INTERNATIONAL
EXCHANGES
IHECS
Journalism & Communication

Co-funded by
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FALL SEMESTER

WELC0011

INTEGRATION WEEK: SEMINARS AND VISITS ABOUT BELGIUM, EUROPE, IHECS AND MORE

English
3 ETCS

LECTURERS
Several invited experts

PROGRAM (subject to changes)

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Welcome session Typical Belgian fries lunch Guided tour in Brussels	Introduction to Belgium Visit of the school	Introduction to cultural specificities Cultural visit	Introduction to Europe Social activities	Introduction to Belgian Medias Cultural visit

ASSESSMENT
None

IMFR0011

FRENCH IMMERSION WEEK: LANGUAGE COURSE

French
2 ETCS

TEACHER
V. WILLEMS

SUMMARY
To have a basic knowledge of the French language and use simple phrases and expressions needed in everyday life. Students are assessed before arrival in order to divide them into groups depending on their level of knowledge.

ASSESSMENT
None

HUMAN RIGHTS IN THE AGE OF FAKE NEWS

English
5 ETCS

TEACHER
Y. HAKOUM

SUMMARY
This course aims to explore the intersection between human rights and fake news, highlighting the impact of fake news on fundamental rights and the ways individuals can take steps to safeguard their rights. It covers various topics such as understanding fake news, international legal frameworks, the impact of fake news on human rights, democracy, and marginalized communities, the importance of media literacy and fact-checking, the role of social media, consequences of failing to combat fake news, and empowering individuals to combat fake news.

LEARNING OUTCOMES
- Understand the origins and spread of fake news and the role of social media platforms in its propagation.
- Identify the international legal framework that governs human rights, including the Universal Declaration of Human Rights and its subsequent treaties and conventions.
- Recognize the various ways in which fake news can undermine human rights, including the right to privacy, freedom of expression, and the right to a fair trial.
- Understand the relationship between fake news and democracy and the ways in which fake news can undermine democratic processes.
- Learn about media literacy and how it can be used to educate individuals about the dangers of fake news and how to spot it.
- Understand the importance of fact-checking and learn practical tips on how to fact-check and identify fake news.
- Recognize the impact of fake news on marginalized communities, including ethnic and religious minorities and the LGBTQ+ community.
- Understand the consequences of failing to combat fake news, including the erosion of trust in institutions and an increase in prejudice and hate speech.
- Learn practical tools and resources for identifying and combating fake news.

TEACHING UNIT SCHEME
The students attend weekly seminars.

CONTENT
Session 1: Understanding Fake News
This session will provide a general overview of fake news, its origins, and how it is spread. It will also give a brief introduction to the role of social media platforms in the spread of fake news.

Session 2: Human Rights and International Law
This session will explore the international legal framework that governs human rights. It will examine the Universal Declaration of Human Rights and its subsequent treaties and conventions.

Session 3: The Impact of Fake News on Human Rights
This session will focus on the various ways in which fake news can undermine human rights, including the right to privacy, freedom of expression, and the right to a fair trial.

Session 4: Fake News and Democracy
This session will examine the relationship between fake news and democracy, including the ways in which fake news can undermine democratic processes.

Session 5: The Role of Media Literacy in Combating Fake News
This session will explore the concept of media literacy and how it can be used to educate individuals about the dangers of fake news and how to spot it.

Session 6: The Importance of Fact-Checking
This session will discuss the importance of fact-checking and how it can be used to combat fake news. It will give practical tips on how to fact-check and identify fake news.

Session 7: Social Media and Fake News
This session will explore the role of social media platforms in the spread of fake news and discuss the ways in which individuals can use social media responsibly.

Session 8: The Impact of Fake News on Marginalized Communities

This session will focus on the impact of fake news on marginalized communities, including ethnic and religious minorities, and the LGBTQ+ community.

Session 9: Consequences of Failing to Combat Fake News
This session will discuss the consequences of failing to combat fake news, including the erosion of trust in institutions and an increase in prejudice and hate speech.

Session 10: Empowering Individuals to Combat Fake News
This final session will focus on empowering individuals to combat fake news by providing practical tools and resources for identifying and combating fake news.

ASSESSMENT

Students will be asked to form groups and produce a video, podcast or written guide that aims to help a discriminated group to protect their rights.

RESOURCES

Course presentations (PowerPoints) will be uploaded and rendered accessible after each class.

BIBLIOGRAPHY

- Amnesty International. (2017). Human Rights and Fake News. Retrieved from https://www.amnesty.org/download/Documents/POL4055502017ENGLISH.PDF
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COMMUNICATION OF EUROPEAN INTEREST GROUPS

English
5 ETCS

TEACHER
N. BAYGERT

SUMMARY
The course focuses on the world of lobbyists within the 'European bubble' (Klüver, 2013). In their interactions with European decision-makers, these actors defend the interests of industry and commerce, the associative world (NGOs), trade unions, territorial actors (regions or municipalities, or even Member States). Their exact number is not known. According to the joint transparency register of the European Parliament and the European Commission, on December 1 2023, there are 12478 registrants in the register. The main objective of these actors is to maintain or develop a favourable regulatory framework for their organisation, members, or clients. At the same time, their expertise represents an essential resource for the legislative work of the EU institutions. The course thus proposes to apprehend, at the same time, the institutional context of European lobbying as well as the stakes around the various strategies (of communication or influence) used by these actors within the «Brussels Bubble».

LEARNING OUTCOMES
At the end of this teaching unit students will:
- Identify the diversity of influential actors in the "Brussels' bubble";
- Explain the main stages of the European Union's decision-making process and its key moments of intervention for interest group representatives (lobbies);
- Analyse the constitutive role of lobbyists (interest groups) in the functioning of the European Union (culminating in the interdependence between interest groups and MEPs);
- Demonstrate a critical eye (towards the communication strategies of lobbyists targeting European decision-makers);
- Take on the role of an actor involved in the decision-making process - lobbyist or MEP - in a simulation.

TEACHING UNIT'S LAYOUT
This course, taught entirely in English, is structured around three learning activities (LA - Corresponding to the French term: « Activité d'apprentissage » (AA)):
- Theoretical section (lectures) (12H)
- Immersive section (adapted to the availability of speakers and visits) (8H)
- RPG section (Interactive presentations) (4H)

    + Personal work, i.e. preparation of the RPG
This teaching unit requires the regular and pro-active attendance of students.

TEACHING UNIT'S ORGANISATION
The first LA goes back to the basics of the European decision-making process; the interdependent relationship between EU decision-makers and lobbyists; ethical issues as well as the new digital challenges faced by interest groups. During this LA, the group will also be presented with a proposal for a European directive (from the Commission and to be voted on by the European Parliament), which will serve as the basis for the third LA.

The second – immersive – LA foresees a number of testimonies of various actors from the "Brussels' bubble" (lobbies, EP assistants, etc.).

The third LA consists of a double role-playing session (2x 2 hours of guided exercises) i.e., students

endorsing different roles (MEPs, lobbyists, NGO activists) with antagonistic interests, thereby trying to influence each other at various stages of the policy-making process. This interactive role-playing game (RPG) divided in two sessions will be based on prior knowledge gained in the first two sections of the course and on students' individual research/field work.

TEACHING UNIT'S EVALUATION

The assessment procedures are communicated at the first session of the course.

- The first LA is subject to a mid-term EU knowledge test (25% of the overall assessment), to ensure that the course objectives (see above) are achieved.
- The evaluation of the third LA (75% of the global mark) combines a peer assessment (50%) with the teacher's evaluation (50%). The evaluation focuses on the student's performance during the RPG (role-playing game) sessions.

RESOURCES

Course presentations (PowerPoints) will be uploaded and rendered accessible after each class.

STATUS

No prerequisites.

BIBLIOGRAPHY

- Akse, E. (2020). How the EU Institutions Work: Your handbook and guide to EU decision-making. London: John Harper Publishing.
- Costello, R., & Thomson, R. (2010). The Policy Impact of Leadership in Committees: Rapporteurs Influence on the European Parliaments Opinions. European Union politics, 11(2), 219-240.
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- Hardacre, A. (2021). How to Work with the EU Institutions: A Practical Guide to Successful Public Affairs in the EU. London: John Harper Publishing.
- Klüver, H. (2013). Lobbying in the European Union: Interest Groups, Lobbying Coalitions, and Policy Change, Oxford: Oxford University Press.
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- Mühlböck, M., & Rittberger, B. (2015). The council, the european parliament, and the paradox of inter-institutional cooperation. European Integration Online Papers, 19(1), 1-20.

CULTURAL STUDIES

English
5 ETCS

TEACHER

M. DE WASSEIGE

SUMMARY

This course aims at providing students with how culture has been theorized and how mass and/or popular culture has been analyzed in the field of Cultural Studies. It provides students with tools to understand and analyze the function of culture in our contemporary world through the products of the cultural industries. In addition, it offers students an interdisciplinary approach as to how culture influences individuals in a society and how culture engenders resistance and/or consensus.

LEARNING OUTCOMES

The goal of this course is twofold. On the one hand, it confronts the students with an academic course on Cultural Studies in English and demands oral and writing skills for the seminars (paper) and written exam. On the other hand, it provides an academic and seminar setting for an interdisciplinary survey of major approaches to the study of popular culture.

CONTENT

First 8 classes approx., seminars with the history of the field, the main concepts and theories with contemporary examples. Seminars on Television Studies (television series) and on Music Videos.
Last 4 classes approx., students' presentations of their analysis of a cultural product (of popular culture) of their choosing and subsequent debate with the group.

ASSESSMENT

- Exercise of applied theory: Find a contemporary product of popular culture, and do a cultural-studies analysis of it, i.e., understand the market in which it takes place and analyze the product in order to be able to answer the following questions: Whose interests does it serve? Which main issues does it tackle? Which social representation of the world does it offer? And which potentially empowering elements can you find in this product (if necessary by doing an oppositional reading of the product)? Scientific sources must be the basis of your analysis, which must also partly be personal. The subjects must have been approved by Barbara Dupont (Teaching Assistant and doctoral researcher). The result of your research and analysis will be presented in an individual 1500-word paper. The best papers could be published, with the students' agreement, in the (IHECS) Bruxelles Bondy Blog. This work is worth 1/3 of the final grade and is compulsory; the written exam is worth 2/3 of the final grade.
- Written exam the student must know all the concepts and theories seen in the course and required readings. The student must be able to apply the concepts and theories to particular domains or issues (seen in class or similar to these), contextualize and analyze the latter.

STATUS

No prerequisite.

BIBLIOGRAPHY

- Barker, C. and Jane, E.A. (2016). Cultural Studies. Theory and Practice. Los Angeles and London: Sage, 5th edition.
- During, Simon (Ed.). (1999). The Cultural Studies Reader (2nd ed.). London and New York: Routledge.
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- Jenkins, Henry. (2006). Fans, Bloggers and Gamers. Exploring Participatory Culture. New York and London: New York University Press.
- Maguire, J.S. and Matthews, J. (2014). The Cultural Intermediaries Reader. Los Angeles and London: Sage.
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- Vernallis, Carol. (2004). Experiencing Music Video : Aesthetics and Cultural Context. New York : Columbia University Press.
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INTRODUCTION TO GENDER STUDIES

English
5 ETCS

TEACHER

B. DUPONT

SUMMARY

This course aims to provide students with a first approach to the major contemporary issues surrounding gender issues. More specifically, it aims to familiarise students with the processes (individual, social and institutional) that construct gender relations as relations of power, from an intersectional perspective. Through a selection of theoretical concepts, currents and authors at the heart of feminism and gender studies, as well as drawing on numerous examples from popular culture and current events, this course encourages students to critically acquire the knowledge associated with feminism and gender studies and apply it to contemporary issues.

The general outcome of this course is to help students understand key concepts of gender studies, and their implications in today's society.

TEACHING UNIT SCHEME

Lectures are given for two hours a week throughout the whole semester.

The course content is based on textual or audiovisual supports, as well as theoretical and conceptual sources. Classroom interaction is also seen as an integral part of learning : there is intentional room for class discussions and debates. Moreover, whenever possible, some chapters of the course will be enhanced by input from external professionals or experts, invited in class to share their expertise and answer students' questions.

Students are regularly asked to apply theory outside the classroom, in the everyday life, as a basis for discussion.

CONTENT

The course is organised into 3 main parts:

1. The first part, « gender and gender studies », aims to trace the history of the notion of gender, and of feminist and gender studies, to finally explore its contemporary definitions. This section provides the « building blocks » for the rest of the course.
2. The second part, « Contemporary issues » will look in greater depth at two predefined themes (which may change from one year to the next), selected for their centrality in current debates. The two topics will also serve as a pretext for addressing cross-cutting notions of gender studies.
3. The third part, « Gender and the media » will focus on the study, through the theoretical frameworks of gender, of the fields of communication and the media. This section will give tools to critically understand and analyze media représentations from a gender point of view.

The calendar may change, but it usually organized as follows :

*   Week 1: Introduction
*   Week 2: What are gender and gender studies : history
*   Week 3: What are gender and gender studies : definitions
*   Week 4: What are gender and gender studies : contemporary definitions
*   Week 5: Contemporary issues 1
*   Week 6: Contemporary issues 1
*   Week 7: No class (depends on the year)
*   Week 8: Contemporary issues 2
*   Week 9: Contemporary issues 2
*   Week 10: Gender and the Media : representations
*   Week 11: Gender and the Media : Female gaze
*   Week 12: Gender and the Media : Female gaze
*   Week 13: Conclusions and exam preparation

CENE2213

INTERNATIONAL POLITICS IN THE ANTHROPOCENE

English
5 ETCS

TEACHER
C. ZICKGRAF

LEARNING OUTCOMES
Upon completion of this teaching unit, students will be able to
- master the main theoretical concepts of environmental geopolitics and migration.
- analyse, synthesise and debate major international issues such as climate policies, North/South relations, migration and the refugee reception crisis.

CONTENT
Teaching will be conducted through thematic seminars.

The teaching unit will be divided into the following sections: introduction to theories and concepts of environmental geopolitics and migration; thematic seminars.

TEACHING UNIT'S EVALUATION
Students will be evaluated by a final exam.

STATUS
No prerequisites or co-requisites

ENGA1219

CIVIC ENGAGEMENT

English
5 ETCS

TEACHER
L. HENNEMONT

SUMMARY
Civic engagement is an integrated learning activity whereby students, through concrete and direct actions, develop an ethical behaviour and work towards common good. Students become aware of current social issues and which actions can be undertaken individually and in the community. Students use their previous skills and understand how to utilize them in a new environment.

LEARNING OUTCOMES
Students will:
- realize interculturalism and possible dialogues between cultures;
- learn how to integrate the associative sector and how to develop a relevant and efficient action;

- show openness towards listening, dialogue and adaptability;
- manage their time and resources;
- be an actor of change, capable of mobilizing and intervene practically on issues;
- use their knowledge and skills learnt previously towards the associative project they are involved in;
- contextualize in an associative framework the knowledge and skills acquired, it also takes the measure of those which are still missing;
- develop capacity to a critical feedback on the organization.

TEACHING UNIT SCHEME
This teaching unit is divided into preparation sessions and a learning activity within a civic organization. The student plays an active role in the life of the organization by working 30h.

ASSESSMENT
Evaluation is based on a critical report submitted by the student.

STATUS
No prerequisite.

GLOBALIZATION

English
5 ETCS

TEACHER
M. DE WASSEIGE

SUMMARY
This course tries to put in perspective the concept of globalization by confronting it with the concept of Americanization. Students will therefore be introduced to the development of the U.S. as a hyperpower and its relationship to global developments, from its origins to the present day. Influential definitions of globalization will then be presented and analyzed and the students will be introduced to some of the major topics in the literature on globalization. This course will subsequently provide a seminar setting for the discussion of various key issues of the globalization debate: culture, media, cultural identity, citizenship, governance, global economy, health, environment or development.

LEARNING OUTCOMES
- The student understands how globalization has taken shape and is able to define today's globalization and underlying concepts
- The student understands the implications of globalization on a few key issues or domains linked to their specialization (culture, media, cultural identity, citizenship, governance, global economy, health, environment, development…)
- The student knows where to find and how to use reliable sources to achieve the two aforementioned goals.

TEACHING UNIT SCHEME
The students attend weekly seminars. A PowerPoint presentation is often used and available after the classes on the intranet (Learn). The students have to read articles before some classes.

CONTENT
- First 8 classes approx., seminars, including a seminar on gender and globalization.
- A midterm paper is due for March 29, 2016. It includes an 800-word personal summary and a 600-word personal review of a recent scientific article (5,000/10,000 words, publication: 2011-2016 for journals, 2013-2016 for books) that deals with a specific development within the

field of globalization studies. The article choice must have been accepted beforehand and the paper and article must be handed in electronically on barbara.dupont@galilee.be AND printed, during class, on March 29, 2016).

- Last 5 classes approx., seminars with the paper presentations by students, followed by group debates

ASSESSMENT

At the oral exam the student must know all the concepts and theories seen in the course and required readings. The student must be able to apply the concepts and theories to particular domains or issues (seen in class or similar to these), contextualize and analyze the latter.

Ascep students: Paper 20 pts, paper presentation 10 pts, oral exam 30 pts / Other students: Paper 20 pts, oral exam 30 pts.

RESOURCES

Powerpoint presentations of the teacher and the students - Articles.

BIBLIOGRAPHY

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- Axford, Barrie. (2013). Theories of Globalization. Cambridge & Malden : Polity Press.
- Boli, J. & Lechner, F. J. (2004). The Globalization Reader. 2nd edition. Malden and Oxford: Blackwell Publishing.
- Chirico, J.A. (2013). Globalization. Prospects and Problems. Los Angeles and London: Sage.
- Conversi, D. (2010). "The Limits of Cultural Globalisation?" Journal of Critical Globalisation Studies. Issue 3, pp. 36-59.
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- Durand, M.-F. et al. (2013). Atlas de la mondialisation. Comprendre l'espace mondial contemporain. 2ième édition. Paris : Presses de la fondation nationale des sciences politiques.
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- Hylland Eriksen, Thomas. (2014). Globalization. The Key Concepts. London and New York: Bloomsbury.
- Kurtz, L.R. (2012). Gods in the Global Village. The World's Religions in Sociological Perspective. Los Angeles and London, Sage.
- Osterhammel, J. & Petersson, N. (2005). Globalization: A Short History. Princeton
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- Rembold, E. & Carrier, P. (2011). "Space and identity: constructions of national identities in an age of globalization". National Identities, Vol. 13, No. 4, pp. 361-377.
- UNCTAD (United Nations). (2008). Development and Globalization: Facts and Figures. Geneva: United Nations.

PRACTICE COURSE: AUDIO NARRATOLOGY

English
5 ETCS

TEACHERS

G. ABGRALL-TODARO & S. SCHMITZ

SUMMARY

This course is an introduction to sound storytelling as a combinatorial art form.
Through the study of sound language, the analysis of particularly creative productions and hands-on practice, this course is an invitation to open up the field of possibilities for the invention of original and innovative sound formats.

LEARNING OUTCOMES

- Understanding the basics of sound language (sound recording, editing, mixing effects, combining different sound layers).
- Be able to set up an analytical listening system.
- Thinking about the formal aspects of a sound creation with a view to matching content and form.
- To perceive the issues of rhythm in a sound format.
- Take part in decision-making in a media production process.

TEACHING UNIT SCHEME

This is a weekly course with group listening to sound pieces that we analyze together, oral presentations by the participants on subjects chosen from a list prepared by the teacher and participation in the collective creation of a sound piece. The course requires listening and creative work outside class hours.

CONTENT

The course focuses on the discovery of sound pieces, listening, analysis and discussion in class. Students will be asked to give their personal analysis of sound pieces in class or to give presentations on sound subjects. At the same time, we learn about the issues and challenges of sound language through practice. The course will culminate in one or more collective creations.

ASSESSMENT

- Active class participation
- Oral presentation (with a written alternative)
- Participation in the creative process of a collective production

RESOURCES

Course presentations available on Learn.

STATUS

No prerequisite.

PRACTICE COURSE: VIDEO

English
5 ETCS

TEACHER

X. POULLEUR

LEARNING OUTCOMES

At the end of the course, students will have:

1. Developed the technical and creative skills necessary to produce video projects;
2. Gained practical experience in video production by participating in two individual and group projects.

TEACHING UNIT SCHEME

The course hours are structured as «workshops», where theoretical courses, practical training, writing workshop exercises, and coaching sessions are organized according to a production schedule and the progress of the projects.

CONTENT

Students will produce two media objects:

Here and there is an individual project based on writing and making a video letter. It is a personal project, both in form and content, that highlights the creativity of each person.

One minute portrait is a group project. Each group finds a topic and goes on location to create a documentary-style portrait.

In the process, students will be able to:
- Experiment with video pre-production methodologies and tools.
- Operate video production tools for images and sound.
- Manage their material and edit their film using video post-production tools.

ASSESSMENT
Active participation is required during workshops, and all productions will be presented to the class.

RESOURCES
PDF presentations available on Learn.

STATUS
No prerequisite.

PRACTICE COURSE: PHOTOGRAPHY

English
5 ECTS

TEACHER
V. BIANCHI

LEARNING OUTCOMES
- Understand the basics of photography (aperture, speed, depth of field…)
- Be able to use the different functions of a camera
- Be able to tell a story with photographs
- Be able to edit and sequence pictures in order to create meaning
- Develop a personal point of view
- Produce a small book on a topic chosen by the student

TEACHING UNIT SCHEME
Weekly theoretical presentations related to a topic (framing, light..) and introduction to the work of different photographers to illustrate it. Weekly shooting assignments that are reviewed collectively the following week.

CONTENT
This class is an introduction to the language of photography and to the development of a personal point of view.
Photography is everywhere but how do you tell a story with pictures? How can we make a photograph stronger? How to balance content and form?
In this course, students will first be introduced to the different functions of a camera and to the technical basics that will enable them to translate their point of view into images.
Through weekly assignments they will experiment with portraits, light, framing, movement, and street photography. They will learn how to edit and sequence images in order to give meaning and rhythm to a project. In the second part of the course, students will develop a personal project that they will present as a book at the end of the class.

ASSESSMENT

Continuous evaluation based on weekly assignments and final project, with the following criteria:
- Development of a personal point of view
- Knowledge of camera
- Creativity in student's approach
- Personal investment and motivation
- Relevance
- Sensitivity
- Project coherence
- Respect of instructions and deadlines
- Attendance to class and active involvement in class

There is also an individual meeting with the student at the end of the course, where the student's pictures and book will be reviewed.

STATUS

No prerequisite.

PHOTOGRAPHY WORKSHOP : BEING 20

English
5 ETCS

TEACHER

A. DAL MAS

LEARNING OUTCOME
- Learn and practice the technical basics of photography, using the manual mode of a camera
- Learn the basics of Photoshop to develop the pictures
- Learn how to work with additional flash light
- Be able to analyse a picture to understand and use its specific language (composition, frame, light, colors, context...)
- Be able to write and mix texts and pictures in a personal and documentary way
- Learn to build a documentary photo series (method, selection, point of view)
- Layout a body of work on an online platform (digital storytelling)
- Adapt the work for social media (Instagram)

TEACHING UNIT SCHEME

X illustrated theoretical topics put into practice during the class + project follow up through individual or groupe viewing and critical commenting.

CONTENT

Investigate, document, express and share their own generation's concerns, issues, interests and values in a journalistic approach. Therefore, the class will start with experimeting the basics of photography, Photoshop and flash light, and developing a working method. The class will emphasize on the language, the narrative and the use of additional text, to finally layout and share the series on a website that the students will present and comment at the end of the class. The project will also be reedited and shared on the Being 20 in dedicated Instagram account. The students will practice these photographic and communication skills through their personal project related to Being 20 in and a few homeworks. Regular lectures of the projects will help the students refine their personal topic and project.

ASSESSMENT

The evaluation is based on homeworks and the final photo project.
Evaluation criteria: Technical aspects (quality of the images, light, composition, frame) - Respect of the theme and the documentary approach - Content (info, quantity, variety) - Retouching (if present) - Research on the layout, narrative and communication aspects - Personal text production (captions, titles, credits, intro) - Instagram post (storytelling).

RESOURCES

PowerPoints available on Learn.

PRACTICE COURSE: MULTIMEDIA

English
5 ETCS

TEACHER

H. DELOUVROY

SUMMARY

The workshops in Web UI (Users Interface) Design will consist in creating step by step a UI with Photoshop. Web design isn't just about colors and shape, but also about presenting to the users the right tools to accomplish their goals.
UI are much more than menu, buttons and pretty colors. Their final goal is the usability. Great web UI design must strike a perfect balance between captivating aesthetics and efficient interactivity.
In this class, you'll learn the best practices in UI; the do's and don'ts do including advices to optimize UI. How to apply the best practices and real-life examples to create an efficient web interfaces? Most of the time there is a gap between concept and practices. With the workshop students will be able to understand the opportunity.

LEARNING OUTCOMES

Student will :
- Learn the design process to create the most efficient web UI ;
- Know the best practices about the usability of a web site ;
- Know and respect the standards about a web site ;
- Take a critical look about the site map, the structure and the design of a webpage ;
- Optimize the structure of a webpage with a wireframe ;
- Create and design a webpage with Adobe Photoshop practice basic knowledge about programing.

TEACHING UNIT SCHEME

Brief presentation of the teaching unit's layout (self-study, e-learning, seminars, exercises, etc.)

CONTENT

This teaching unit combines concept and best practices about the creation of a web page. With different kind of workshops the student will be available to create a web design with the tools Adobe Photoshop. The student will also learn specification to do the best structure with a grid. Step by step, workshop after workshop the student will create a UI with Adobe Photoshop.

ASSESSMENT

Day-to-day evaluation between the workshop and the final presentation and research

RESOURCES

Course presentations (PowerPoints) available on Learn.

STATUS

The basic knowledge about Adobe Photoshop is a plus.

FRENCH LANGUAGE COURSE

French
5 ETCS

TEACHER
V. WILLEMS

LEARNING OUTCOMES
- To be able to express yourself in a general context in a specific language (oral expression) ;
- To be able to understand clear messages and direct questions (oral understanding) ;
- Improvement of your general language vocabulary list, expressions and general sayings ;
- Better understanding of French grammar ;
- Written understanding ;
- Written expression.

TEACHING UNIT SCHEME
- Grammar exercices and written expression under the format of weekly homework;
- Oral exercices and debates ;
- Grammar application's exercices under the format of Q&A by groups of two ;
- Emphasizing of new vocabulary ;
- Test at the end of each chapters.

CONTENT
- Oral expression: tell about your week, a trip, an article you have read, etc. The goal is to work on your fluenteness, your vocabulary and to correct your grammatical mistakes.
- Grammar: emphasize a grammar rume, written exercices and application of these rules in oral exercices by groups of two.
- Debate themes: article on current news, emphasizing of hard-to-remember vocabulary and debates by groups.

ASSESSMENT
Weekly evaluation, student participation during the classes, weekly homeworks and final written exam for advanced level and oral exam for beginners.

RESOURCES
Hand-outs, presentations and articles from newspapers and magazines.

BIBLIOGRAPHY
- Références Grammaire Progressive du Français Niveau Intermédiaire (CLE international).
- Dites-moi un peu (Vocabulaire et Expression) B1-B2 (PUG).
- Exercices de grammaire/compréhensions orales en ligne : le pointdufle.net, apprendre le français avec TV5 monde, ortholud.com, francaisfacile.com, français.lingolia.com.

SPRING SEMESTER

INTEGRATION WEEK: SEMINARS AND VISITS ABOUT BELGIUM, EUROPE, IHECS AND MORE

English
3 ETCS

LECTURERS
Several invited experts

PROGRAM (subject to changes)

Monday	Tuesday	Wednesday	Thursday	Friday
Welcome session	Introduction to Belgium	Introduction to cultural specificities	Introduction to Europe	
Typical Belgian fries lunch				Lunch
Guided Tour in Brussels	Visit of the school	Cultural visit	Social activities	Information session

ASSESSMENT
None

EU PUBLIC COMMUNICATION STRATEGIES

English
5 ETCS

TEACHER
N. BAYGERT

SUMMARY
Understanding the complexity of EU institutional communication and branding strategies. A key objective is to understand the way in which the EU seeks to create a supportive environment for its actions by communicating with different target groups. A particular emphasis shall be put on the use of social media for internal and external communication purposes.

LEARNING OUTCOMES
Upon completion of the course, students will be able to:
- Demonstrate an understanding of the primary actors, targets, and messaging employed in EU institutional communication.
- Comprehend EU storytelling and branding strategies, evaluating their effectiveness and impact.
- Conduct critical analyses of EU public awareness campaigns directed towards the public, considering their objectives and outcomes.
- Develop a critical awareness of both the advantages and key criticisms associated with the EU's presence on social media platforms.
- Differentiate between institutional (public) communication and political communication within the context of the EU, recognizing their distinct characteristics and purposes.

TEACHING UNIT SCHEME

This teaching unit is structured across three learning phases:
- 12 hours of lectures;
- 8 hours dedicated to on-site visits and guest speakers' interventions;
- 4 hours allocated for group presentations, subject to collective evaluation.

CONTENT

The course critically analyzes the internal and external communication practices of the European Union at an institutional level. It delves into the communication strategies and policies of various European institutions, including the Parliament, Council, and Commission. Additionally, the course provides an overview of diverse actors involved in designing institutional communication campaigns, such as external service providers and EU agencies.

The examination of current communication strategies used by EU institutions and officials to convey information about the policy-making process is a central focus. With the upcoming European Parliament elections in 2024 in mind, the course places particular emphasis on evaluating the potential and shortcomings of pan-European political communication.

The exploration of different communication tools, such as the role of social media in EU communication, and the messages directed at target audiences, is an integral part of the course. Best practices, including insights from communication professionals, will be highlighted. Ultimately, the course aims to stimulate critical knowledge and foster debate about the existing communication schemes within the EU.

ASSESSMENT

Individual Presentation or Small Workgroups

For this assignment, students have two primary options:

1. Analyse an existing European communication campaign, launched by either an EU institution or any other entity associated with the 'Brussels bubble.'
2. Analyse a public communication campaign from a global institution (e.g., UN, UNICEF), a nation-state, region, city, or ministry (excluding NGOs and political parties, given their distinct constraints).

In both cases, the focus should be on the 'communication plan' and campaign tools. Students are expected to delve into various aspects, including strengths and weaknesses, targets and scope, the social media dimension, main messages, impact, and provide suggestions or recommendations.

The assessment will be based on the clarity and depth of the analysis, the ability to identify and critique communication strategies, and the quality of recommendations for improvement. Additionally, effective presentation skills, coherence in connecting theoretical concepts with practical examples, and engagement with relevant course themes will be key factors in the evaluation. Whether presented individually or in small workgroups, each analysis should offer valuable insights into the chosen communication campaign, demonstrating a nuanced understanding of communication principles and their application in real-world scenarios.

RESOURCES

The course material available on Learn.

STATUS

No prerequisite.

BIBLIOGRAPHY

- Anholt Simon, « 'Brand Europe'—Where next? », Journal of Place Branding and Public Diplomacy, 3(2), 2007, p. 115-119.
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- Brussel Ann, "From Informing to Interacting? Exploring the European Commission's Communication Strategy "to be all ears"", Journal of Contemporary European Research, 10(1), 2015, pp. 90-104.
- Damay Ludivine & Delmotte Florence, « Les dialogues citoyens de la Commission européenne : Renforcer l'appartenance ou confirmer l'impuissance ? », Politique européenne, 62(4), 2018, 120-150.
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- Krastev Ivan, After Europe, Philadelphia: University of Pennsylvania Press, 2017.
- Lewi Georges, Europe : bon mythe, mauvaise marque, Paris, Les Éditions Nouvelles François Bourin, 2014.
- Nicolas Loïc (dir.), « Incarnation et représentation - La communication politique entre corps et symboles », Les Cahiers Protagoras, n° 2, 2017.
- Nowicki Joanna, Radut-Gaghi Luciana, & Rouet Gilles (dir.), « Les incommunications européennes », Hermès, n° 77, Paris, CNRS, 2017.
- Tömmel, T. & Verdun, A. (2017). Political leadership in the European Union: an introduction. Journal of European Integration, Vol. 39(2), pp. 103-112.

| EUCU0022 | # EUROPE'S CULTURE AND ITS SPECIFICITIES | English
5 ETCS |

TEACHER
T. DARYANAVARD

SUMMARY
The aim of this course is to give students a better insight into Europeans' thinking and vision of the world; and the influence this can have on the way Europe and Europeans relate to the world and to people from other countries and cultures.

CONTENT
The term «European» involves geographic, historic and cultural factors that contribute, to varying degrees, in forging a European identity based on shared historical links, ideas and values - but without this cancelling out of course the national identities. What are these ideas and values but also the historical elements on which European identity is based? The course will cross the different conceptions of the nation, identity and what is commonly called culture, based as much on historical stories, on myths as on the value systems which animate the different parts of Europe.

RESOURCES
Lectures by teacher; research done by the students.

ASSESSMENT
Evaluation is done throughout the process and is based on the presentations by the students as well as their active involvement in the group's discussions.

DIVING INTO INVESTIGATIVE JOURNALISM

English
5 ETCS

TEACHER
E. WALRAVENS

SUMMARY
Investigating political corruption, tax fraud, corporate wrondoing or plain crime, and making it known to the public. The focus of investigative journalism has hardly changed since the early days of the « muckrackers » in the late 19th century. Yet the techniques have profoundly evolved over the last decade, with journalists over the world pooling their ressources to search through vast quantities of data, as seen for instance with the Panama Papers.
This class will be a mix of lectures and discussions about what today's investigative journalism is about and what the future might hold.

LEARNING OUTCOME

At the end of this class, students will :
- Have a better knowledge of the history and economics of investigative journalism
- Understand how investigative journalism can lead to social or institutional change
- Understand the background of the major leaks that have taken place over the last decade
- Use basic investigative techniques such as online background searches and document requests
- Apply those techniques to different contexts and approaches
- Apply an investigative angle to stories

TEACHING UNIT SCHEME
30 hours in total: 20 hours of lectures, and 10 hours of workshops divided between presentations and discussions.

CONTENT
- Definition : what investigative journalism is about, in different countries and different contexts
- History of investigative journalism around the world
- Case studies of recent investigations, local and global ones, with a focus on cross-border collaborations and major leaks
- Presentations by students in class and discussions: investigations in different countries
- Investigative techniques: online searches, document requests, security for journalists, etc.
- Business models that promise to support the future of investigative journalism
- Meeting with an investigative journalist

ASSESSMENT
Students will have the opportunity to opt for an essay on a journalistic investigation or for a practical open source research (ONSINT) exercise. Class participation will also be considered.

RESOURCES
Power point presentations as well as various reads and references will be made available on a shared drive.

STATUS
No prerequisite is necessary but a good grasp of journalism is key to apply investigative methods.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

English
5 ETCS

TEACHER
C. VAN MOORSEL

SUMMARY
Faced with the current consequences of climate change, it is essential to question, rethink, and envision a more just and sustainable society. To address some of the most pressing challenges in this area, including climate change, human rights violations, gender inequality, migration, and conflicts, education is considered an important instrument at both the national and international levels. Therefore, the United Nations Sustainable Development Goal (SDG) number 4 is dedicated to providing access to high-quality, equitable, affordable, and sustainable education for all.

This course examines the role of education in fostering sustainable development, with a focus on achieving social and climate justice. It covers key priorities, including the critical responsibility of policymakers in driving global transformation for change, the transformation of educational institutions to empower learners as change agents for sustainable development, the vital role of educators in guiding learners towards sustainable lifestyles, and the urgent demands of youth and future generations, especially in addressing the climate crisis

LEARNING OUTCOMES
By the end of this course, students will be able to:
*   Gain a comprehensive understanding of current and future challenges in Sustainable Development.
*   Comprehend the role of education in addressing the climate crisis and, more specifically, Sustainable Development.
*   Recognize the significance of new narratives within these specific contexts.
*   Draw on their knowledge to innovate and launch projects related to education for Sustainable Development, both at the individual and community levels.

TEACHING UNIT SCHEME
This course consists of 12 blocks of 2 hours for on-site teaching and an additional 6 hours allocated for assessment, making a total of 30 hours.

ORGANISATION
The teaching unit consists of 3 learning activities for a 2-hour session.

*   The first activity involves individual work and feedback from the previous session (approximately 20 to 25 minutes) at the beginning of the class, focusing on the analysis of a resource presenting sources of inspiration (academic or journalistic texts, study reports, films, documentaries, etc.).
*   The second activity corresponds to lectures (30/45 minutes) and draws upon the previously analyzed resource to introduce the course's themes.
*   The third activity consists of individual or group exercises (60 minutes) and revolves around either a case study featuring an organization, a government body, a company, or an association undergoing redirection, or the involvement of a relevant guest speaker within the course framework.

ASSESSMENT
The assessment will be based on participation in the course (20%) and an oral presentation conducted by groups of students (80%). Through a case study where students will have the opportunity to demonstrate:
*   Mastery of the concepts and characteristics of Education for Sustainable Development
*   Their ability to communicate in line with these initiatives to address human rights violations, environmental challenges, and social and economic inequalities.
*   Their proposals for transforming existing projects to align with ESD for 2030.

GLOBALIZATION: IDENTITY, GLOBAL CITIZENSHIP AND ENVIRONMENTAL CHALLENGES

English
5 ETCS

TEACHER

M. DE WASSEIGE

SUMMARY

This course tries to put in perspective the concept of globalization, by briefly confronting it with the concept of Americanization, in order to understand its impact on culture, identity, citizenship, environmental challenges and other subjects, with the underlying yet fundamental concept of empowerment in the background. Students will therefore be briefly introduced to key characteristics of the USA as a hyperpower and its relationship to global developments, from its origins to the present day. Influential definitions of globalization, identity and global citizenship will then be presented and analyzed, and the students will be introduced to some of the major topics in the literature on globalization. This course will subsequently provide a seminar setting for the discussion of various key issues of the globalization debate: culture, media, cultural identity, citizenship, gender, governance, health, environment…

LEARNING OUTCOMES

The student understands how globalization has taken shape and is able to define today's globalization and underlying concepts.
The student understands the implications of globalization on a few key issues or domains linked to their specialization (global citizenship, identity, culture, media, environment...).
The student knows where to find and how to use reliable sources to achieve the two aforementioned goals.

CONTENT

Introduction
Part 1 US and Western history, foreign relations and the shaping of globalization
Part 2 Globalization, a framework and key issues
Part 3 Seminars: presentations and discussions
Conclusion

ASSIGNMENTS AND EVALUATION

A midterm paper is due for mid-April 2024. You must choose one specific concept or theory in the field of Globalization studies that you define based on a scientific article that is maximum 10 years old, with quotes. You then apply it to a case of your choosing. The paper is 500 to 700 word long. The idea is that you better understand one **specific** development within the field of globalization studies. The discussion must be informed by a few external sources to cross-check the information or to oppose contradictory views. **The paper must firstly help explain one specific aspect of globalization** and/or illustrate specific characteristics of globalization. References to globalization must therefore be explicit. The whole paper must follow the rules of the APA referencing system (cf [REFER] on Learn), with 1,5 interspacing. The subject choice must have been submitted and accepted beforehand for March 29 at the latest and the paper must be handed in electronically **in .word format** on Learn **AND** printed, during class, mid-April. Strictly follow the following title pattern when uploading: Familyname-firstname-Globa paper-concept-2023-2024, so Grant-John-Globa-paper-dependency theory-2023-2024.doc. When you submit your choice by mail (deadline March 29), specify whether you volunteer to present your work orally and explain your choice, its relevance (regarding globalization and your education), the sources... in 50 words. The list of designated students will be decided based on willingness, subject choice, relevance and argumentation. If this paper is not handed in, you do not have access to the exam in first session. Not handing in the paper means no grade in the first session.

RESOURCES

PowerPoint presentations of the teacher and students + scientific articles on the E-learning platform.

ASSESSMENT

At the oral exam the students must know all the concepts and theories seen in the course and required readings. The students must be able to apply the concepts and theories to particular domains or issues (seen in class or similar to these), contextualize and analyze the latter, as well as give practical examples of the concepts.

Paper 20 points (possible oral presentation -1/+3)

Oral exam 40 points

RETAKE SESSION

For all students, Erasmus students included, the only possibility if you fail in the first session is the retake session in Aug.-Sept 2024. You only represent the activity or activities for which you did not obtain 10/20. So e.g. if you passed the paper but not the oral exam, you only retake the latter. If you must do your paper again, you upload it on Learn the first day of the retake session, i.e., on Aug. 19, 2024. The content for the oral exam is exactly the same as in the first session.

REFERENCE WORKS:

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- and Oxford: Princeton University Press.
- Rembold, E. & Carrier, P. (2011). "Space and identity: constructions of national identities in an age of globalization". National Identities, Vol. 13, No. 4, pp. 361-377.

INTRODUCTION TO DIGITAL MARKETING

English
5 ETCS

TEACHER

L. BAETEN

SUMMARY

The course is entitled 'LIVErtising' and shows how marketing communication models have become more participative. Formerly designed to be 'top-down', unidirectional and interruptive, advertising evolved into a 'bottom-up' and bidirectional interaction based on permission. Today it is deployed as a network and on networks.

LEARNING OUTCOMES

This course encourages students to be aware of the technology, communication and societal challenges stemming from this paradigm shift.

CONTENT

The course is based on:

1. a weekly classroom activity, to get students participating and contributing, plus three sessions led by an outside guests who gives a deepdive into the buying platforms ;
2. content offered on a variety of course media: Google Search, YouTube, Display, Amazon. It also includes a personal certification from Google Search, Display and Creative, as well as one for Amazon.

ASSESSMENT

1. Oral presentation of an in-class project;
2. use of media platforms to create recommendations for the in-class project;
3. Certifications from Google and Amazon.

RESOURCES

Learn IHECS, Google Skillshop, Amazon course guide.

STATUS

This class requires prequisites in Marketing communication and advertising.

CIVIC ENGAGEMENT

English
5 ETCS

TEACHER

L. HENNEMONT

SUMMARY

Civic engagement is an integrated learning activity whereby students, through concrete and direct actions, develop an ethical behaviour and work towards common good. Students become aware of current social issues and which actions can be undertaken individually and in the community. Students use their previous skills and understand how to utilize them in a new environment.

LEARNING OUTCOMES

Students will:

- realize interculturalism and possible dialogues between cultures;
- learn how to integrate the associative sector and how to develop a relevant and efficient action;
- show openness towards listening, dialogue and adaptability;
- manage their time and resources;
- be an actor of change, capable of mobilizing and intervene practically on issues;
- use their knowledge and skills learnt previously towards the associative project they are involved in;
- contextualize in an associative framework the knowledge and skills acquired, it also takes the measure of those which are still missing;
- develop capacity to a critical feedback on the organization.

TEACHING UNIT SCHEME

This teaching unit is divided into preparation sessions and a learning activity within a civic organization. The student plays an active role in the life of the organization by working 30h.

ASSESSMENT
Evaluation is based on a critical report submitted by the student.

STATUS
No prerequisite

PRACTICE COURSE: AUDIO NARRATOLOGY

English
5 ETCS

TEACHER
G. ABGRALL-TODARO & S. SCHMITZ

SUMMARY
This course is an introduction to sound storytelling as a combinatorial art form.
Through the study of sound language, the analysis of particularly creative productions and hands-on practice, this course is an invitation to open up the field of possibilities for the invention of original and innovative sound formats.

LEARNING OUTCOMES
- Understanding the basics of sound language (sound recording, editing, mixing effects, combining different sound layers).
- Be able to set up an analytical listening system.
- Thinking about the formal aspects of a sound creation with a view to matching content and form.
- To perceive the issues of rhythm in a sound format.
- Take part in decision-making in a media production process.

TEACHING UNIT SCHEME
This is a weekly course with group listening to sound pieces that we analyze together, oral presentations by the participants on subjects chosen from a list prepared by the teacher and participation in the collective creation of a sound piece. The course requires listening and creative work outside class hours.

CONTENT
The course focuses on the discovery of sound pieces, listening, analysis and discussion in class. Students will be asked to give their personal analysis of sound pieces in class or to give presentations on sound subjects. At the same time, we learn about the issues and challenges of sound language through practice. The course will culminate in one or more collective creations.

ASSESSMENT
- Active class participation
- Oral presentation (with a written alternative)
- Participation in the creative process of a collective production

RESOURCES
Course presentations available on Learn.

STATUS
No prerequisite.

PRACTICE COURSE: VIDEO

English
5 ETCS

TEACHER
X. POULLEUR

LEARNING OUTCOMES
At the end of the course, students will have:
1. Developed the technical and creative skills necessary to produce video projects;
2. Gained practical experience in video production by participating in two individual and group projects.

TEACHING UNIT SCHEME
The course hours are structured as «workshops», where theoretical courses, practical training, writing workshop exercises, and coaching sessions are organized according to a production schedule and the progress of the projects.

CONTENT

Students will produce two media objects:

Here and there is an individual project based on writing and making a video letter. It is a personal project, both in form and content, that highlights the creativity of each person.

One minute portrait is a group project. Each group finds a topic and goes on location to create a documentary-style portrait.

In the process, students will be able to:
- Experiment with video pre-production methodologies and tools.
- Operate video production tools for images and sound.
- Manage their material and edit their film using video post-production tools.

ASSESSMENT
Active participation is required during workshops, and all productions will be presented to the class.

RESOURCES
PDF presentations available on Learn.

STATUS
No prerequisite.

PRACTICE COURSE: PHOTOGRAPHY

English
5 ETCS

TEACHER
V. BIANCHI

LEARNING OUTCOMES
- Understand the basics of photography (aperture, speed, depth of field…)
- Be able to use the different functions of a camera
- Be able to tell a story with photographs
- Be able to edit and sequence pictures in order to create meaning
- Develop a personal point of view
- Produce a small book on a topic chosen by the student

TEACHING UNIT SCHEME

Weekly theoretical presentations related to a topic (framing, light..) and introduction to the work of different photographers to illustrate it. Weekly shooting assignments that are reviewed collectively the following week.

CONTENT

This class is an introduction to the language of photography and to the development of a personal point of view.

Photography is everywhere but how do you tell a story with pictures? How can we make a photograph stronger? How to balance content and form?

In this course, students will first be introduced to the different functions of a camera and to the technical basics that will enable them to translate their point of view into images.

Through weekly assignments they will experiment with portraits, light, framing, movement, and street photography. They will learn how to edit and sequence images in order to give meaning and rhythm to a project. In the second part of the course, students will develop a personal project that they will present as a book at the end of the class.

ASSESSMENT

Continuous evaluation based on weekly assignments and final project, with the following criteria:
- Development of a personal point of view
- Knowledge of camera
- Creativity in student's approach
- Personal investment and motivation
- Relevance
- Sensitivity
- Project coherence
- Respect of instructions and deadlines
- Attendance to class and active involvement in class

There is also an individual meeting with the student at the end of the course, where the student's pictures and book will be reviewed.

STATUS

No prerequisite.

PHOTOGRAPHY WORKSHOP : BEING 20

English
5 ETCS

TEACHER

A. DAL MAS

LEARNING OUTCOME
- Learn and practice the technical basics of photography, using the manual mode of a camera
- Learn the basics of Photoshop to develop the pictures
- Learn how to work with additional flash light
- Be able to analyse a picture to understand and use its specific language (composition, frame, light, colors, context...)
- Be able to write and mix texts and pictures in a personal and documentary way
- Learn to build a documentary photo series (method, selection, point of view)
- Layout a body of work on an online platform (digital storytelling)
- Adapt the work for social media (Instagram)

TEACHING UNIT SCHEME

X illustrated theoretical topics put into practice during the class + project follow up through individual or groupe viewing and critical commenting.

CONTENT

Investigate, document, express and share their own generation's concerns, issues, interests and values in a journalistic approach. Therefore, the class will start with experimeting the basics of photography, Photoshop and flash light, and developing a working method. The class will emphasize on the language, the narrative and the use of additional text, to finally layout and share the series on a website that the students will present and comment at the end of the class. The project will also be reedited and shared on the Being 20 in dedicated Instagram account. The students will practice these photographic and communication skills through their personal project related to Being 20 in and a few homeworks. Regular lectures of the projects will help the students refine their personal topic and project.

ASSESSMENT

The evaluation is based on homeworks and the final photo project.
Evaluation criteria: Technical aspects (quality of the images, light, composition, frame) - Respect of the theme and the documentary approach - Content (info, quantity, variety) - Retouching (if present) - Research on the layout, narrative and communication aspects - Personal text production (captions, titles, credits, intro) - Instagram post (storytelling).

RESOURCES

PowerPoints available on Learn.

PRACTICE COURSE: MULTIMEDIA

English
5 ETCS

TEACHER

H. DELOUVROY

SUMMARY

The workshops in Web UI (Users Interface) Design will consist in creating step by step a UI with Photoshop. Web design isn't just about colors and shape, but also about presenting to the users the right tools to accomplish their goals.
UI are much more than menu, buttons and pretty colors. Their final goal is the usability. Great web UI design must strike a perfect balance between captivating aesthetics and efficient interactivity.
In this class, you'll learn the best practices in UI; the do's and don'ts do including advices to optimize UI. How to apply the best practices and real-life examples to create an efficient web interfaces? Most of the time there is a gap between concept and practices. With the workshop students will be able to understand the opportunity.

LEARNING OUTCOMES

Student will :
- Learn the design process to create the most efficient web UI ;
- Know the best practices about the usability of a web site ;
- Know and respect the standards about a web site ;
- Take a critical look about the site map, the structure and the design of a webpage ;
- Optimize the structure of a webpage with a wireframe ;
- Create and design a webpage with Adobe Photoshop practice basic knowledge about programing.

TEACHING UNIT SCHEME

Brief presentation of the teaching unit's layout (self-study, e-learning, seminars, exercises, etc.)

CONTENT

This teaching unit combines concept and best practices about the creation of a web page. With different kind of workshops the student will be available to create a web design with the tools Adobe Photoshop. The student will also learn specification to do the best structure with a grid. Step by step, workshop after workshop the student will create a UI with Adobe Photoshop.

ASSESSMENT

Day-to-day evaluation between the workshop and the final presentation and research

RESOURCES

Course presentations (PowerPoints) available on Learn.

STATUS

The basic knowledge about Adobe Photoshop is a plus.

FRENCH LANGUAGE COURSE

French
5 ETCS

TEACHER

V. WILLEMS

LEARNING OUTCOMES

- To be able to express yourself in a general context in a specific language (oral expression) ;
- To be able to understand clear messages and direct questions (oral understanding) ;
- Improvement of your general language vocabulary list, expressions and general sayings ;
- Better understanding of French grammar ;
- Written understanding ;
- Written expression.

TEACHING UNIT SCHEME

- Grammar exercices and written expression under the format of weekly homework;
- Oral exercices and debates ;
- Grammar application's exercices under the format of Q&A by groups of two ;
- Emphasizing of new vocabulary ;
- Test at the end of each chapters.

CONTENT

- Oral expression: tell about your week, a trip, an article you have read, etc. The goal is to work on your fluenteness, your vocabulary and to correct your grammatical mistakes.
- Grammar: emphasize a grammar rume, written exercices and application of these rules in oral exercices by groups of two.
- Debate themes: article on current news, emphasizing of hard-to-remember vocabulary and debates by groups.

ASSESSMENT

Weekly evaluation, student participation during the classes, weekly homeworks and final written exam for advanced level and oral exam for beginners.

RESOURCES

Hand-outs, presentations and articles from newspapers and magazines.

BIBLIOGRAPHY

- Références Grammaire Progressive du Français Niveau Intermédiaire (CLE international).
- Dites-moi un peu (Vocabulaire et Expression) B1-B2 (PUG).
- Exercices de grammaire/compréhensions orales en ligne : le pointdufle.net, apprendre le français avec TV5 monde, ortholud.com, francaisfacile.com, français.lingolia.com.