



COMMUNICATION SCIENCES – 2nd cycle

Courses offered during Winter semester (academic year 2026-27)

Audiovisual and Multimedia Communication (1st year, 6 ECTS)

Syllabus:

1. Fundamentals and Practices of Audiovisual and Multimedia Communication
 - 1.1 Fundamental concepts of audiovisual communication
 - 1.2 Historical evolution of audiovisual media
 - 1.3 Emerging technologies and their implications for multimedia communication
2. Production of Audiovisual Content
 - 2.1 Audio and video production and editing: techniques and tools
 - 2.2 Design and graphic production for digital platforms
 - 2.3 Development of websites and interactive multimedia experiences
3. Creative Processes in Multimedia Communication
 - 3.1 Methods for creating audiovisual content
 - 3.2 Scripts and digital storytelling
 - 3.3 Prototyping and user testing on multimedia platforms
4. Digital and Multimedia Communication Strategies
 - 4.1 Planning digital audiovisual campaigns
 - 4.2 The role of social networks in the dissemination of multimedia content
 - 4.3 Performance evaluation and metrics for digital campaigns
5. Professional Practices and Applications in Audiovisual and Multimedia
 - 5.1 Audiovisual communication in journalistic, corporate and institutional contexts
 - 5.2 Production of content for TV, cinema and streaming platforms
 - 5.3 Ethical and social responsibility in multimedia production

Teaching methodology and assessment:

The teaching and learning methodologies include:

- Theoretical classes: Lectures cover the fundamentals of multimedia communication, addressing topics such as audiovisual production, graphic design and online communication strategies. These theoretical moments are essential to provide students with the necessary foundations for applying the concepts.
- Practical exercises: Students apply the knowledge acquired in practical exercises, such as creating audiovisual content, developing websites and graphic design. Practical experience allows them to integrate technical skills with creativity, while developing innovative solutions to communication problems.
- Group projects and case studies: Students are challenged to work on group projects, such as developing a website or institutional video, or journalistic pieces, simulating the work dynamics in communication agencies or in a newsroom. The analysis of case studies allows

the exploration of real scenarios, reflecting on the application of communication strategies in crises and in the image management of an organization.

Assessment: 1 test (20% of the final grade), practical exercises (60% of the final grade), 1 comprehensive exam (20% of the final grade)

Bibliography:

- [1] Carvalho, J: (2003) Cinema e Tecnologia Pós-Produção e a Transformação da Imagem. Edições Universitárias Lusófonas.
- [2] Johnson, C. (2019). Online TV. Routledge.
- [3] Lotz, A. (2022). Netflix and streaming video: The business of subscriber-funded video on demand. Polity.
- [4] Manovich, L. (2001). The language of new media. MIT Press.
- [5] Mazzoleni, Arcangelo (2002) O ABC da linguagem cinematográfica. Edições cine-clube de Avançada.
- [6] Thompson, R. (2007) Grammar of Edit. Focal Press.
- [7] Wright, Steve (2002) Digital Compositing for Film and Video. Focal Press.

Integrated Communication (1st year, 6 ECTS)

Syllabus:

1. Graphic communication and creativity
 - 1.1 Creativity, ideas and brainstorming
 - 1.2 Communication and creativity
 - 1.3 Creativity and design thinking
2. Communication and graphic design in action
 - 2.1 Branding and corporate image
 - 2.2 Principles of graphic communication
 - 2.3 Typography, colour and other elements
3. Public relations and business communication
 - 3.1 Event management
 - 3.2 Media communication
 - 3.3 Institutional publications
4. Social networks and digital communication
 - 4.1 Social media planning
 - 4.2 Creating content for social networks
 - 4.3 Monitoring and analysing metrics.
5. Online Advertising
 - 5.1 Search Engine Advertising
 - 5.2 Display Network Advertising
 - 5.3 Advertising on Social Networks

Teaching methodology and assessment:

The teaching and learning methodologies are diversified and complementary, including:

- Lectures: Lectures cover all the syllabus content, addressing topics such as Graphic Communication and Creativity, Communication and Graphic Design in Action, Public Relations and Employer Communication, Social Media Planning and Online Advertising. These theoretical moments serve as a basis for understanding the fundamental concepts that are essential for developing the learning objectives.
- Practical exercises: The practical exercises encourage the application of theoretical concepts, focusing on the development of creativity exercises, the development of corporate image

projects the application of public relations techniques and the development of digital communication strategies. By analyzing and proposing solutions to market situations, students acquire essential skills for strategic decision-making.

- Case studies: Analyzing case studies facilitates the understanding of real integrated communication strategies, allowing students to explore the corporate image of companies and brands, their PR strategies as well as digital strategies. This methodology provides a practical insight into how organizations manage their marketing and develop effective strategies.

Assessment: individual practical exercise (30% of the final grade), practical group exercise (40% of the final mark), participation and involvement (10% of the final grade), comprehensive exam (20% of the final grade)

Bibliography:

[1] Barker, M.; Bormann, N.; Neher, K.; Barker, D. (2022), *Social Media Marketing: A Strategic Approach*, South Western, Cengage Learning. 3rd edition.

[2] Clow, K.; Baack, D. (2022), *Integrated Advertising, Promotion and Marketing Communications*, New Jersey, Prentice-Hall. 9th edition.

[3] De Pelsmacker, P.; Geuens, M.; Bergh, J. (2021) *Marketing Communications* London, Pearson. (7th ed)

[4] Mesquita, F. (2019). *Comunicação visual, Design e Publicidade*. Adverte, Ílhavo. 2ª edition.

[5] Tuten, T. L. (2021) *Social Media Marketing*. New Jersey, Sage. 4th edition

[6] White, A. (2002). *The Elements of Graphic Design*. New York: Allworth Press

History of Communication (1st year, 6 ECTS)

Syllabus:

1. Prehistory: interpersonal, visual and sound communication
2. Writing and History
 - 2.1 Writing and the State
 - 2.2 Literature, rhetoric, historiography and geography in Antiquity
 - 2.3 Ephemerides and *Actae Diurnae*
3. Communication in the Middle Age
 - 3.1 Jograls, heralds and auctioneers
 - 3.2 Manuscripts
 - 3.3 Chronicles
4. Communication in the Modern Age
 - 4.1 The postal services, correspondent networks and news
 - 4.2 Gutenberg's press and printed culture
 - 4.3 Journalism, press control and the paradigm of press freedom
5. Communication: from the Industrial Revolution to the end of the 20th century
 - 5.1 New communication and technological infrastructure
 - 5.2 Industrialization and professionalization of communication: journalism, advertising, public relations
 - 5.3 Photography, cinema, radio and television
 - 5.4 Communication, propaganda, political regimes and wars
6. The Digital Revolution at the end of the 20th century
7. Sources and research methods in the history of communication

Teaching methodology and assessment:

The pedagogical model of this course is based on two main and complementary pillars:

- Expository method: as this is a theoretical curricular unit whose teaching involves a comprehensive and connected approach to multiple topics in the history of communication, covering millennia of human history, realistically the teaching must be based, above all, on the use of the expository method, with bibliographic and visual support. This approach aims to develop a solid understanding of the sequence of historical communication phenomena and the principles of research in the history of communication, particularly with regard to the selection and critique of historical sources.
- Participatory method and active learning: theoretical expositions will be complemented by classroom debates on the contents covered in the class and on texts by specialists that address topics in the program content. Students will also be invited to conduct limited research in the field of communication history in groups (for example, analyzing how a historical event was reported; or narrating the history of a media outlet; or writing a biography of a relevant communicator in history; or developing research focused on the memories of professional communicators, among other options) and to communicate the results in class, discussing them with the teacher and their peers. These research projects will be supervised by the teacher.

Assessment: 1 test (60% of the final grade), empirical historical research exercise in a group (20% of the final grade), comprehensive exam (20% of the final grade)

Bibliography:

- [1] Alves, J. A. S. (2005). O poder dos media. A história dos media dos primórdios da imprensa aos dias da Internet. Casa das Letras.
- [2] Kovarik, B. (2015). Revolutions in Communication: media history from Gutenberg to the Digital Age. Bloomsbury.
- [3] Sousa, J. P. coord.(2008). Jornalismo: história, teoria e metodologia da pesquisa. Edições Universidade Fernando Pessoa.
- [4] Sousa, J. P. (2021). Portugal. Pequena história de um grande jornalismo I. Da manufatura à indústria. Lisboa: Livros ICNOVA. <https://doi.org/10.34619/hyc1-qblv>
- [5] Sousa, J. P. (2022). Portugal. Pequena história de um grande jornalismo II. Da segmentação mediática à digitalização. Livros ICNOVA. <https://doi.org/10.34619/p27e-5jla>
- [6] Sousa, J. P. (2024). Uma pequena história do jornalismo no Ocidente: da sua génese ao final do século XX. Livros LabCom. <https://labcomca.ubi.pt/uma-historia-do-jornalismo-no-ocidente-genese-e-desenvolvimento-de-uma-instituicao-social-ate-ao-final-do-seculo-xx/>
- [7] Torres, E. C. (2023). História da publicidade em Portugal. Principia.



Courses offered during Spring semester (academic year 2026-27)

Disinformation (1st year, 6 ECTS)

Syllabus:

1. Misinformation:
 - 1.1 Brief historical contextualization;
 - 1.2 Brexit and the Trump and Bolsonaro campaigns;
2. Misinformation, post-truth and fake news:
 - 2.1 Populist political discourse;

- 2.2 Threats to democracy and public life;
- 3. Press, communication and verification:
 - 3.1 The role and responsibility of the press in mediating information;
 - 3.2 Information and fact checking;
- 4. Media literacy, sources and institutions producing knowledge:
 - 4.1 Knowledge and experts;
 - 4.2 Combating disorientation: dissemination of substantiated information.

Teaching methodology and assessment:

Teaching and learning methods (MEA) include:

- Theoretical classes on the main topics of the program that will allow you to expand the encyclopedia and, at the same time, stimulate students' critical thinking;
- Participatory classes in which students are asked, through oral presentations, to interpret and comment on the main bibliography of the curricular unit; in these presentations, skills related to practical issues inherent to the learning objectives are also assessed;
- Presentation of individual works, discussed with the teacher in the classroom, which allow students to demonstrate the knowledge acquired and demonstrate skills necessary for the management and practical implementation of these contents.

Assessment: individual presentations in the classroom or participatory classes (20% of the final grade), presentation of individual work (60% of the final grade), comprehensive exam (20% of the final grade)

Bibliography:

- [1] Bartels, L. M. (2023). Democracy Erodes from the Top: Leaders, Citizens, and the Challenge of Populism in Europe. Princeton University Press.
- [2] Barroso, E. P. & Estrada, R. (2018). De Hípias Menor a Trump: das virtudes do erro (e da mentira) ao erro da pós-verdade. Estudos em Comunicação. Volume I(26).
- [3] Butter, M. and Knight, P. (Eds.). (2020). Routledge Handbook of Conspiracy Theories. Routledge.
- Ferraris, M. (2018). Mobilização total. Edições 70.
- [4] Hotez, P. J. (2023). The Deadly Rise of Anti-Science. John Hopkins University Press.
- [5] Yamey, G. & Gorski, D. H. (2021, Setembro 13). Covid-19 and the new merchants of doubt. The BMJ opinion. <https://blogs.bmj.com/bmj/2021/09/13/covid-19-and-the-new-merchants-of-doubt/>
- [6] Mello, P. C. (2021). Máquina do Ódio. Quetzal.
- [7] Muirhead, R. & Rosenblum, N. L. (2020). A Lot of People are Saying. The New Conspiracism and the Assault on Democracy. Princeton University Press.
- [8] North, S, Piwek, L & Joinson, A (2019). Battle for Britain: Analysing drivers of political tribalism in online discussions about Brexit. CEUR Workshop Proceedings, volume 2411.
- [9] Nichols, T. (2018). A Morte da Competência. Quetzal.
- [10] Santos, F. P. (2017, Janeiro 5). Pós-verdade e ciência nos EUA com o Sr. Donald Trump. Público. <https://www.publico.pt/2017/01/05/ecosfera/opiniao/posverdade-e-ciencia-nos-eua-com-o-sr-donald-trump-1757175>

Ethics and Online Behavior (optional) (1st year, 6 ECTS)
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Syllabus:

- 1. Ethical Implications of social media
 - 1.1 Hyper-reality and detachment from reality
 - 1.2 Manipulation, anonymity, responsibility
 - 1.3 Privacy vs. "transparency"

- 1.4 “Alone in a tribe”
- 1.5 Guidelines for ethical social media use
- 2. Cognitive Processes Applied to social media use
 - 2.1 Perception, attention, and memory in media contexts
 - 2.2 Influence of context and language on perceptions
 - 2.3 Decision-making and reward processing associated with media content
- 3. Affective Processes Applied to social media Use
 - 3.1 The importance of emotions in the creation and reception of content
 - 3.2 Neuropsychology of user behavior on social media
 - 3.3 Impulsive behavior and inhibitory control in digital environments
- 4. Impact of social media on Mental Health
 - 4.1 The effects of media and social media consumption on self-image and well-being
 - 4.2 Psychological impact of phenomena like “fear of missing out” (FOMO) and parasocial relationships
 - 4.3 Managing emotional impact for content creators and consumers

Teaching methodology and assessment:

The teaching and learning methodologies are diverse and complementary, including:

- Theoretical: The lectures cover all topics, addressing topics such as the ethical implications of social media, cognitive processes and their application to social media use, affective processes related to social media use, and the impact of social media on mental health.
- Practical exercises: The practical exercises encourage the application of theoretical concepts, focusing on critical and ethical analysis of social media use, understanding how cognitive processes influence the reception and retention of content, evaluating the emotional and neuropsychological impact of media consumption, and analyzing the impact of social media on mental health. Students develop case analyses and problem-solving proposals, enhancing their assessment and decision-making skills in digital contexts.
- Case studies: The analysis of case studies facilitates the understanding of the topics. This methodology provides a practical perspective on how individuals and organizations manage the ethical, cognitive, and emotional challenges associated with digital platforms, promoting a critical and informed approach in complex contexts of social interaction and communication.

Assessment: planning of a research project (50% of the final grade), journal club (20% of the final grade), comprehensive exam (20% of the final grade)

Bibliography:

Mandatory:

- [1] Byung-Chul H., (2018). A expulsão do outro – sociedade, percepção e comunicação hoje Lisboa: Relógio D’Água.
- [2] Hanlon, A., & Jones, K. (2023). Ethical concerns about social media privacy policies: do users have the ability to comprehend their consent actions? *Journal of Strategic Marketing*, 1–18. <https://doi.org/10.1080/0965254X.2023.2232817>
- [3] Lee, K. S., & Wei, H. (2022). Design Factors of Ethics and Responsibility in Social Media: A Systematic Review of Literature and Expert Review of Guiding Principles. *Journal of Media Ethics*, 37(3), 156–178. <https://doi.org/10.1080/23736992.2022.2107524>
- [4] Turel, O. (2021). Agency over social media use can be enhanced through brief abstinence, but only in users with high cognitive reflection tendencies. *Computers in Human Behavior*, 115, 106590.
- [5] Zhao, N., Zhou, G., Wei, M., & Vogel, D. L. (2024). Investigating the cognitive and affective dynamics of social media addiction: Insights from peer contexts. *Journal of Counseling Psychology*.

Further bibliography:

- [1] Berryman, C., Ferguson, C. J., & Negy, C. (2018). Social media use and mental health among young adults. *Psychiatric quarterly*, 89, 307-314.
- [2] Chen, M., & Xiao, X. (2022). The effect of social media on the development of students' affective variables. *Frontiers in psychology*, 13, 1010766.
- [3] Coyne, S. M., Rogers, A. A., Zurcher, J. D., Stockdale, L., & Booth, M. (2020). Does time spent using social media impact mental health?: An eight year longitudinal study. *Computers in human behavior*, 104, 106160.
- [4] Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social media and mental health: benefits, risks, and opportunities for research and practice. *Journal of technology in behavioral science*, 5, 245-257.
- [5] Nesi, J. (2020). The impact of social media on youth mental health: challenges and opportunities. *North Carolina medical journal*, 81(2), 116-121.
- [6] Plackett, R., Sheringham, J., & Dykxhoorn, J. (2023). The longitudinal impact of social media use on UK adolescents' mental health: longitudinal observational study. *Journal of medical Internet research*, 25, e43213.
- [7] Valkenburg, P. M., Meier, A., & Beyens, I. (2022). Social media use and its impact on adolescent mental health: An umbrella review of the evidence. *Current opinion in psychology*, 44, 58-68.

Strategic Communication Management (1st year, 6 ECTS)

information available soon

Production of Interactive Contents (1st year, 6 ECTS)

Syllabus:

- 1. Fundamentals of Interactive Content Production
 - 1.1 Concepts and importance of interactivity in communication
 - 1.2 Evolution and theoretical approaches
 - 1.3 Cultural and social perspectives in content creation
- 2. Interactive Communication
 - 2.1 Theoretical-practical strategies
 - 2.2 Analysis of trends and media studies
 - 2.3 Adapting interactive content for different audiences
- 3. Project Management and Collaboration
 - 3.1 Principles of project planning
 - 3.2 Multidisciplinary team collaboration
 - 3.3 Optimization of creative processes
- 4. Content Analysis and Evaluation
 - 4.1 Methods for critical analysis
 - 4.2 Use of data in strategy support
 - 4.3 Reflection on social impact and effectiveness
- 5. Research and Innovation in Production
 - 5.1 Research methodologies and ethics
 - 5.2 Application of innovation in projects
 - 5.3 Contemporary challenges
- 6. Integration and Application
 - 6.1 Theoretical-practical projects
 - 6.2 Adapting content to new platforms

6.3. Reflection on solutions and challenges

Teaching methodology and assessment:

The teaching and learning methodologies include:

- Theoretical classes: Expository sessions cover key concepts and theories, such as interactivity fundamentals and cultural perspectives, communication strategies, and project management. These classes provide the necessary foundation for developing analytical and creative skills.
- Practical projects: Project-based learning is essential for applying theoretical knowledge. Students develop interactive campaigns and content that require innovation and adaptation to market trends, enhancing their ability to create effective and collaborative solutions.
- Analysis of examples and case studies: Critical analysis of existing interactive campaigns (CP4) and reflection on their effectiveness help students understand the application of strategies in real scenarios and explore the social and cultural impact of content.

Assessment: 1 test (40% of the final grade), theoretical-practical project (40% of the final grade), comprehensive exam (20% of the final grade)

Bibliography:

- [1] Chu, C. et al. (2023). Exploring the effects of personalized advertising on social network sites. *J. Social Media Mkt*, 1(2), 38-54.
- [2] Dutta, S., & Gangopadhyay, S. (2019). Digital journalism. *Media Watch*, 10(3), 1-10.
- [3] Zion, L. et al. (2023) Media in the News. *Journalism Practice*, 17:2, 264-282.
- [4] Pan, P. & Zhang, H. (2023). Research on social media advertising persuasion based on the elaboration likelihood model. *SHS Web Conferences*, 154, 03024.
- [5] Xiao, L., Li, X., & Zhang, Y. (2023). Exploring the factors influencing consumer engagement behavior regarding short-form video advertising. *J. Retailing & Cons. Services*, 70, 103170.
- [6] Wang, J. Q. (2024). Investigating the effectiveness of short form media advertisements compared to long form media advertisements. *Adv. in Economics, Management & Pol Sciences*, 89(1), 187-192.
- [7] Zheng, C. et al. (2024). How social presence influences engagement in short video-embedded advertisements *J. Theoretical & Applied Elect. Comm. Research*, 19(2), 705-724