



SVEUČILIŠTE U ZAGREBU  
HRVATSKI STUDIJI  
STUDIA GROATICA

Sukladno načelima otvorenosti i javnosti rada Hrvatskih studija Sveučilišta u Zagrebu, vladavine prava, legitimnih očekivanja nastavnika i studenata, znanstvene i nastavne izvrsnosti, radi prepoznatljivosti i razumijevanja studijskoga programa komunikologije i organiziranja mobilnosti nastavnika i studenata, temeljem članka 6. stavka 2. točke 2.2.B. Pravilnika o studiranju na preddiplomskim i diplomskim studijima Sveučilišta u Zagrebu od 18. srpnja 2008. (klasa 602-04/08-10/30, ur. broj 380-04-39-08-1), privremeno Znanstveno-nastavno vijeće Hrvatskih studija Sveučilišta u Zagrebu na 12. sjednici u XXVI. akademskoj godini održanoj 12. rujna 2018. donijelo je

#### O D L U K U

- I. Prihvaća se opis izbornoga predmeta *Računalno posredovana komunikacija i upravljanje virtualnim timovima / Computer-mediated communication and virtual team management* na preddiplomskom sveučilišnom studiju komunikologije, u obrascu koji je sastavni dio ove Odluke.
- II. Ova Odluka stupa na snagu danom donošenja.

U Zagrebu, 12. rujna 2018.

Klasa: 640-01/18-2/0009

Ur. broj: 380-1/1-18-018



Pročelnik

prof. dr. sc. Mario Grčević



## Opis predmeta

1. OPĆE INFORMACIJE				
1.1. Nositelj predmeta	izv. prof. dr. sc. Danijel Labaš		1.6. Godina studija u kojoj se predmet izvodi	1., 2., 3
1.2. Naziv predmeta	<b>Računalno posredovana komunikacija i upravljanje virtualnim timovima</b>		1.7. Bodovna vrijednost (broj bodova po ECTS-sustavu)	3
1.3. Suradnici	dr. sc. Natasha Kathleen Levak		1.8. Način izvođenja nastave (broj sati P + V + S + e-učenje)	15+0+15
1.4. Studijski program (preddiplomski, diplomski, integrirani)	Preddiplomski studij komunikologije		1.9. Očekivani broj studenata na predmetu	30
1.5. Status predmeta	<input type="checkbox"/> obvezatni	<input checked="" type="checkbox"/> izborni	1.10. Razina primjene e-učenja (1., 2., 3. razina), postotak izvođenja predmeta <i>on line</i> (maksimalno 20 %)	2
2. OPIS PREDMETA				
2.1. Ciljevi predmeta	Studenti će steći osnovna znanja i razumijevanje temelja i svih aspekata računalno posredovane komunikacije, njezine značajke i utjecaj na suvremeno društvo te strategije upravljanja virtualnim timovima.			
2.2. Uvjeti za upis predmeta i / ili ulazne kompetencije potrebne za predmet				
2.3. Ishodi učenja na razini programa kojima predmet pridonosi	<p>Studenti će biti sposobni:</p> <ul style="list-style-type: none"> <li>- definirati, opisati i vrjednovati aspekte i značajke računalno posredovane komunikacije;</li> <li>- primijeniti, klasificirati i razlikovati stručnu terminologiju;</li> <li>- prepoznati i argumentirano protumačiti interdisciplinarnu narav komunikologije, povezujući pojedine segmente povijesti i osobitosti komunikologije s odgovarajućim segmentima povijesti i osobitosti društvenih i humanističkih znanosti te različitih aspekata društvenog razvoja;</li> <li>- u pisanom i usmenom obliku jasno i argumentirano prikazivati i analizirati složene akademske i neakademske sadržaje;</li> <li>- primijeniti znanje i razumijevanje koncepata vezanih uz komunikacija posredovana računalom.</li> </ul>			
2.4. Očekivani ishodi učenja na razini	Studenti će biti sposobni:			

<p>predmeta (3-10 ishoda učenja)</p>	<ul style="list-style-type: none"> <li>- pokazati znanje i razumijevanje značajki računalno posredovane komunikacije;</li> <li>- odabrati i analizirati upotrebu jezika i razgovora na odabranom mrežnom sadržaju društvenih medija;</li> <li>- razumijeti i koristiti odgovarajuće jezične strukture i značajke prema online alatu i kontekstu;</li> <li>- razumijeti i kritički raspraviti učinke računalno posredovane komunikacije na društveno funkcioniranje i psihološku dobrobit korisnika;</li> <li>- pokazati znanje i razumijevanje ključnih elemenata za stvaranje, vođenje, održavanje i evaluaciju virtualnog tima;</li> <li>- analizirati i procijeniti prednosti online alata prema potrebnim rezultatima - alat - zadatak (tool - task alignment) poravnanje.</li> </ul>
<p>2.5. Opis sadržaja predmeta</p>	<ol style="list-style-type: none"> <li>1) Računalno posredovana komunikacija (Computer-mediated communication - CMC) – uvod (navođenje i raspravljanje terminologije povezane s CMC-om, raspravljanje osnovnih koncepata CMC-a, njezine prošlosti, sadašnjosti i budućnosti)</li> <li>2) Sinkronizirani i nesinkronizirani komunikacijski odnosi, prednosti i nedostaci</li> <li>3) Online zajednice - razvoj i interakcija</li> <li>4) Lingvističke značajke online diskursa na engleskom i hrvatskom jeziku</li> <li>5) Učinci CMC-a na društveno funkcioniranje i psihološku dobrobit</li> <li>6) Jezične značajke različitih on-line alata</li> <li>7) Uloga CMC-a u timskom radu, u obrazovanju i poslovnom okruženju</li> <li>8) Prednosti globalizacije i virtualizacije</li> <li>9) Kreiranje virtualnog tima i razvoj povjerenja</li> <li>10) Vodstvo u virtualnim timovima</li> <li>11) Organiziranje i planiranje timskog rada u virtualnom okruženju</li> <li>12) Praćenje, upravljanje napretkom i upravljanje konfliktima virtualnog tima</li> <li>13) Evaluacija uspjeha virtualnih timova za poduzetništvo i obrazovanje</li> <li>14) Izazovi uspješnosti virtualnog tima</li> <li>15) Procjena značajki online alata prema predviđenim rezultatima - alat-zadatak poravnanje</li> </ol>

2.6. Vrste izvođenja nastave:	<input checked="" type="checkbox"/> predavanja <input checked="" type="checkbox"/> seminari i radionice <input type="checkbox"/> vježbe <input type="checkbox"/> <i>on line</i> u cijelosti <input checked="" type="checkbox"/> mješovito e-učenje <input type="checkbox"/> terenska nastava	<input checked="" type="checkbox"/> samostalni zadatci <input checked="" type="checkbox"/> multimedija i mreža <input type="checkbox"/> laboratorij <input type="checkbox"/> mentorski rad <input type="checkbox"/> (ostalo upisati)	2.7. Komentari:			
2.8. Obveze studenata						
2.9. Praćenje rada studenata	Pohađanje nastave	DA	Istraživanje	NE	Usmeni ispit	DA
	Eksperimentalni rad	NE	Referat	NE	Esej 40 %, praktični rad - 50 %, online kritička analiza i rasprava – 10 %	
	Ogled	DA	Seminarski rad	NE		
	Kolokvij	NE	Praktični rad	DA		
	Projekt	NE	Pisani ispit	DA	Broj bodova po ECTS-sustavu (ukupno)	3
2.1. Obvezatna literatura (dostupna u knjižnici i / ili na drugi način)	<b>Naslov</b>				<b>Dostupnost u knjižnici</b>	<b>Dostupnost putem ostalih medija</b>
	Danet, B., & Herring, S. C. (2007). <i>The Multilingual Internet: Language, culture, and communication online</i> . Oxford University Press. New York.  <a href="https://www.ut.edu.sa/documents/182223/5072461/The+Multilingual+Internet+Language,+Culture,+and+Communication+Online.pdf/286f20b9-6fec-4961-ad64-472e8d721089">https://www.ut.edu.sa/documents/182223/5072461/The+Multilingual+Internet+Language,+Culture,+and+Communication+Online.pdf/286f20b9-6fec-4961-ad64-472e8d721089</a>					online
	Malhotra, A., Majchrzak, A., & Rosen, B. (2007). <i>Leading Virtual Teams</i> . <i>Academy of Management Perspectives</i> , 21(1), 60-70. Retrieved from <a href="http://www.jstor.org/stable/4166287">http://www.jstor.org/stable/4166287</a>					online - jstor
	Levasseur, R. (2012). <i>People Skills: Leading Virtual Teams—A Change Management Perspective</i> . <i>Interfaces</i> , 42(2), 213-216. Retrieved from <a href="http://www.jstor.org/stable/41472748">http://www.jstor.org/stable/41472748</a>					online - jstor
	Z. A. Kadir, M. Maros, and B. A. Hamid, (2012, May). <i>Linguistic Features in the Online Discussion Forums</i> . <i>International Journal of Social Science and Humanity</i> , Vol. 2, No. 3, May 2012. ( <a href="http://ijssh.org/papers/109-CH227.pdf">http://ijssh.org/papers/109-CH227.pdf</a> )					online
2.11. Dopunska literatura	Kirkman, B., Rosen, B., Gibson, C., Tesluk, P., & Simon O. McPherson. (2002). <i>Five Challenges to Virtual Team Success: Lessons from Sabre, Inc. The Academy of Management Executive</i> (1993-2005), 16(3), 67-79. Retrieved from <a href="http://www.jstor.org/stable/4165869">http://www.jstor.org/stable/4165869</a>					

	<p>Gilson, L., Maynard, T., &amp; Young, J. (2014). Virtual Teams Research. 10 years, 10 Themes, and 10 Opportunities. <i>Journal of Management</i>. <a href="http://journals.sagepub.com/doi/abs/10.1177/0149206314559946">http://journals.sagepub.com/doi/abs/10.1177/0149206314559946</a></p> <p>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? <i>American Psychologist</i>, 53,1017-1031.</p>
<p>2.12. Ostalo (prema mišljenju predlagatelja)</p>	

## Form 1 b) Course description

1. GENERAL INFORMATION				
1.1. Course teacher	Danijel Labaš, PhD, associate professor		1.6. Year of the study	1, 2, 3
1.2. Name of the course	<b>Computer-mediated communication and virtual team management</b>		1.7. ECTS credits	3
1.3. Associate teachers	Natasha Levak, PhD		1.8. Type of instruction (number of hours L + E + S + e-learning)	15+15+0+0
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate		1.9. Expected enrolment in the course	30
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> <b>elective</b>	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	10%
2. COUSE DESCRIPTION				
2.1. 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.			
2.2. Enrolment requirements and/or entry competences required for the course				
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>- define, describe and evaluate the aspects of computer-mediated communication;</li> <li>- classify and apply professional terminology relating to the theme;</li> <li>- 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;</li> <li>- in written and oral form, clearly discuss, present and analyse complex academic and non-academic content.</li> </ul>			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>- demonstrate knowledge and understanding of the features of computer-mediated communication (CMC);</li> <li>- select and analyse language use and conversation from selected online content from a social media website;</li> <li>- comprehend and use appropriate language structures and features according to online tool and context;</li> <li>- understand and critically discuss the effects of CMC on social functioning and psychological well-being;</li> <li>- demonstrate knowledge and understanding of the key elements for creating, leading, maintaining and evaluating virtual team work;</li> <li>- analyse and evaluate the affordances of online tools according to required outcomes – tool-task alignment.</li> </ul>			
2.5. 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								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:						
2.8. Student responsibilities	Essay 40%, active participation and practical work - 50%, online critical analysis and discussion - 10%								
2.9. Monitoring student work	Class attendance	<b>YES</b>		Research		NO	Oral exam	<b>YES</b>	
	Experimental work		NO	Report		NO	(other)	YES	NO
	Essay	<b>YES</b>		Seminar paper		NO	(other)	YES	NO
	Preliminary exam		NO	Practical work		NO	(other)	YES	NO
	Project		NO	Written exam	<b>YES</b>	NO	ECTS credits (total)	3	
2.1. Required literature (available in the library and/or via other media)	<b>Title</b>						<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Danet, B., & Herring, S. C. (2007). <i>The Multilingual Internet: Language, culture, and communication online</i> . Oxford University Press. New York. <a href="https://www.ut.edu.sa/documents/182223/5072461/The+Multilingual+Internet+Language,+Culture,+and+Communication+Online.pdf/286f20b9-6fec-4961-ad64-472e8d721089">https://www.ut.edu.sa/documents/182223/5072461/The+Multilingual+Internet+Language,+Culture,+and+Communication+Online.pdf/286f20b9-6fec-4961-ad64-472e8d721089</a>							online	
	Malhotra, A., Majchrzak, A., & Rosen, B. (2007). Leading Virtual Teams. <i>Academy of Management Perspectives</i> , 21(1), 60-70. Retrieved from <a href="http://www.jstor.org/stable/4166287">http://www.jstor.org/stable/4166287</a>							jstor	
	Levasseur, R. (2012). People Skills: Leading Virtual Teams—A Change Management Perspective. <i>Interfaces</i> , 42(2), 213-216. Retrieved from <a href="http://www.jstor.org/stable/41472748">http://www.jstor.org/stable/41472748</a>							jstor	

	Z. A. Kadir, M. Maros, and B. A. Hamid, (2012, May). Linguistic Features in the Online Discussion Forums. <i>International Journal of Social Science and Humanity</i> , Vol. 2, No. 3, May 2012. ( <a href="http://ijssh.org/papers/109-CH227.pdf">http://ijssh.org/papers/109-CH227.pdf</a> )		online
2.11. Optional literature	<p>Kirkman, B., Rosen, B., Gibson, C., Tesluk, P., &amp; Simon O. McPherson. (2002). Five Challenges to Virtual Team Success: Lessons from Sabre, Inc. <i>The Academy of Management Executive (1993-2005)</i>, 16(3), 67-79. Retrieved from <a href="http://www.jstor.org/stable/4165869">http://www.jstor.org/stable/4165869</a></p> <p>Gilson, L., Maynard, T., &amp; Young, J. (2014). Virtual Teams Research. 10 years, 10 Themes, and 10 Opportunities. <i>Journal of Management</i>.<a href="http://journals.sagepub.com/doi/abs/10.1177/0149206314559946">http://journals.sagepub.com/doi/abs/10.1177/0149206314559946</a></p> <p>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? <i>American Psychologist</i>, 53,1017-1031.</p>		
2.12. Other (as the proposer wishes to add)			