

COURSE DESCRIPTION

Media Industries

Academic year 2025/2026

1. Programme-related data

1.1. Higher Education Institution	Universitatea Babeş-Bolyai din Cluj Napoca
1.2. Faculty	College of Political, Administrative and Communication Sciences
1.3. Doctoral School	Doctoral School of Political and Communication Sciences
1.4. Field of study	Communication Sciences
1.5. Level of study	Ph.D.

2. Course-related data

2.1. Course title	Media Industries			Course code	
2.2. Course coordinator	Cristina Nistor-Beuran				
2.3. Seminar coordinator	Cristina Nistor-Beuran				
2.4. Year of study	1	2.5. Semester	1	2.6. Type of assessment	Exam
2.7. Course status	Optional			2.8. Course type	Specialisation subject

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	3	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	1
3.4. Total of hours in the curriculum	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					50
Additional research in the library, on subject-specific electronic platforms, and on-site					100
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					50
Tutoring (professional guidance)					6
Examinations					2
Other activities					
3.7. Total hours of individual study (IS) and self-taught activities (ST)				208	
3.8. Total hours per semester				250	
3.9. Number of credits				10	

4. Prerequisites (where applicable)

4.1. curriculum-related	-
4.2 skills-related	-

5. Specific conditions (where applicable)

5.1. course-related	Classroom with computer, video-projector / personal laptops
5.2. seminar/laboratory-related	Classroom with computer, video-projector / personal laptops

6. Subject-specific learning outcomes

Knowledge
1. The student knows - to identify the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, audience/audiences, effects;
2. The student knows - - to identify the main theories, models, and elements of direct and technologically mediated communication in the context of mass communication and computer-mediated communication;
3. The student knows - - identify ownership structures, control mechanisms, and production and distribution models specific to mass media systems;

4. The student knows - - to distinguish between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications;
Skills
1. The student is able- to apply production practices appropriate to different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications;
2. The student is able - to interprets the ideological and cultural values and messages embedded in media products.
Responsibility and autonomy
1. The student has the ability to work independently - to critically analyse the plurality of interpretations and opinions expressed in the context of media representation of current topics and events
2. The student has the ability to work independently - - to analyse current events in politics, economics, social communities, cultural sectors, internationally, and in sports.

7. Contents

7.1. Course	Teaching and learning methods	Remarks ¹
Introduction to media industries. Theory, Concepts, and Frameworks	Lecture Discussion	
Media systems. Typologies, models, and comparative perspectives	Lecture Discussion	
Key scholars and research in the field of media industry studies	Lecture Discussion	
Digital news industry. Trends in production, distribution and news consumption.	Lecture Discussion	
Journalism and news industries. Trust in news.	Lecture Discussion	
Transformation of journalism. Podcasting and other emerging industries.	Lecture Discussion	
Developing a doctoral research proposal. Research topics, literature and design	Presentation Discussion	
International news media organizations. Case studies of best practices	Lecture Discussion	
Communication platforms, news framing, and journalistic practices in the EU	Lecture Discussion	
Media literacy. News literacy. Defining key concepts	Lecture Discussion	
Media literacy policies in the European Union. The Digital Services Act (DSA). The European Democracy Shield (EDS).	Lecture Discussion	
Press freedom and public interest. The EU Code of Practice on Disinformation.	Lecture Discussion	
Doctoral students' presentations	Presentation Discussion	
Doctoral students' presentations	Presentation Discussion	
Bibliography - Hallin, D. & Mancini, P., <i>Comparing Media Systems: Three Models of Media and Politics</i> , Cambridge University Press, 2004 https://catdir.loc.gov/catdir/samples/cam041/2003069684.pdf - Havens, T., & Lotz, A.D. (2017). <i>Understanding Media Industries</i> . Oxford University Press - Hobbs, R. (2016). <i>Literacy: Understanding media and how they work</i> . In <i>What Society Needs from Media in the Age of Digital Communication</i> . https://mediaeducationlab.com/sites/default/files/Hobbs%252520What%252520Society%252520Needs%252520PD_F_0.pdf		

¹ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

- *How Young People Consume News and The Implications for Mainstream Media*. A report by Flamingo commissioned by the Reuters Institute for the Study of Journalism, Oxford University / <https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2021-02/FlamingoxREUTERS-Report-Full-KG-V28.pdf>
- Joel Simon, *A New Paradigm for Global Journalism: Press Freedom and Public Interest*, https://towcenter.columbia.edu/sites/towcenter.columbia.edu/files/content/Press%20Freedom%20and%20Public%20Interest_0.pdf
- *Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training*, UNESCO, 2020, <https://en.unesco.org/fightfakenews>
- *Journalism for development: the role of journalism promoting democracy and political accountability and sustainable development*, authors: Stiglitz Joseph, Schiffrin Anya and Groves Dylan <https://unesdoc.unesco.org/ark:/48223/pf0000389301>
- Marwick, A. (2018). *Silicon Valley and the Social Media Industry*. In *The Sage Handbook of Social Media*, Burgess, J., Marwick, A. and Poell, T., Eds. Thousand Oaks, CA: Sage Publications, pp. 314-329. / https://tiara.org/wp-content/uploads/2018/05/19-Marwick-The-Tech-Industry_final.pdf
- *World Trends in Freedom of Expression and Media Development Report*, (Chapter 3), Edited by Courtney C. Radsch, PhD <http://unesdoc.unesco.org/images/0022/002270/227025e.pdf>
- *Young Adults and the Future of News*. By Naomi Forman-Katz, Michael Lipka, Katerina Eva Matsa, Kaitlyn Radde, Chris Baronavski and Justine Coleman <https://www.pewresearch.org/journalism/2025/12/03/young-adults-and-the-future-of-news/>

7.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Digital news industry. Analysing media markets (on two or three selected countries)	Presentation Discussion	
Comparative Media System Analysis (on two or three selected countries)	Presentation Discussion	
Key scholars and research in the field of media industry studies - critical literature review	Presentation Discussion	
Developing a doctoral research proposal. Presentation and discussion on the students' research progress	Presentation Discussion	
International news media organizations. Case studies of best practices	Presentation Discussion	
Developing a doctoral research proposal. Presentation and discussion on the students' research progress	Presentation Discussion	
Media literacy. News literacy. Policies and practices. Comparative perspectives.	Presentation Discussion	

Bibliography

- Newman, N., Ross Arguedas, A., Robertson, C. T., Nielsen, R. K., & Fletcher, R. (2025). *Digital news report 2025*. Reuters Institute for the Study of Journalism. <https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2025>
- Hallin, D. & Mancini, P., *Comparing Media Systems: Three Models of Media and Politics*, 2004, <https://catdir.loc.gov/catdir/samples/cam041/2003069684.pdf>
- Omid, A., Dal Zotto, C., & Picard, R. G. (2022). *The Nature of Work in the Media Industries: A Literature Review and Future Directions*. *Journalism and Media*, 3(1), 157-181. <https://doi.org/10.3390/journalmedia3010013>
- *Media Literacy: Shaping Europe's digital future*. <https://digital-strategy.ec.europa.eu/en/policies/media-literacy>
- Open Society Institute Sofia, European Policies Initiative, & MLI Media Literacy Index. (2026). *Media literacy index 2026 [Report]*. <https://osis.bg/wp-content/uploads/2026/01/Media-Literacy-Index-2026.pdf>

8. Evaluation

Type of activity	8.1 Evaluation criteria ²	8.2 Evaluation methods ³	8.3 Percentage in the final grade
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² The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

³ Both final evaluation methods and ongoing evaluation strategies should be established.

8.4. Course	Research report	Presentation of the research report (minimum of five pages) – on a student selected topic	5 points
8.5. Seminar/ laboratory	Seminar assignment I	Digital news industry. Analysing media markets (on two or three selected countries) – on a student selected topic. Presentation	2 points
	Seminar assignment II	Key scholars and research in the field of media industry studies (critical literature review) – on a student selected topic. Presentation	2 points
8.6 Minimum standard for passing			
Doctoral students should demonstrate a basic understanding of media industry key concepts, trends and developments.			

9. SDG labels (Sustainable Development Goals)⁴

	<input type="radio"/>	Sustainable Development Generic Label						
								
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								No label applies
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Date of entry:
25/09/2025

Signature of course coordinator

Cristina Nistor-Beuran,
Ph.D. Associate Professor

Signature of seminar coordinator

Cristina Nistor-Beuran,
Ph.D. Associate Professor

Date of approval in the department:

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Signature of the head of department

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⁴ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."

