2007): *Talentudvikling i praksis.* København: DJØF. Uddrag s. 10-30. @ Kan downloades fra Moodle. 20 siders sekundærlitteratur.		20	X
Ulrich, D.; Younger, J.; Brockbank, W. & Ulrich, M. (2012). Provo, UT: RBL Group. Uddrag: Kapitel 1: Next Generation HR HR from the Outside-In, s. 1-10. 10 siders forskningslitteratur. @ Kan downloades fra: http://rblip.s3.amazonaws.com/Books/HR%20from%20the%20Outside-In/Chapter%201-HR%20from%20the%20Outside%20In.pdf	10		
Somaya, D., Williamson, I. 2011. Embracing Turnover: Moving Beyond the 'War for Talent'. In Collings, D. and Scullion, H. (Ed.), *Global Talent Management*. New York: Routledge. Uddrag pp. 20-45. Se: http://goo.gl/xEWHEv. 25 siders forskningslitteratur.	25		

		75	20
Samlet pensum: 95			

Helder, J. (2007). One Company, One Language?-en sproglig regibemærkning. *Ledelse & Erhvervsøkonomi, 71*(3), 159-164. 6 siders forskningslitteratur; tilgås via: http://cjas.dk/index.php/loge/article/viewFile/1028/1034 — 6

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Announcements

Kommunikation og HRM – co-creation konkollegaer?!

v. Rikke Kristine Nielsen (rikkekn@hum.aau.dk)

På denne introducerende kursusgang blander vi kommunikation og HR i et både praktisk og teoretisk perspektiv med henblik på at påpege delmængder og oplagte områder i forhold til samskabelse og interessefælleskab, herunder kommunikationsfeltets mulige unikke bidrag til facilitering af organisatoriske og individuelle udviklingsprocesser. Hvad er de kommunikationsprofessionelles rolle i forhold til organisationens læreprocesser, hvilken rolle kan/skal kommunikation spille i organisationen og – ikke mindst - ved organisationen og HR-folket, hvad kommunikation kan bidrage med? Tag din portfolio med og skriv dig ind i kommunikations-HRM/HRM-kommunikationsfortællingenJ

Gæsteforelæsning fra praksis: Group Communications Specialist, der er en del af en HR-funktion og blandt andet beskæftiget med intern kommunikation omkring strategiimplementering og employer branding, herunder rådgivning at virksomhedens ledelse til at håndtere kommunikation til drift og forandring. (NB! Afventer endelig bekræftelse).

Pensumlitteratur	Pri. litt. sideantal	Sek. litt. sideantal	Dig. upload
Morley, M.; Brewster, C., Gunnigle, P. & Mayrhofer , W. (2000). Communication, consultation and the HRM debate. In C. Brewster, W. Mayrhofer and M. Morley, *New Challenges for European Human Resource Management*, pp. 222-244. Basingstoke, UK: Macmillan. 22 siders forskningslitteratur. Se .pdf uploadet i Moodle.	22		X
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Samlet pensum: 102	102		

Intervention, samskabelse og intern organisationskonsultation

v. Rikke Kristine Nielsen (rikkekn@hum.aau.dk)

HRM og kommunikation er ofte stabsfunktioner, der på forskellig vis har til formål at understøtte organisations kerneopgaver (med mindre der er tale om konsulentvirksomheder inden for disse områder, hvorved HRM og kommunikation *er* kerneopgaven). HR og kommunikation har typisk en intern konsulentfunktion over for resten af organisationen, der er at betragte som deres interne kunder (og nogle gange faktisk skal afregne internt for de ydelser, de vælger at benytte). Men hvad vil det egentlig sige at varetage en intern konsulentfunktion inden for kommunikation/HRM? Og hvem hjælper man med hvad, hvorfor og hvordan? Vi sætter i denne undervisningsgang skarpt på rollen som organisatorisk procesdeltager, snarere en budskabs- og systemproducent.

Pensumlitteratur	Pri. litt. sideantal	Sek. litt. sideantal	Dig. upload
Zerfass, A., & Franke, N. (2013). Enabling, advising, supporting, executing: A theoretical framework for internal communication consulting within organizations. *International Journal of Strategic Communication*, *7*(2), 118-135. 17 sider . https://goo.gl/olOLrS	17		
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Vosburgh, R. M. (2007). The evolution of HR: Developing HR as an internal consulting organization. *People and Strategy*, *30*(3), 11. 15 sider. https://goo.gl/EWL0e1	15		
Caldwell, R. (2001). Champions, adapters, consultants and synergists: the new change agents in HRM. *Human Resource Management Journal*, *11*(3), 39-52. 13 sider. https://goo.gl/87ng8E	13		

Pensumlitteratur	Pri. litt. sideantal	Sek. litt. sideantal	Dig. upload
J. Gouillart, F. (2014). The race to implement co-creation of value with stakeholders: five approaches to competitive advantage. *Strategy & Leadership*, *42*(1), 2-8. 6 siders forskningslitteratur. https://goo.gl/mVRRW9	6		
Ry Nielsen, J.C. & Repstad, P. (2006): Når mauren også skal være en ørn. In: F. Nyeng & G. Wennes (eds.), *Tall, tolkning og tvil*, pp. 245-260. Oslo, Norway: Cappelen Akademisk. 15 sider siders forskningslitteratur. .pdf til download.	15		X
Piening, E. P., Baluch, A. M., & Ridder, H. G. (2014). Mind the Intended-Implemented Gap: Understanding Employees' Perceptions of HRM. *Human Resource Management*, *53*(4), 545-567. 22. Sider. https://goo.gl/uq4F5E	22		
Samlet pensum: 106 sider	88	18	

Gæsteforelæser: HR-konsulent , cand.soc. HRM Hanne Dagnøe, der har skrevet speciale om co-creation af HR og kommunikationens betydning i denne sammenhæng. Hanne har forud for sine kandidatstudier lang praksiserfaring bag sig, og vil derfor kunne dele både akademiske og praktiske erfaringer. (NB! Afventer endelig bekræftelse).

Medarbejderlivscyklussen – kommunikation i HR-kerneopgaven

v. Rikke Kristine Nielsen (rikkekn@hum.aau.dk)

Det starter med, at en potentiel ansøger overhovedet har en virksomhed på sin mentale radar som en mulig arbejdsgiver og munder via tiltrækning og udvælgelse ud i blomster på bordet første dag som ny i jobbet til "den rigtige medarbejder" - og på længere sigt en gensidigt givtig relation mellem arbejdstager og arbejdsgiver, der kan levere på virksomhedens brand statement over for kollegaer, kunder og andre samarbejdspartnere. I denne matchmaking-proces skal mange eksterne og interne processer og aktører spille sammen, idet HR/kommunikation, topledelse, ansættende leder og fremtidige kollegaer er centrale interessenter. En tour de force i medarbejderlivscyklussens faser med nedslag i udviklingen af de processer, hvor HR og kommunikation spiller sammen. Og som det forhåbentligt vil fremgå af dagens litteratur, indgår kommunikationskompetence, som et væsentligt element i disse processer - uanset hvordan man konkret har valgt at organisere sig omkring disse HRM-kerneopgaver.

Pensumlitteratur	Pri. litt. sideantal	Sek. litt. sideantal	Dig. upload
Edwards, M. R. (2005). Employer and employee branding: HR or PR? *Managing human resources: personnel management in transition*, 266-286. .pdf til download på Moodle. 20 siders forskningslitteratur.	20		X
Straus, S. G., Miles, J. A., & Levesque, L. L. (2001). The effects of videoconference, telephone, and face-to-face media on interviewer and applicant judgments in employment interviews. *Journal of management*, *27*(3), 363-381.18 siders forskningslitteratur, tilgås via https://goo.gl/mnVFPO	18		
Doherty, R. (2010). Getting social with recruitment. *Strategic HR review*, *9*(6), 11-15. 4 siders forskningslitteratur, tilgås via: https://goo.gl/RqouEZ	4		
Guest, D. E., & Conway, N. (2002). Communicating the psychological contract: an employer perspective. *Human resource management journal*, *12*(2), 22-38. 16 siders forskningslitteratur, tilgås via: https://goo.gl/ZAVHzf	16		

Freitag, A. R., & Picherit-Duthler, G. (2004). Employee benefits communication: proposing a PR-HR cooperative approach. *Public Relations Review*, *30*(4), 475-482. 7 siders forskningslitteratur, tilgås via https://goo.gl/GVgpmF	7
Tourish, D., Paulsen, N., Hobman, E., & Bordia, P. (2004). The downsides of downsizing communication processes information needs in the aftermath of a workforce reduction strategy. *Management Communication Quarterly*, *17*(4), 485-516. 31 siders forskningslitteratur. https://goo.gl/a6BjjY	31
Samlet pensum: 96 sider	96

Talent management - og deltagerinvolvering: Top-down and bottom-up, outside-in – inside-out

v. Rikke Kristine Nielsen (rikkekn@hum.aau.dk)

Talent management, ledelse af talenter, er blevet et buzzword i forhold til ledelsen af de menneskelige ressourcer, men hvad er overhovedet et talent? Hvem bestemmer, hvem/hvad der er talent? Hvordan finder man frem til talentet? Og hvem deltager i disse processer? Denne undervisningsgang ser nærmere på organisatoriske lære- og udviklingsprocesser i forhold til talent spotting, udvikling og ikke mindst performance i organisationen.

Pensumlitteratur	Pri. litt. sideantal	Sek. litt. sideantal	Dig. upload
Marian Thunnissen, M.; Boselie, P. & Fruytier, B. (2013): A review of talent management: 'infancy or adolescence?' The International Journal of Human Resource Management, Volume 24, Issue 9, pp. 1744-1761. Se: http://.gl/mziyhf. 17 siders forskningslitteratur.	17		
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Andersen, B. (red.) (2007): *Talentudvikling i praksis*. København: DJØF. Uddrag s. 10-30. @ Kan downloades fra Moodle. 20 siders sekundærlitteratur.		20	X
Ulrich, D.; Younger, J.; Brockbank, W. & Ulrich, M. (2012). Provo, UT: RBL Group. Uddrag: Kapitel 1: Next Generation HR HR from the Outside-In, s. 1-10. 10 siders forskningslitteratur. @ Kan downloades fra: http://rblip.s3.amazonaws.com/Books/HR%20from%20the%20Outside-In/Chapter%201-HR%20from%20the%20Outside%20In.pdf	10		
Somaya, D., Williamson, I. 2011. Embracing Turnover: Moving Beyond the 'War for Talent'. In Collings, D. and Scullion, H. (Ed.), *Global Talent Management*. New York: Routledge. Uddrag pp. 20-45. Se: http://goo.gl/xEWHEv. 25 siders forskningslitteratur.	25		
Samlet pensum: 95	95		

Strategi – forandring og forankring

v. Rikke Kristine Nielsen (rikkekn@hum.aau.dk)

Det er en central udfordring for såvel kommunikations- som HR-fagligheden at bringe sig selv i spil i organisationen på en måde, der er synligt værdiskabende i forhold til organisationens overordnede målsætninger, hvad enten der er tale om øget omsætning, bedre ressourceudnyttelse eller mere tilfredse kunder/brugere/borgere. I denne undervisningsgang zoomer vi ud fra varetagelsen af de konkrete opgaver omkring ledelsen af de menneskelige ressourcer til det strategiske niveau i organisationen og undersøger forskellige sammenhænge, hvor kommunikation og HRM bidrager til strategiske processer – hvad enten disse kan karakteriseres som eksekvering af allerede igangsætte aktiviteter eller implementering af nye forandringsprojekter. Der sættes dermed punktum for faget ved at sætte to streger under den strategiske betydning af kommunikation-HRM samskabelse.

Pensumlitteratur	Pri. litt. sideantal	Sek. litt. sideantal	Dig. upload
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Fra praksis:

·   Er intern kommunikation spild af penge: http://journalisten.dk/er-intern-kommunikation-spild-af-penge

·   100 ideer til din interne kommunikation: http://www.kommunikationsforum.dk/artikler/100-ideer-til-din-interne-kommunikation

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Emne 6

Emne 7

Emne 8

Emne 9

Emne 10