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MINISTRY OF CULTURE OF THE REPUBLIC OF MOLDOVA
ACADEMY OF MUSIC, THEATRE AND FINE ARTS
DEPARTMENT OF SOCIO-HUMANISTIC SCIENCES AND MODERN LANGUAGES

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CURRICULUM¹
for the course
**THE PSYCHOLOGY OF COMMUNICATION:
IDENTITY IN THE EUROPEAN CONTEXT**
(Cycle I, Bachelor's Degree)

<i>Code and name of the field of professional training:</i>	021 Arts, 0215 Music, 022 Humanities Sciences, 0114 Teacher training
<i>Code and name of the study programme:</i>	021 Arts: 0215 music (piano, orchestral instruments, folk instruments, instruments of light music and jazz, academic singing, folk singing, entertainer and jazz singing, choral conducting, composition of academic music, composition of jazz music, musicology); 211 fine arts (painting, graphics, sculpture, history and theory of fine arts, fashion-fashion design, interior design, applied decorative arts; 213 audio-visual arts (film and TV directing, film and TV image, 211.4 (film and TV production), 216 theatrical arts (216.4 directing, 216.5 choreography, 216.4 dramaturgy and screenwriting), 226 culturology, 229.2 Cultural production and artistic management).
<i>Form of learning:</i>	Full-Time Study (FTS)

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I. PRELIMINARIES

The course "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT" is intended for students in the first cycle of university studies and aims at training basic competences in the field of communication in the European context. The discipline in question is part of the "*Interdisciplinary Module on European Cultural Identity*", implemented within the Erasmus+ Jean Monnet project - JMO-2022-MODULE - 101085561 - TEIDCIPEI - "Development of European Identity through Culture in the European Integration Process". The curriculum is based on the innovative Research, Development, and Diffusion (RD&D) model.

The European course of the Republic of Moldova, as well as the connection of the higher education system in the country to the European one, requires understanding and awareness of attitudes and opinions towards oneself and European identity in university environments and an empowerment of young people in the art of communication and interpersonal relations focused on European values of human dignity, equality, freedom, sustainability, integrity, social responsibility, etc., This will contribute to the value orientation of the artistic personality .

The course is addressed to students who have previously completed conceptual courses in the field of socio-humanistic sciences, such as philosophy, ethics, where the discipline "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT" debuts first within the "*Interdisciplinary module on European cultural identity*", implemented within the Erasmus+ Jean Monnet project TEIDCIPEI.

The course unit "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT" consists of four content units targeting the conceptual framework of communication psychology, the self and social identity, the forms of communication, conceptual aspects of the European identity and the conflict versus European identity values.

The curriculum for the given subject consists of 30 hours (direct contact), 15 – classes and 15 seminars and 60 hours of individual work.

Communication is one of the fundamental, spiritual needs of people, being an essential way of psycho-social interaction, an exchange of messages between interlocutors meant to achieve a lasting interpersonal relationship in order to determine the maintenance or modification of individual, group and identity behaviour self-esteem in the European context (at micro, meso and macrosocial level).

The art of communication is a complex field, which people navigate continuously, being captivated by the importance and complexity of establishing effective social relations.

Taking into account these aspects, mentioned the importance of a course "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT" within the university training of students from the first cycle, bachelor in the field of Arts, in order to cultivate professional skills, also to train skills and to build attitudes – beliefs regarding the content and art of human relationship in the European context.

The process of teaching- learning presents itself as a communication process, the events involved being the issuer in its capacity as a source of information, as an agent, then the receiver represented by the one who perceives, in understanding, accepts the information and regulates the behaviour in relation to its significance and the environment represented by the context in which the communication is carried out, with effects on its effectiveness.

This curriculum also performs the following functions:

- conceptualization of course content and features of the course "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT";
- ensuring coherence between the socio-humanistic orientation courses within the Study Program and the Interdisciplinary Module on European Cultural Identity, between teaching – learning– evaluation, between the curricular results specific to the course;
- guiding the design of curricular materials: textbooks, methodological guides, teaching materials, educational software, evaluation tests.

The present curriculum "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT" is the necessary basis for substantiating the knowledge, understanding and development of European cultural identity through the prism of the professional value guidelines of future musicians, actors and professions in the field of fine arts and design by engaging them in: understanding the significance of communication in its work, analysing the material, temporal, social, cultural and ideological contexts of identity, explaining the essentiality of the forms of communication, analysing the determinant factors of communication, highlighting the theoretical and practical significance of Homo Europaeus identity, argumentation of the processes that contribute to the formation of self-identity and social identity through categorization, identification and social comparison, interpretation of the nonverbal behaviour of the interlocutor, identification of barriers in communication, observance of the rules of effective communication, assertive expression and communication in the spirit of active listening, annihilation of difficult behaviours in communication, conflict resolution.

The curriculum "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT" is developed in accordance with the legal framework, the requirements of the labour market and the needs of stakeholders in education products and services, in order to ensure the quality of the teaching-learning process. This Curriculum is aligned with the current documents on national and international education policies: Education Code of the Republic of Moldova no. 152/2014; Framework plan for higher education (cycle I - Licensing, cycle II - Master, integrated studies, cycle III - Doctorate), 2015; National Qualifications Framework of the Republic of Moldova, Government Decision no. 1016/2017; Methodology for external quality evaluation for the authorisation of provisional operation and accreditation of study programmes and institutions for technical, higher education and continuing education, 2016; Academic curriculum reference framework, 2015; European Council Recommendation of 22.05.2018 on key competences for lifelong learning; Council of Europe's Competences Reference Framework for Democratic Culture, 2018; Revised Standards and Guidelines (ESG) at the Yerevan Ministerial Conference of 14-15 May 2015; Regulation for the organisation of tuition studies (cycle I) and integrated studies, etc.

In the process of developing the curriculum "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT", the following criteria were taken into account:

- the postmodern approaches and trends in curriculum development at national and international level;
- the imperatives of adjusting the curriculum to the needs of students, the expectations of employers and society in general, as well as the socio-cultural responsibility of the University as a provider of education;
- the value of the units/ course module in the development of professional competences;
- the need to ensure continuity and interconnection between learning cycles;
- the necessity of correlating intra-/inter-/transdisciplinary approaches with the didactic activity, etc.

The curriculum "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT" presents the expected results described in the professional and transversal competencies, subject administration, thematic units and learning-teaching and evaluation activities that will be applied in this course, the recommended bibliography and annexes.

The conceptual framework of the curriculum "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT" was conceived taking into account various approaches, thus finally synchronizing the psychocentric approach (students' needs, the pace of learning and development as key components), the sociocentric approach (focused on assuming democratic values, human rights, the rule of law and Cultural diversity), individualised approach (from the point of view of inclusive education, which aims to capitalize on all differences and qualities by developing the potential of each student). At the same time, the curriculum can be adapted or modified according to the requirements of students with special educational needs.

In developing the curriculum "THE PSYCHOLOGY OF COMMUNICATION: IDENTITY IN THE EUROPEAN CONTEXT", we relied on the following principles:

- The principle of thorough learning, which refers to the development of logical, rhythmic and self-control learning skills;
 - The principle of systemic approach and gradual development of skills, which ensures respect for age characteristics, incentives, student interests and conceptual continuity of the course;
 - The axiological principle, resulting in the creation of behaviour centred on the values of democratic society and the market economy;
 - The principle of respect for individual autonomy and freedom in the expression of opinions and decision-making;
 - The principle of flexibility, which provides individual routes, the possibility of individualising the learning process at institutional level;
 - The principle of social inclusion, which ensures employability, training and socio-
 - professional integration when leaving the education system, in accordance with the requirements of the labour market;
 - The principle of compatibility with European educational benchmarks and standards, etc.
- From the perspective of traditional learning, the teacher is classified as the main source of messages to be reflected in the receiving system. Modern learning stimulates the effective interaction between the two events of communication, and the learner becomes, under the conditions of applying actively participatory methods and a source of messages for the teacher, the latter being used in the evaluation and restructuring of the teaching activity.

In order to clearly understand the values contained in this curriculum, we specify that in the specialized literature it is identified and accepted the existence of at least two categories of major competencies achieved by going through the psycho-pedagogical module, as well as the following main types of competences associated with each major type:

- a) transversal/generic – cognitive, social/interpersonal and personal development;
- b) professional – general and specialized.

Particularizing the professional field, we are considering, we will consider as central the following categories of competencies:

- (1) professional – defined by the students' skills to develop communication skills and techniques, to know people by observing nonverbal language, to develop capacities to communicate with different people and to resolve conflicts;

(2) psycho-pedagogical – expressing the knowledge and counselling of the students, the contention of the importance of communication in human relationships and especially in the relations of artist – spectator, pupil-teacher, mentor - disciple.

(3) psychosocial - reflected in the capacities to design strategies for effective and constructive communication, conflict management and resolution, control and monitoring of social interactions with various social groups that share various cultural values.

Students are to improve their knowledge and demonstrate research capacities by developing individual and team projects for both classes and seminary classes (PPT presentations, comments, mini-essays, posters, case studies, assessment tests).

In order to carry out individual work on the discipline, students are recommended to access the Internet and to use several educational platforms and digital applications: Adobe, Piktochart, Desygner, Padlet, Jamboard, Google Classroom, PowerPoint, Google Slides Presentation, Jamboard, Learning Apps, Canva, Wakelet, Google forms, Quizlet, Knowt etc.

The curriculum is addressed to AMTAP students, but can serve as a guide for teachers, civil society representatives, as well as for decision-makers in the field of education and culture, interested in the topic of the course and is suitable for both full-time, hybrid and distance studies.

II. GENERAL COMPETENCIES OF THE DISCIPLINE

Professional competences:

CP3. The systematization of traditional and modern educational theories and concepts, the design of the educational approach, of the objectives and of the educational-artistic content from the perspective of the contemporary requirements of the formative education in the field of arts.

Transversal competences:

CT1. Applying the principles, norms and values of professional ethics within one's own rigorous, efficient and responsible work strategy;

CT2. Identifying the roles and responsibilities of a multidisciplinary team and applying communication techniques, networking in the efficient work within the team.

CT3. Identifying opportunities for in-service training and making efficient use of learning resources and techniques for one's own development, information sources in Romanian and international languages; effective application of new educational software in the field of musical education.

III. SPECIFIC COMPETENCIES (FINALITIES OF STUDY)

1. Knowledge and understanding:

- to deepen their fundamental theoretical knowledge in the field of communication psychology: identity in the European context;
- to know, understand and make appropriate use of the fundamental concepts in the field of social communication in the process of human interaction and teaching;
- to identify value and cultural guidelines for European identity;

- to define the main categories of the discipline;
- to know and describe the opinion of the hierarchies of the self in psychology;
- to know the essence and forms of communication;
- identify context and environmental factors that influence identity;
- to reproduce key concepts, definitions, basic notions in the field of communication psychology and identity in the European context;
- to make appropriate use of the concepts: ego, identity, reflexivity, self-esteem, interference, discrimination, prejudice, conformity, channel, communication code, feedback, barriers in communication, assertive expression, active listening, difficult behaviours in communication;
- to know the theories focused on the psychological interpretation of the concept of the Self (the theory of one's own or the complementarity of the Self-Ego according to G.W. Allport and the staging in the evolution of the self, the theory of self-realization or the "person with complete function" according to C. Rogers, the psychosocial theory of personality development according to E. Erikson and the theory of growth and growth the territory of the self through active hope and moral self-improvement according to E. Fromm);
- to elucidate the importance of the humanist-cultural perspective guided by the theory of self-creation through active hope and moral self-improvement according to E. Fromm.
- to assimilate conflict resolution methods and techniques;
- to know the rules of interpretation of nonverbal language and the meaning of the different nonverbal elements;
- to understand the role of effective communication in the professional activity of the music education teacher;
- to explain the essence and significance of active listening and assertive expression in communication;
- to illustrate specific differences between different behaviours which are difficult in communication;
- to explain the strategies for communicating with people with difficult behaviours and students with deviant behaviour;
- to know the techniques of effective communication.

2. Application:

- to analyse the functional correlation between Ego and identity;
- to comment on the validity of effective and assertive communication from the perspective of one's own expectations;
- to analyse the material, temporal, social, cultural and ideological context that contributes to the formation of the European identity;
- to apply the theory of self-identity in arguing the meaning of European Identity;
- to compare various aspects of communication (written, oral, nonverbal, interpersonal, etc.) from several perspectives, including in the context of European identity;
- to demonstrate capacities for fundamental and applied research, for synthesizing complex studies in the field of communication psychology;
- identify and substantiate the belonging of a statement to a form of communication;
- to apply the terminology specific to the communication psychology in the analysis of human messages and relationships;

- to analyse the importance of social resilience in the formation of social identity;
- analyse group communication, mass communication and public communication;
- to analyse the factors that cause communication bottlenecks/barriers by reference to theoretical diversity and specific methodology.

3. Integration:

- to develop value and cultural guidelines of the European identity;
- apply specific communication techniques;
- to develop conflict resolution strategies in various socio-cultural contexts;
- to adapt the communication characteristics, strategies and tactics to the needs of the interlocutors in relation to differences age, gender, social or professional status;
- to design activities with a view to developing communicative competences;
- to develop a responsible attitude towards the interlocutor in particular and the communicative act in general;
- to respect differences between age, gender, culture, social and professional status in communication.

IV. COURSE TIME SCHEDULE

FACULTY OF MUSICAL ART

Code of discipline	Year of study	Semester	Total hours			Number of hours by type of activities*				Form of assessment	Nr. of ECTS	Responsible for discipline
			Total	Contact direct	Studiu individual	C	S	L/P	I			
According to plan of studies	II	III	60	30	30	15	15	-	-	exam	2	Zubenschi Mariana
Total per discipline			60	30	30						2	

Note *: C = course, S = seminar, L = laboratory, practical hours, I – individual hours assisted by the teacher.

FACULTY OF THEATRE, CHOREOGRAPHY AND MULTIMEDIA ARTS

Code of discipline	Year of study	Semester	Total hours			Number of hours by type of activities*				Form of assessment	Nr. of ECTS	Responsible for discipline
			Total	Contact direct	Studiu individual	C	S	L/P	I			
According to plan of studies	II	III	60	30	30	15	15	-	-	exam	2	Zubenschi Mariana
Total per discipline			60	30	30						2	

Note *: C = course, S = seminar, L = laboratory, practical hours, I – individual hours assisted by the teacher.

FACULTY OF FINE ARTS, DECORATIVE ARTS AND DESIGN

Code of discipline	Year of study	Semester	Total hours			Number of hours by type of activities*				Form of assessment	Nr. of ECTS	Responsible for discipline
			Total	Contact direct	Studiu individual	C	S	L/P	I			
-	II	III	60	30	30	15	15	-	-	exam	2	Zubenschi Mariana
Total per discipline			60	30	30						2	

Note *: C = course, S = seminar, L = laboratory, practical hours, I – individual hours assisted by the teacher. The course is to be introduced in the study plan.

V. THEMATIC UNITS AND DISTRIBUTION OF HOURS

No.	Thematic units	Number of hours			
		Direct contact		Individual study	Total
		C	S		
	Year I, semester 1				
1.	Module I. Self and social identity I.1. The concept of the Self, general definition and characterization. I.2. Ego and identity (the biographical reasoning of the Self, narration and reflexivity). I.3. Theories of the Self (the theory of one's own or the complementarity of the Self-Ego according to G.W. Allport, the theory of self-realization or the "person with complete function" according to C. Rogers, the psychosocial theory of personality development after E. Erikson and the theory of self-creation through active hope and moral self-improvement according to E. Fromm). I.4. The self as the author of his own biography (image and self-esteem). The self as a social actor (image and social reputation), representative symbols of the European identity.	4	4	6	14
2.	Module II. Conceptual framework and forms of communication II.1. Psychological dimensions and determinants of communication. II.2. Forms of communication (communication of verbal, nonverbal, interpersonal, mediated, aesopic and other types). II.3. Levels of human communication (intrapersonal, interpersonal, group, public and mass communication). II.4. Bottlenecks and communication techniques. II.5. The European identity in terms of the psychological dimensions of communication, its forms and levels.	5	5	10	20
3.	Module III. Sociopsychological perspectives: conceptual aspects of the European identity III.1. The understanding of the process of creating the European identity (categorization, social identification and comparison, social identity theory- SIT). III.2. Homo Europaeus and the concept of multiple identity. III.3. Communication and culture - attributes of the European identity. III.4. Trauma, social resilience and crisis in communication.	3	3	8	14

4.	Module IV. Conflict versus European identity values (equity, inclusion, opportunity, etc.) IV.1. Psychological aspects of the conflict. IV.2. Prejudice, discrimination and stereotypes in communication (automatic, blatant and subtle prejudices, implicit association test, social dominance orientation, discrimination, stereotype conceit pattern, stereotypes. IV.3. Compliance and obedience (descriptive rules, informational influence, normative influence). IV.4. Conflict resolution methods and techniques	3	3	6	12
Total first semester		15	15	30	60
TOTAL: 60					

VI. REFERENCE OBJECTIVES AND THEMATIC UNITS

<i>No.</i>	<i>Reference objectives</i>	<i>Thematic units</i>
Module I. Self and Social Identity		
I.1.	<ul style="list-style-type: none"> - to explain the significance of the concept of self; - to know and describe the opinion of the hierarchies of the self in psychology; - to analyse the self from the perspective of personal and social identity. 	I.1. The concept of the Self, general definition and characterization.
I.2.	<ul style="list-style-type: none"> - to analyse the functional relationship between ego and identity; - to explain the essentialness of the biographical idea of the self, the narrative and the reflexivity in the formation and expression of personal and social identity; - to identify context and environmental factors that influence identity; - to analyse the material, temporal, social, cultural and ideological context of identity. 	I.2. Ego and identity (biographical reasoning of the Self, narrative and reflexivity).
	<ul style="list-style-type: none"> - to analyse the theory of one's own or the complementarity of the Self-Ego according to G.W. Allport and the staging in the evolution of the proper; - to know and adequately interpret the terms: early childhood, bodily identity, self-identity, self-respect, extension of the Self, Self as a rational factor, the person 	I.3. Theories of the Self (the theory of one's own or the complementarity of the Self-Ego according to G.W. Allport, the theory of self-realization or the "person with complete function" according to C. Rogers, the psychosocial theory of personality development according to E. Erikson and the theory of self-creation through active hope and moral self-improvement according to E. Fromm).

	<p>with complete function, acceptance, trust, shame, inferiority, intimacy, diffusion;</p> <ul style="list-style-type: none"> - to analyse the functions of the theory of self-realization or "the person with complete function" according to C. Rogers; - to describe the stages of psychosocial theory of personality development according to E. Erikson; - to elucidate the importance of the humanist-cultural perspective guided by the theory of self-creation through active hope and moral self-improvement according to E. Fromm. 	
	<ul style="list-style-type: none"> - to analyse the concept of the Self as a reflection of personal identity through the perspective of notions of self-image and self-esteem; - to know and to adequately interpret the terms: Self, Self-identity, self-image, social image, social actor, social reputation, symbolic representativeness; - to analyse the functions of the self as a social actor. 	I.4. The self as the author of one's own biography (image and self-esteem). The self as a social actor (image and social reputation), representative symbols of the European identity.

Module II. Conceptual framework and forms of communication

II. 1.	<ul style="list-style-type: none"> - to explain the concept and definition of communication, message, context of communication; - to know and describe the evolutionary land marks of the communication sciences; - to analyse the units and characteristics of communication; - to explain the essentials of psychological, cognitive and social factors in communication and to know the factors that influence the code and the communication channel; - to identify the context and environment factors that influence the act of communication; - to know and use the terms appropriately: linguistic sign, language code, language, speech, ability, dialogue, interview. 	II.1. Psychological dimensions and determinants of communication.
II.2	<ul style="list-style-type: none"> - to analyse the functions of verbal language, to describe the function of representation, appeal and expression of 	II.2. Forms of communication (verbal, nonverbal, interpersonal, mediated, aesopic and other forms of communication).

	<p>the act of communication;</p> <ul style="list-style-type: none"> - to define and explain the notion and functions of nonverbal language; - to explain the meaning of the movements of the human body, in the context of nonverbal communication; - to know the indicators of decoding the facial expression, of analysing the eye language and to use the rules of interpretation of nonverbal language; - to describe the forms and mechanisms of socialisation; - to appreciate the role of group communication in the educational process; - to define and explain the notion of written communication; - to describe the rules of written communication and the process of writing letters of intent/motivation, curriculum vitae; - to argue the role of internet communication in affirmation in the teaching and artistic profession. 	
II.3.	<ul style="list-style-type: none"> - to argue the relationship between intrapersonal and interpersonal communication; - to analyse the functional correlation between intrapersonal and interpersonal communication, group communication, mass communication and public communication; - to analyse interpersonal communication; - to explain the functions of interpersonal communication in the educational process; - to substantiate and develop strategies for group, public and mass communication. 	II.3. Levels of human communication (intrapersonal, interpersonal, group, public and mass communication).
II.4.	<ul style="list-style-type: none"> - to define and explain the notion of communication barrier/blockage, the factors that determine the communication bottlenecks/barriers and the typology of communication bottlenecks/barriers; - to describe the learning cycle of verbal communication, the advantages, disadvantages of verbal communication and the aspects of verbal communication in conflict situations; - to analyse the material, temporal, social, 	II.4. Bottlenecks and communication techniques.

	<p>cultural and ideological context that influences the act of communication and to determine the sources of error in communication;</p> <ul style="list-style-type: none"> - to present barriers to human communication determined by internal and external factors, as well as barriers to communication due to the position of the sender and receiver; - to substantiate and develop strategies to remove barriers to communication. 	
II.5.	<ul style="list-style-type: none"> - to describe the psychological dimensions of communication that reflect the European identity; - to analyse the material, temporal, social, cultural and ideological context that contributes to the formation of European identity; - to present barriers to human communication in the European space determined by internal and external factors, as well as barriers to communication due to material, temporal, social, cultural and ideological contexts. 	II.5. The European identity through the prism of the psychological dimensions of communication, its forms and levels.
Module III. Sociopsychological perspectives: conceptual aspects of the European identity		
III.1.	<ul style="list-style-type: none"> - to describe the process of creating European identity; - to argue the processes that contribute to the formation of social identity (categorization, identification and social comparison); - to apply the theory of self-identity in arguing the significance of European identity. 	III.1. The understanding of the process of creating European identity (categorization, social identification and comparison, social identity theory- SIT).
III.2.	<ul style="list-style-type: none"> - to define the concept of multiple identity; - to present the multicultural and transcultural aspects of Homo Europaeus identity; - to formulate a necessity for the theoretical and practical importance of Homo Europaeus identity. 	III.2. Homo Europaeus and the concept of multiple identity.
III.3.	<ul style="list-style-type: none"> - to reflect on the notions of communication and culture influencing the 	III.3. Communication and culture - attributes of European identity.

	<p>European identity;</p> <ul style="list-style-type: none"> - to describe the various multicultural communication situations that contribute to the formation of the European identity; - to argue how culture fosters our horizontal communication, as well as the genesis of the personal, community-civic, regional, multiple identities that a future federation of Europe can benefit from. 	
III.4.	<ul style="list-style-type: none"> - to define and explain the notions of trauma, social resilience and crisis; - to present various case studies that have contributed to communication crises; - to know the importance of social resilience in the formation of social identity. 	III.4. Trauma, social resilience and crisis in communication.
Module IV. Conflict versus European identity values (equity, inclusion, opportunity, etc.)		
IV.1.	<ul style="list-style-type: none"> - to define and explain the notions of conflict, generating conflict, types of behaviour in conflict; - to know and analyse the typology of conflicts, the structure and dynamics of the conflict; - to analyse the particularities of conflicts in educational settings. 	IV.1. Psychological aspects of the conflict.
IV.2.	<ul style="list-style-type: none"> - to reflect on notions of prejudice, discrimination and stereotypes that influence identity; - to know and analyse various situations of automatic, blatant and subtle prejudices, orientation towards social dominance, discrimination, stereotypes; - to apply the default pairing test; - to develop strategies to mitigate the negative emotional effects of the conflict. 	IV.2. Prejudices, discrimination and stereotypes in communication (automatic, blatant and subtle prejudices, implicit association test, social dominance orientation, discrimination, stereotype conceit pattern, stereotypes).
IV.3.	<ul style="list-style-type: none"> - to define the concepts and notions of conformity, obedience, descriptive norms, informational influence, normative influence; - to present the aspects focused on information and regulatory influence in communication; - to make it necessary to demonstrate the practical importance of conformity in 	IV.3. Compliance and obedience (descriptive rules, informational influence, normative influence).

	communication and submission to conflict situations.	
IV.4.	<ul style="list-style-type: none"> - to know and analyse methods and techniques for conflict resolution: through negotiation, mediation and cooperation; - to define and explain the notions of: conflict map, negotiation, mediation; - to develop strategies to mitigate the negative emotional effects of the conflict. 	IV.4. Conflict resolution methods and techniques. Methods and techniques of conflict resolution: the conflict map. Methods and techniques of conflict resolution: negotiation, mediation, cooperation. Methods and techniques of conflict resolution: negotiation (Win-Win method). Reducing the negative emotional effects of conflict: releasing post-conflict emotional tension; show positive effects of the negative consequences of conflict.

VII. ORGANIZATION OF THE STUDENT'S INDIVIDUAL WORK

<i>No</i>	<i>Thematic units</i>	<i>Individual student work</i>	<i>Hours</i>
1.	I.1. The concept of self, general definition and characterization.	Consultation of the recommended bibliography.	1
2.	I.2. Ego and identity (the biographical reasoning of the Self, narration and reflexivity).	Creating a poster on <i>the theme "Ego and identity"</i> as an individual task and sharing the document on Google Classroom with the help of https://www.adobe.com/express/create/poster .	1
3.	I.3. Theories of the Self (the theory of one's own or the complementarity of the Self-Ego according to G.W. Allport, the theory of self-realization or the "person with complete function" according to C. Rogers, the psychosocial theory of personality development according to E. Erikson and the theory of self-creation through active hope and moral self-improvement according to E. Fromm).	Drafting a personal business card on the www.canvas.com , with the elucidation of a small summary about the representation of the Self and sharing it on Google Classroom.	1
4.	I.4. The self as the author of his own biography (image and self-esteem). The self as a social actor (image and social reputation), representative symbols of the European identity.	Documentation based on the recommended bibliographic literature. Creating a team infographic clip on the theme of 'Representative symbols of the European identity' with the help of the Piktochart application at https://piktochart.com/	1
5.	II.1. Psychological dimensions and	Studying the recommended articles.	1

	determinants of communication.		
6.	II.2. Forms of communication (types of communication: verbal, nonverbal, interpersonal, publicized, aesopic and other types).	Studying the mandatory bibliography of the respective topic.	1
7.	II.3. Levels of human communication (intrapersonal, interpersonal, group, public and mass communication).	Writing a summary in post format has on Instagram Story or Facebook what is related to the levels of human communication (intrapersonal, interpersonal, group, public and mass communication) and the evaluation of their impact (number of views, forms and style of written expression, comments).	2
8.	II.4. Bottlenecks and communication techniques.	Documentation based on the recommended bibliographic literature. Create an infographic clip on the topic "Bottlenecks and communication techniques" with the help of the Piktochart application to the https://piktochart.com/ .	2
9.	II.5. The European identity in terms of the psychological dimensions of communication, its forms and levels.	Description of a case study of "Psychological dimensions of communication in the European context".	2
10.	III.1. In understanding the process of creating European identity (categorization, identification and social comparison, social identity theory- SIT).	Communication and presentation of the oral thematic summary with the help of Desygner application https://desygner.com/ .	2
11.	III.2. Homo Europaeus and the concept of multiple identity.	Documentation based on the recommended bibliographic literature. Creating an infographic clip with the theme "Homo Europaeus and the concept of multiple identity" in the team with the help of Piktochart application at https://piktochart.com/ .	2
12.	III.3. Communication and culture - attributes of European identity.	Studying the bibliography recommended on the topic "Communication and culture - attributes of European identity".	2
13.	III.4. Trauma, social resilience and crisis in communication.	The description of his case study on the topic "Trauma, social resilience	2

		and crisis in communication" and his presentation on Padlet at the www.padlet.com .	
14.	IV.1. Psychological aspects of the conflict.	Documentation and analysis. Description of a case study.	2
15.	IV.2. Prejudice, discrimination and stereotypes in communication (automatic, blatant and subtle prejudices, implicit association test, social dominance orientation, discrimination, stereotype conceit pattern, stereotypes).	Description of the case study in a team with the help of the Jamboard application and its presentation on the https://workspace.google.com/products/jamboard/ , on the topic "Prejudices, discrimination and stereotypes in communication".	2
16.	IV.3. Compliance and obedience (descriptive rules, informational influence, normative influence).	Simulate a situation focused on information influence in communication by developing a team dialogue and presenting it at the seminar.	2
17.	IV.4. Conflict resolution methods and techniques.	Communication, presentation of the oral thematic summary selected from the list of communications (see Appendix 1) on Google Slides or in Power Point format.	2
Total hours			30

VIII. TEACHING METHODS

Methods and teaching:

- *expository*: lecture, explanation, storytelling, demonstration, exam, exposition;
- *interrogatives*: heuristic conversation, discussion, dialogue, debate;
- student-centred: case study, role-playing, brainstorming, activities in learning teams, group discussion, case/situation simulation, dramatization.

Teaching techniques based on:

- *problem solving* (synthesis of Gnostic paper or mind mapping, problematization, learning through categorization);
- *on communication* (summarization, presentation, demonstration, method of groups of experts);
- *through cooperation* (group applied research, active-participatory methods: brainstorming, etc.);
- *on experience* (systematic and independent observation, individual applied research case study, working with textbooks and bibliographic sources, project, portfolio).

Means of learning:

- *didactic*: course support in the discipline, *PowerPoint presentations / Google presentations*, specialized articles, teaching materials (sheets, tables, schemes, posters), videos (on *YouTube*), podcasts, *self-assessment learning* activities on digital platforms (*Google Classroom*, *LearningApps*, *Piktochart*, *Designer*, *Padlet*, *Canva*, *Wakelet*, *Quizzes*, *Jamboard* etc.).

- *technical*: notebook, overhead projector, camera, speakers, microphone, web conferencing instruments (*Google Meet*).

Forms of students' organization activities: frontal, individual, group/team.

IX. THE EVALUATION OF THE DISCIPLINE

1. Types, modalities and forms of evaluation

<i>Type of assessment</i>	<i>Period of assessment</i>	<i>Modalities and forms of evaluation</i>	<i>Share of the final grade</i>
Current evaluation	During the semester	<ul style="list-style-type: none"> • oral response during seminars and virtually on Google Classroom; • presentation of the thematic summary in PPT format (communication) and /or with video elements; • analysis of the article recommended by drawing up a summary there of; • presentation of the individual portfolio of tasks on Google Classroom. 	60 %
Periodic evaluation	Primary evaluation (mid-October); Secondary assessment (at the end of November).	Summative primary and secondary assessment tests on Google Forms.	
Biannual evaluation	During the winter session	Exam	40 %

2. Criteria for assessing knowledge/ skills

<i>Note</i>	<i>To get that grade:</i>
10 (A)	<p>The student also knew 100 – 91% of the curriculum contents. The student demonstrates:</p> <ul style="list-style-type: none"> - full study of the recommended bibliographic sources; - practical skills, developed by the course units; - originality and quality of the solutions identified; - considerable independent work.
9 (B)	The student also knew 90–81% of the curriculum contents.

	<p>The student demonstrates:</p> <ul style="list-style-type: none"> - full study of the recommended bibliographic sources; - competence for analysis and interpretation; - creativity and skills in applying the knowledge acquired; - gaps, insignificant inaccuracies/in consistencies regarding the assimilated contents, the skills of analysis and interpretation.
8 (C)	<p>The student also knew 80–71% of the curriculum contents.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in a proportion of 80%; - competence for analysis and interpretation; - aptitude in the application of the knowledge acquired; - gaps, inaccuracies in terms of assimilated contents, analytical and interpretation skills; - gaps in self-employment.
7 (D)	<p>The student also knew 70-61% of the curriculum contents.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in a proportion of 70% - 60%; - competence for analysis and interpretation; - average capacity of argumentation; - gaps, considerable in accuracies in relation to assimilated contents, analytical and interpretation skills.
6(E)	<p>The student also knew 60-51% of the curriculum contents.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in a proportion of 50%; - poor aptitude in the application of the knowledge acquired; - gaps, rather considerable in accuracies in terms of assimilated contents, skills for analysis and interpretation.
5(E)	<p>The student also knew 50-41% of the curriculum contents.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in a proportion of 40%; - minimum cognitive, applicative, attitudinal competence; - inability to argue; - gaps, quite considerable inaccuracies regarding the assimilated contents.
4 (FX)	<p>The student also knew 40–31% of the curriculum contents.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in a proportion of 30%; - inability to analyse and interpret; - inability to argue; - essential inaccuracies regarding the assimilated contents.
3, 2, 1 (F)	<p>The student also knew 30-0% of the curriculum's contents.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> - studying the recommended bibliographic sources in a proportion of 20% or so. - inability to analyse and interpret; - inability to argue;

	- no results on independent working.
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X. RECOMMENDED BIBLIOGRAPHY

Mandatory:

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4. Russev, Vl., Ognev, I. *Psihologia comunicării*. Iași: Ideea Europeana, 2020. 368 p. ISBN: 9789731925103
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Additional:

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3. Chappuis, R. *La psychologie des relations humaines*. Paris: Presses Universitaires de France, 1987. 234 p. ISBN10-213-0422-83-7
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12. Green, A. *Comunicarea eficientă în relațiile publice. Crearea mesajelor și relațiilor sociale*. Iași: Polirom, 2009. 325 p. ISBN 978-973-46-1345-8.
13. Iluț, P. *Sinele și cunoașterea lui. Teme actuale de psihosociologie*. Iași: Polirom, 2001. 224 p. ISBN 973-683-849-8
14. Lacombe, F. *Rezolvarea dificultăților de comunicare*. Iași: Polirom, 2005. 211 p. ISBN 973-681-971- X
15. Mihăilă, V. *Identitate națională, identitate europeană. Simboluri și confruntări*. București: Editura Militară, 2009. 220 p. ISBN 978-973-320-800-6
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Electronic resources:

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ANNEXES

Annex no. 1

Topics for communication reports and presentations:

1. Communication – a fundamental form of interpersonal interaction.
2. Ways of interpersonal interaction in artistic activity.
3. Self-identity, the problem of leadership and leadership in micro groups.
4. Interpretation of laughter and elements of paraverbal communication.
5. Nonverbal communication and lying.
6. Nonverbal behaviour –cultural differences.
7. Interference between fundamental human rights and conflict situations.
8. Activities that could be organised in order to overcome and overcome prejudices in communication.
9. Age-specific conflict resolution strategies.
10. Communication strategies with people of other ethnic backgrounds.
11. The role of manipulation in communication.
12. The communication role of the group members: the shy, the narcissist, the friend, the enemy, the servant, the pretender, the altruist.
13. Categorization, identification and social comparison in the expression of European social identity.
14. Written communication in the European context: letter, report, request.
15. Communication techniques in the group of belongings: consensus, cohesion, strength.
16. Communication roles of the members of the social group: the shy, the narcissist, the friend, the enemy, the servant, the pretender, the altruist.
17. Methods of streamlining communication based on emotional intellect.
18. Strategies for developing communicative and emotional competences in the relationship between generations.

19. Strategies for developing communicative and emotional competences in multiculturalism.
20. Rewards as a way of encouraging appropriate behaviours in young people.
21. Management of effective communication and interpersonal relationships.
22. Stereotypes and cultural obsessions.
23. Europe and the concept of multiple identities.
24. The self-identity of young people in the European community.

Annex no. 2

Model of periodic evaluation:

1. Analysis of the meanings of the term 'communication'. (20 minutes)
2. Develop descriptive graphic organizer of the meanings assigned to the concept of communication. (30 minutes)
3. Describe in the table below, according to the model characteristics of the transmitter in communication. (20 minutes)

No.	Characteristics of the eminent
1.	To know the preparation and behaviour of the receiver
2.	
3.	
4.	
5.	
6.	
7.	
...	

4. Complete and follow the criteria for classifying the forms of communication (20 minutes)

Criteria	Forms	Clarifications
After	Communication	with oneself (inner monologue or verbalized)
	Interpersonal communication	
	Communication	in the case of a 'face-to face' group relationship
	Communication to the public	
After	Communication	between partners who have unequal statuses (student-teacher, soldier- officer, etc.)
	Horizontal communication	
After	Communication	between people (it is specifically human)
	Paraverbal communication (CPV)	
	Communication	between people, present through gestures, expressors, emblems, etc.

	Mixed communication	
After	Communication	the incidental transmission of information between persons
	Subjective communication	

5. Explain how and why paraverbal and nonverbal decode 4.5 times faster than the verbal. (20 minutes)

Annex no. 3

Assessment form at the end of the semester

Subject I. CONFLICT RESOLUTION METHODS AND TECHNIQUES

No	<i>The content of the subject</i>	Points
1.1.	Summarize the concept and notions of conflict map, negotiation, mediation	4 p.
1.2.	Elucidate the methods and techniques of conflict resolution: by negotiation	6 p.
1.3.	Explains the essence of the strategies to mitigate the negative emotional effects of the conflict.	10 p.

Subject II. NONVERBAL COMMUNICATION

No	<i>The content of the subject</i>	Points
2.1.	Describes the functions of nonverbal language	4 p.
2.2.	Explain the significance of the human body in the context of nonverbal communication and indicators of decoding facial expression	6 p.
2.3.	Analyse the aspects of nonverbal communication and rules for interpreting nonverbal language	10 p.

Subject III. COMMUNICATION BLOCKAGES

No	<i>The content of the subject</i>	Points
3.1.	Define and explain the notion of written communication	4 p.
3.2.	Explain the process of writing letters of intent/motivation	6 p.
3.3.	Argue the role of internet communication in affirmation in the teaching and artistic profession	10 p.

Scoring scale

Note	Maximum points	Note	Maximum points	Note	Maximum points
5	6-8	7	12-18	9	26-28
6	9-11	8	19-25	10	29-30

Annex no. 4

Assessment subjects at the end of the semester

Module I. Self and social identity.

I.1. The concept of self, general definition and characterization.

I.2. Ego and identity (the biographical reasoning of the Self, narration and reflexivity).

I.3. Theories of the Self (the theory of one's own or the complementarity of the Self-Ego according to G.W. Allport, the theory of self-realization or the "person with complete function" according to C. Rogers, the psychosocial theory of personality development according to E. Erikson and the theory of self-creation through active hope and moral self-improvement according to E. Fromm).

I.4. The self as the author of his own biography (image and self-esteem). The self as a social actor (image and social reputation), representative symbols of the European identity.

Module II. Conceptual framework and forms of communication.

II.1. Psychological dimensions and determinants of communication.

II.2. Forms of communication (verbal, nonverbal, interpersonal, mediated, aesopic and other communication).

II.3. Levels of human communication (intrapersonal, interpersonal, group, public and mass communication).

II.4. Bottlenecks and communication techniques.

II.5. The European identity in terms of the psychological dimensions of communication, its forms and levels.

Module III. Sociopsychological perspectives: conceptual aspects of the European identity

III.1. In understanding the process of creating the European identity (categorization, social identification and comparison, social identity theory- SIT).

III.2. Homo Europaeus and the concept of multiple identity.

III.3. Communication and culture - attributes of the European identity.

III.4. Trauma, social resilience and crisis in communication.

Module IV. Conflict versus European identity values (equity, inclusion, opportunity, etc.).

IV.1. Psychological aspects of the conflict.

IV.2. Prejudice, discrimination and stereotypes in communication (automatic, blatant and subtle prejudices, implicit association test, social dominance orientation, discrimination, stereotype conceit

pattern, stereotypes.

IV.3. Compliance and obedience (descriptive rules, informational influence, normative influence).

IV.4. Conflict resolution methods and techniques.

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