

***Study program “New Media and Audiovisual art”***

***Description of study modules***

***1 KP = 40 hours (12 contact hours + 28 h individual work)***

***Masters study program consists of 10 study modules:***

***A – 6 modules, 40 KP (60 ECTS)***

***B – 4 specialization modules, 20 KP (30 ECTS) each***

***A***

Conceptual Thinking and Practice Based Research

Audio Culture

Visual Culture and New Media Aesthetics

Creative Industries

Interactive Art and Multimedia Performances

Media Theory and Research Methods

***B***

*Audiovisual Media Art*

*Multimedia Performing Arts*

*Digital Art*

*Sound Art and Electronic Music*

State, civil and environmental protection\*

Master's thesis

\* If the student has not completed an environmental protection study course at previous study levels, they must be completed extra the study program to accordance with Cabinet Regulation No. 240

<b>Modul Title</b>	<b>CONCEPTUAL THINKING AND PRACTICE BASED RESEARCH (A1)</b>
<b>Study Programme</b>	New Media and Audiovisual Arts
<b>Aims</b>	<b>To introduce the students with creative and conceptual thinking, so that they obtain skills critically to analyze processes in contemporary art, digital media and society. To learn how to develop strategies for professional development and practice-based research, on the bases of which to develop further the proposed master thesis.</b>
<b>Key words</b>	Conceptual thinking, critical and creative approach, conceptual contemporary art (M. Duchamp), new media paradigm (A. Turing, L. Manovich), creative practices-based research, art research methods, professional growth, focus groups.
<b>Scope in credit points</b>	<b>5 KP (7,5 ECTS) (ECTS = 1 KP x 1,5)</b>
<b>Programme language</b>	English
<b>Teaching staff</b>	Dr.sc.soc. Rasa Šmite, asoc.prof. (Liepaja University) - 3 KP Dr.paed. Diāna Laiveniece, profesor (Liepaja University) - 1 KP Mg. art. Maija Demitere, lector (Liepaja University) - 1 KP
<b>Evaluation structure</b>	The final mark is calculated (total 100%): Activity (laboratory work, attendance of lectures, participation in seminars) – 30% Midterm test (midterm display) – 30% Examination (presentation of the final work) – 40%

<b>Requirements for the start of the module</b>	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> <li>• Developed and presented MA research topic in the chosen field during the entrance exam.</li> <li>• Basic skills in working with digital technologies (searching and selecting information, using a browser, using Office software, working with e-mail) able to work individually or with minimal supervision</li> </ul>

<b>MODULE CONTENTS</b>	<b>Number of hours</b>
<p><b>1. Conceptual thinking and creative practice based research methodology:</b></p> <p>1) Conceptual thinking – critical and creative thinking.</p> <p>2) Theoretical context: from conceptual art to new media – M. Duchamp and A.Turing (by L. Manovich)</p> <p>3) New media art case studies, which will include following examples:</p> <ul style="list-style-type: none"> <li>- Stelarc, Oran Catts, SymbioticA (Australian Biological arts Center), Eduardo Kac, Tagny Duff – as examples of research ethics and public pedagogy;</li> <li>- Janet Cardiff and Georges Bures Miller, Pedro Rebelo, Cage, Cobussen, Bill Seaman – as cases of music, sound, audio-visual space and installation;</li> <li>- Yes Men, RTMark, Vuc Cosic, C.U.C.T., Electronic Disturbance Theatre, Ubermorgen.com, Florian Schneider – as cases of art, ideologies, politics and resistance;</li> <li>- JODI – as software, network art, games, a case of game modifications;</li> <li>- Masaki Fujihata, Steve Symmons, Mākāla, Peljhan, Biederman – as an instance of data networks, mapping, cartography and representation.</li> </ul>	20

4) Analysis of new media art practice – possible criteria and methods: case studies, students practice. 5) Research structuration – as conceptualization, process and methods of “study tour”: journey planning, territorial mapping, determination of your location, transiting the territory, interpretation of the map, journey report. 6) The scientific communication and academic writing.	
<b>2. Professional development group.</b> 1) Understanding and analysis of the professional and personal roles. 2) Professional competences: weaknesses and strengths; analysis. 3) Creating a strategy of professional growth.	20
<b>3. Contemporary conceptual art.</b> 1) Contemporary art histories. 2) Digital and audiovisual art histories. 3) Learning methods used in audiovisual art research and practices. 4) Conceptualization of contemporary art idea and analysis of case studies.	20

Organization and tasks of independent work (description, topics, requirements, format)	Number of hours to accomplish
	1 KP = 40 academic (contact lessons and independent work) hours
Exam. Public presentation of the topic of master’s thesis – preparation of verbal and visual presentation	40
Test. Creating a correctly presented literature and sources list – finding corresponding sources and formatting in accordance with requirements of the module and source type	40
Preparing for public speaking training seminar – structuring of the topic, usage of rhetoric means	40
Work in pairs. Writing an argument essay and a fellow student's work reviewing.	20

MODULE ASSESSMENT AND RESULTS			
By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)			
Study results:	Evaluation criteria		
	(40-69%)	(70-89%)	(90-100%)
1. Knows academic expression and writing style. The student understands the main research concepts, methodology and methods.	Knows the specifics of the academic style, unlike other linguistic registers, observes the principles of academic correctness.	Able not only to use an academic style of expression, but also freely navigates the types of texts, able to vary the message depending on the	Efficaciously uses the academic way of expression, knows the tools of rhetoric.

		audience.	
2. Able to work with a large amount of information, extract the necessary information related to the work focus, knows the practical aspects of information use and ethical principles.	Able to select the necessary information, process it as necessary and store it safely.	Able to use various modern information selection and processing tools.	Manages various information search and processing strategies, navigates in the latest technological solutions.
3. Able to include theoretical information in context, critically evaluate and substantiate their assessment with arguments. The student understands various research techniques and practices in new media art through case study analysis.	Is aware of the succession of the formation of the theoretical base of a specific discipline, can find a basis for the formulation of his thoughts.	Knows the theoretical basis of his discipline, the main authors, and ideas, can substantiate his opinion.	Within the framework of his discipline, he sees connections, can confront the views of different authors, critically evaluate them and formulate his own position, showing a possible innovative approach.
4. Effectively uses the works of other authors, knows the ways of presenting sources and including quotations. The student understands research processes conceptualized as quests (exploratory journeys).	Is informed about the forms of intentional and unintentional plagiarism, observes scientific correctness in relation to the text of other authors.	Knows the possibilities of searching for theoretical material, can critically evaluate the types of sources, orients himself in the forms of writing down different types of sources.	Using what other authors have expressed, create independent reasoning, manage the ways of writing down, using, citing sources.
5. Able to present his work orally, confidently addressing the audience and prepare a visual presentation that complements the message. The student has carried out important independent practice-based research in Latvia and in the world.	Able to structure information according to the form of oral and visual presentation.	Able to speak freely in front of an audience, supplementing your message with an appropriate visual presentation.	Able to find the most suitable form of expression for the message, illustrate it with the visualization of ideas and concepts, confidently creates a dialogue with the audience.
6. Can prepare academic texts that meet various requirements. The student is familiar with scientific writing style	Demonstrates knowledge of the existence of different types of academic texts, is aware of their essential differences.	Able to prepare various academic texts, adapting them to the requirements of the text type.	The specificity of the academic text is defined not only by certain categories, but also by the situational context.

and communication.			
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Confirmation of the study results	Study results	1.	2.	3.	4.	5.	6.
	Methods of assessment						
	Examination. Public presentation of the topic of Master's thesis	x	x	x		x	x
	Test. Correctly designed list of sources and literature		x		x		x
	Work in pairs. Writing argument essay and fellow student's work reviewing.	x	x	x	x		

## LITERATURE

### 1. Obligatory literature

1. Michelkevičius, V. Mapping Artistic Research. Towards Diagrammatic Knowing. Vilnius: Vilnius Academy of Arts Press, 2018.
2. O. Grau. MediaArtHistories. Cambridge: MIT Press, 2007. 487 lpp.
3. Paul, C. Digital Art. London: Thames & Hudson, 2003. 224 lpp
4. Barret, E. , Bolt, B. Practice as Research: Approaches to Creative Arts Enquiry. London: I. B. Tauris, 2007. 205 lpp.

### 2. Additional literature

1. Guljajeva, V. From Interaction to Post-Participation: The Disappearing Role of Active Participant. Estonia: EKA Estonian Academy of Arts, 2018. 197 lpp
2. Ascott, R. Telematic Embrace: Visionary Theories of Art, Technology, and Consciousness. Berkley: University of California Press, 2007. 427 lpp.
3. Balkema, A. , Slager, H. Artistic Research. Amsterdam: Redopi, 2004. 184 lpp.
4. Carter, P. Material Thinking. Theory and Practice of Creative Research. Carlton: Melbourne University Press, 2004. 216 lpp Fuller, M. Media Ecologies: Materialist Energies in Art and Technoculture. Cambridge, London: MIT Press, 2007. 265 lpp.
5. Gray, C. , Malins, J. Visualizing research. A Guide to the Research Process in Art and Design. Farnham: Ashgate Publishing Limited, 2004. 214 lpp.
6. Hannula, M. , Suoranta, J. , Vadén, T. Artistic Research - Theories, Methods and Practices. Gothenburg: Goteborgs University Press, 2005. 174 lpp Kac, E. Signs of Life: Bio Art and Beyond. Cambridge: MIT Press, 2009. 420 lpp.
7. Macleod, K. , Holdridge, L. Thinking Through Art: Reflections on Art as Research . New York: Routledge, 2010. N. Wardrip-Fruin, N. Montfort. The New Media Reader. Cambridge, London: MIT Press, 2003. 823 lpp.
8. Popper, F. From Technological to Virtual Art. Cambridge: MIT Press, 2007. 459 lpp.
9. Sullivan, G. Art Practice as Research: Inquiry in the Visual Arts. London: SAGE Publications Ltd, 2005. 280 lpp Zielinski, S. Deep Time of the Media. Cambridge: MIT Press, 2006. 375 lpp.

<b>Module name</b>	<b>AUDIO CULTURE (A2)</b>
<b>Study programme</b>	NEW MEDIA AND AUDIOVISUAL ART
<b>Aim</b>	<b>Acquire theoretical knowledge and practical skills required to perform, organize and process analog and digital sound records.</b>
<b>Key words</b>	Sound design, acoustic theories, composing audio records, processing audio records.
<b>Scope in credit points</b>	<b>5 KP (7,5 ECTS) (ECTS = 1KP x 1,5)</b>
<b>Programme language</b>	English
<b>Teaching staff</b>	Mg. art. Krista Dintere (assistant professor, Liepaja University) - 2 KP Mg.art. Plato Buravickis - 3 KP
<b>Evaluation structure</b>	The final mark is calculated (total 100%): Activity (laboratory work, attendance of lectures, participation in seminars) – 30% Midterm test (midterm display) – 30% Examination (presentation of the final work) – 40%

<b>Requirements for the start of the module</b>	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> <li>• Basic skills in working with digital technologies (searching and selecting information, using a browser, using Office software, working with e-mail) able to work individually or with minimal supervision</li> </ul>

<b>MODULE CONTENTS</b>	<b>Number of hours</b>
<b>1. Sound design and organization of sound material.</b> - Basics of acoustic - Records of sound fragments (field records). - Processing of sound fragments ( <i>Logic</i> ). - Work with analogue and digital sound recording technologies, necessary in sound studio.	30
<b>2. History, theory and practices of audio culture.</b> - Theoretical knowledge of various periods of experimental sound art development in 20. /21. Century.	30

<b>Organization and tasks of independent work (description, topics, requirements, format)</b>	<b>Number of hours to accomplish</b>
	1 KP = 40 academic (contact lessons and independent work) hours
Examination. Presentation of sound art work, composition or installation.	50

Test. Performing practical sound recording, processing. Student has a grasp of computer programs (audio processing and composition) and of sound studio technology.	50
Student presents a written piece on art history.	40

**MODULE ASSESSMENT AND RESULTS**

**By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)**

Study results:	Evaluation criteria		
	(40-69%)	(70-89%)	(90-100%)
1. Theoretical and practical knowledge necessary for organizing sound material.	Can make sound recordings.	Freely navigates sound theories, can independently make field recordings, and create a composition from them.	Efficaciously speaks about the importance of his sound artwork in historical and theoretical context, can independently create sound compositions from digital and analog recordings.
2. The student has learned the basics of sound perception and anthropology of music, elements of sound experience and psychology.	The student knows aspects of psychology in sound.	Able to use various modern information selection and processing tools.	The student can speak freely and justify different aspects of psychology in his sound work and final work.
3. At the level of the task, the student can independently develop the concept of sound work and carry out technical implementation.	The student can create an idea with the goal of turning it into a work of sound art.	Knows the theoretical basis of his discipline, the main authors, and ideas, can substantiate his opinion.	The student is able not only to create an original work of sound art, but also to conceptualize and explain it.

Confirmation of the study results	Study results	1.	2.	3.
		<b>Methods of evaluation</b>		
	Examination. Presentation of sound artwork, installation or composition.	x	x	x
	Test. Practical performing and processing of sound records.		x	x
	Student presents a study in acoustic and electronic music history.	x		

## LITERATURE

### **1. Obligatory literature**

1. Cox, C. , Warner, D. Audio Culture: Readings in Modern Music. New York: Continuum, 2004. 454 lpp.
2. Holmes, T. Electronic and Experimental Music: A History of a New Sound. New York: Routledge, 2008. 462 lpp.
3. Landy, L. Understanding the Art of Sound Organization. Cambridge: MIT Press, 2007. 303 lpp.

### **2. Additional literature**

1. Hopkin, B. , Landman, Y. Nice Noise. Reyes Station: Experimental Musical Instruments, 2012. 72 lpp
2. Nierhaus, G. Algorithmic Composition: Paradigms of Automated Music Generation. Springer, 2009.
3. Everest, F. , Pohlmann, K. Master Handbook of Acoustics. McGraw-Hill/TAB Electronics, 2009. 510 lpp.
4. Kahn, D. Noise Water Meat: A History of Sound in the Arts. Cambridge: MIT Press, 2001. 455 lpp.
5. Roads, C. The Computer Music Tutorial. Cambridge: MIT Press, 1996. 1234 lpp.
6. Jean-Francois Augoyard, Henry Torgue. Sonic Experience: A Guide To Everyday Sounds. 2006.
7. Alan Licht. Sound Art: Beyond Music, Between Categories. Rizzoli, 2007.



<b>Module name</b>	<b>VISUAL CULTURE AND NEW MEDIA AESTHETICS (A3)</b>
<b>Study programme</b>	NEW MEDIA AND AUDIOVISUAL ART
<b>Aim</b>	<b>To study the history, theory and semiotics of visual culture, and the ability to analyze examples from practice. Get an understanding of the basics of new media and aesthetics. Get hands-on skills in working with a camera, mastering cinema editing and creating new media artwork. Participate in the new media in international creative workshops (iWeek).</b>
<b>Key words</b>	Operatora inscenētāja māksla, jauno mediju un kino montāža un estētika, eksperimentālais kino, jauno mediju estētika, vizuālās kultūras vēsture un jauno mediju starptautiskais projekts ( <i>Update</i> ).
<b>Scope in credit points</b>	<b>10 KP (15 ECTS) (ECTS = 1KP x 1,5)</b>
<b>Programme language</b>	English
<b>Teaching staff</b>	M. F.A. Aigars Cepītis, assistant professor (RISEBA) - 5 KP Mg. Jānis Rēdlihs, lecturer (RISEBA) - 3 KP Dr. Christopher Hale, assistant professor (RISEBA) - 1 KP Dr. philol. Zanda Gutmane, Professor (Liepāja University) - 1 KP
<b>Evaluation structure</b>	The final mark is calculated (total 100%): Activity (laboratory work, attendance of lectures, participation in seminars) – 30% Midterm test (midterm display) – 30% Examination (presentation of the final work) – 40%

#### Requirements for the start of the module

Indicates the prior knowledge that students must have to learn the study course and achieve the study results.	<ul style="list-style-type: none"> <li>Basic skills in working with digital technologies (searching and selecting information, using a browser, using Office software, working with e-mail) able to work individually or with minimal supervision</li> </ul>
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MODULE CONTENTS	Number of hours
<b>1. History and theory of visual culture – from the history of 20. Century cinema to new media.</b> 1) History of the cinema, development and analysis of audiovisual media narratives. 2) Cinema and photography aesthetics in the context of contemporary art. 3) Semiotics. Image media in audiovisual art. The social meaning of audiovisual art.	20
<b>2. Practices of visual culture: production of audiovisual works.</b> 1) Work in the laboratory; acquiring the basics of audiovisual operator art; practical application. Revealing the narrative in operator's work. 2) Acquiring the basics of video montage. Learning and practical application of montage software Final Cut Pro. 3) Presentation of audiovisual work.	50
<b>3. New media principles and aesthetics.</b>	50

1. New media theories (L. Manovich), main principles, modern aesthetics. 2. New media international project. Participation in New Media Art Festival UPDATE. 3. Creation and presentation of individual and group new media art works.	
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<b>Organization and tasks of independent work (description, topics, requirements, format)</b>	<b>Number of hours to accomplish</b>
	1 KP = 40 academic (contact lessons and independent work) hours
Exam. Public audiovisual presentation of the final work– preparation of verbal and visual presentation	70
Test. – Preparation of verbal and visual presentation. Correct and aesthetical presentation of the idea of work and its conceptual description.	70
Learning technical skills independently, working with literature and in the laboratory. Creating audiovisual works.	140

**MODULE ASSESSMENT AND RESULTS**

**By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)**

<b>Study results:</b>	<b>Evaluation criteria</b>		
	<b>(40-69%)</b>	<b>(70-89%)</b>	<b>(90-100%)</b>
1. History of art (art of the 20th century, history of cinema, philosophy, sociology of art, culture, and media), aesthetics of cinema and photography in the context of contemporary art.	The student has studied literature, knows the sources.	The student can use references, sources from art history and literary sources, apply them in the modern context.	The student can explain the process and result of his work of art, based on art history sources and literature.
2. The student manages the critical discourse of visual culture, knows social practices. Able to write and present a theoretical essay in the context of visual media.	The student can independently correctly write and present written work.	The student can correctly write and present an independent written work based on research and creative experience.	The student can critically evaluate his and others' works of art, describe, and present them.
3. The student manages the skills of using analog and digital technology, the student has the technical skills to develop an individual art project.	The student can work independently with audiovisual equipment.	The student can use audio-visual in a qualitative way to realize his creative idea.	The student has excellently mastered the audio-visual technique and software, orients himself in it to create original works of art.

<b>Confirmation</b>	<b>Study results</b>	<b>1.</b>	<b>2.</b>	<b>3.</b>
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<b>of the study results</b>	<b>Methods of assessment</b>			
	Examination. Public presentation of the final work.	x	x	x
	Test. Correctly formatted theoretical essay justifying aesthetic characteristics of the creative work.	x	x	
	Work in the laboratory. Manages the necessary technical knowledge, is competent in technical facilities of the laboratory, knows how to use them in his/her creative work.		x	x

## LITERATURE

### 1. Obligatory literature

1. Guljajeva, V. From Interaction to Post-Participation: The Disappearing Role of Active Participant. Estonia: EKA Estonian Academy of Arts, 2018. 197 lpp
2. Mirzoeff, N. Visual Culture Reader. London: Routledge, 1998.
3. Grau, O. Imagery in the 21st Century. Cambridge: The MIT Press, 2011. 416 lpp
4. Manovich, L. The Language of New Media. Cambridge, London: MIT Press, 2001. 354 lpp.
5. Johnston, D. Aesthetic Animism. Digital Poetry's Ontological Implications. Cambridge, MA, London, UK: The MIT Press, 2016.

### 2. Additional literature

1. Ascott, R. Telematic Embrace: Visionary Theories of Art, Technology, and Consciousness. Berkley: University of California Press, 2007. 427 lpp.
2. Hayles, K. How We Think: Digital Media and Contemporary Technogenesis. University of Chicago Press, 2012.

<b>Modul Title</b>	<b>CREATIVE INDUSTRIES (A4)</b>
<b>Study Programme</b>	NEW MEDIA AND AUDIOVISUAL ART
<b>Aim</b>	<b>To introduce modern and topical ideas in the economy related to culture and the media to develop skills in the creative industry sector. Obtain skills in designing and implementing a project application. Obtain skills in applying advertising, multimedia communication and public relations in practice.</b>
<b>Key words</b>	Creative media industries and intellectual property rights, production and fundraising, project writing and budget planning, media, and advertising.
<b>Scope in credit points</b>	<b>5 KP (7,5 ECTS) (ECTS = 1KP x 1,5)</b>
<b>Programme language</b>	English
<b>Teaching staff</b>	Dr. oec.Valters Kaže, Assist. Profesor (RISEBA) - 3 KP Mg. art. Maija Demitere - 2 KP
<b>Evaluation structure</b>	The final mark is calculated (total 100%): Activity (laboratory work, attendance of lectures, participation in seminars) – 30% Midterm test (midterm display) – 30% Examination (presentation of the final work) – 40%

<b>Requirements for the start of the module</b>	
Indicates the prior knowledge that students must have to learn the study course and achieve the study results.	<ul style="list-style-type: none"> <li>• Successful completion of the study module "Conceptual thinking and practice-based research", gained understanding of the fields and methodology of creative technologies</li> <li>• Basic skills in working with digital technologies (searching and selecting information, using a browser, using Office software, working with e-mail) able to work individually or with minimal supervision</li> </ul>

<b>MODULE CONTENTS</b>	<b>Number of hours</b>
Within a topic, module is taught in several blocks:	
<p><b>1. Economics and innovations based in culture: dilemmas, incentives, profits, trust and evidence, instruments of the evidence. Students have a conception of the latest trends in the development of culture economy and what creative industries are.</b></p> <p>1) Theory and practice of creative industries economics at the beginning of 21. century. 2) Developing and managing creative work projects. 3) Securing funding for creative industry projects 4) Core functions and core models for society organization (institutions, national legislation, copyright, patenting).</p>	20

<p><b>2. Today's society and advertising. Basics in advertising psychology. Communication with society.</b></p> <p>1) Self-organizing - people uniting in various groups of specific spheres. Self-organizing alternatives.</p> <p>2) Advertising specifics at the beginning of 21. century.</p> <p>3) Content and form of social media product.</p>	20
<p><b>3. Theories of modern marketing management.</b></p> <p>1) Final work on individual audiovisual work development (business idea, project idea).</p> <p>2) Realization and presentation of audio-visual work project, the ability to carry it out and present.</p>	20

<b>Organization and tasks of individual work (description, topics, requirements, format)</b>	<b>Number of hours to accomplish</b>
	1 KP = 40 academic (contact lessons and independent work) hours
Examination. Presentation and practical implementation of business idea/ project.	20
Test. Correct verbal presentation of the idea/ project idea.	20
Preparing for the presentation – structure of the topic, usage of rhetoric means.	20
The final work – development and realization of the idea and dissemination of results.	80

<b>MODULE ASSESSMENT AND RESULTS</b>			
<b>By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)</b>			
<b>Study results:</b>	<b>Evaluation criteria</b>		
	<b>(40-69%)</b>	<b>(70-89%)</b>	<b>(90-100%)</b>
1. The new institutionalism, a short excursion into the 20th century. In the art discourse of the 1960s, looking at the chronology of institutional criticism and the works of artists who actively discussed these issues in their works.	The student orients himself within the topic, can answer questions.	The student orients himself within the topic, can participate in discussions and offer his opinion.	The student orients himself within the topic, is able to connect it with current developments in Latvia and the world, can argue his views with references to literature and sources.

2. Culture-based economies and innovations. Students have an idea of the latest trends in the development of the cultural economy and what creative industries are.	The student understands the characteristics of a culture-based economy and can explain what creative industries are.	The student not only understands what a culture-based economy is but is also able to comment on it with examples and case studies.	The student comments on culture-based economic developments, can refer to case studies, sources, and literature, recognizes problems and can offer his opinion on their solutions.
3. Students have acquired knowledge of modern management theories. Students have prepared the final work in groups, are able to realize and present it.	The student has prepared an independent or group work - presents a project or creative business idea.	The student has implemented a project or a creative business idea, is able to present it and offers the newly acquired knowledge.	The student has successfully implemented a project or business idea, is able to present it and critically analyze it on a Latvian and global scale.

Confirmation of the study results	Study results	1.	2.	3.
	Methods of assessment			
	Examination. Presentation of a project or creative business application or idea.	x	x	x
	Test. Discussion of the new institutionalism and a culture-based economy.	x	x	x
	Working in groups. Discussion and presentation about creative industries and the role of new media art in them.	x	x	x

## LITERATURE

### 1. Obligatory literature

1. Circular economy and sustainable development enterprises / Jiansu Mao, Chunhui Li, Yuansheng Pei, Linyu Xu. Singapore : Springer, 2018.
2. Business Meets Art: Beyond the Traditional Approach to Education, Management and Business. Rīga: RISEBA, 2016.

### 2. Additional literature

1. Bock, Adam J. The Business Model Book : Design, Build and Adapt Business Ideas That Trive / Adam J. Bock & Gerard George. Harlow : Pearson Education Limited, 2018.
2. Intellectual property teaching kit : IP basics / European Patent Academy ; EU's Office for Harmonization in the Internal Market. Munich : European Patent Office, 2014.

<b>Module name</b>	<b>INTERACTIVE ART AND MULTIMEDIA PERFORMANCES (A5)</b>
<b>Study programme</b>	NEW MEDIA AND AUDIOVISUAL ART
<b>Aim</b>	<b>To develop understanding of the interactive multimedia art as a changing, moving genre, in the interaction of contemporary cultural and technological achievements. Combine the theory and practice of creating interactive works of art and multimedia performances - from designing and evaluating ideas to matching suitable means of expression.</b>
<b>Key words</b>	Interactivity and audiovisual performances, communication theories, interactive art and technology, audiovisual and multimedia art directing, visualization and aesthetics of space, video composition and stage design, intermedium art and performance (history and theory)
<b>Scope in credit points</b>	<b>10 KP (15 ECTS) (ECTS = 1KP x 1,5)</b>
<b>Programme language</b>	English
<b>Teaching staff</b>	Mg. Alvis Misjūns - 4 KP Dr.sc.soc. Rasa Šmite, asoc. prof. (Liepaja University) - 3 KP Dr. Shawn Pinchbeck - 2 KP Dr.sc.comp. Anita Jansone, prof. (Liepaja University) - 1 KP
<b>Evaluation structure</b>	The final mark is calculated (total 100%): Activity (laboratory work, attendance of lectures, participation in seminars) – 30% Midterm test (midterm display) – 30% Examination (presentation of the final work) – 40%

#### Requirements for the start of the module

Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> <li>● Successful completion of the study module "Conceptual thinking and practice based research", gained understanding of the fields and methodology of creative technologies</li> <li>● Basic skills in working with digital technologies (searching and selecting information, using a browser, using Office software, working with e-mail) able to work individually or with minimal supervision</li> </ul>
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MODULE CONTENTS	Number of hours
<b>1. Theoretical part.</b> 1) Overview of interactive art forms. 2) The history of interactive art and contemporary trends.	10
<b>2. Cybersecurity</b> 1) understanding of security when working in the network, with data and databases.	25
<b>2. Work with corresponding literature, analysis of historical and contemporary art works and performances.</b> 1) Reviewed examples of art works, as well as some experimental systems and prototypes, that opposes the physical and imaginary (illusion or virtual) reality.	20

2) Analysis of art work ideas.	
<b>3. Practical part will provide an environment for students own creative experiments, during both individual and group work organization.</b> 1) Working in the laboratory. 2) Acquiring technical capacities and software. 3) Individual work and work in groups on creating their work of art-prototype.	25
<b>4. Developing the final work and presenting it (in an exhibition, performance, or documentation of performance)</b> 1) Presentation of the final work. 2) Assessing the final work in discussion.	60

<b>The organization and tasks of individual work (description, topics, requirements, format)</b>	<b>Number of hours to accomplish</b>
	1 KP = 40 academic (contact lessons and independent work) hours
Examination. Public presentation of the final work – performance, exhibition work or documentation.	60
Test. Correctly and aesthetically presented idea of the work and idea’s conceptual and technical description, process, and documentation.	60
Independently acquiring technical skills, work with literature and in the laboratory.	160

### **MODULE ASSESSMENT AND RESULTS**

<b>By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)</b>			
<b>Study results:</b>	<b>Evaluation criteria</b>		
	<b>(40-69%)</b>	<b>(70-89%)</b>	<b>(90-100%)</b>
1. The theoretical part, which includes an overview of the spectrum of interactive art forms historically and discussions of contemporary trends. in the context of contemporary art.	The student can answer questions about the history and current trends of interactive art.	The student can argue about the history and current trends of interactive art.	The student confidently uses references to theories of art history, theorists, and practitioners of interactive art to talk about his creative projects.
2. Work with relevant literature, analysis of historical and contemporary works of art and performances. Examples of works of art are examined, as well as individual	The student presents the independent work (essay and presentation) about the viewed works of art.	The student convincingly presents (in an essay and a presentation) the analyzed works of art and artists in a historical and contemporary	The student can analyze his creative activity (in essay and presentation), referring to historical and contemporary literary sources, artists.



experimental systems and prototypes that contrast physical and imaginary (illusory or virtual) reality.		context.	
3. Work in the laboratory, learning technical capabilities and software. Independent and group work of students in creating their artworks-prototypes. The practical part will provide an environment for students' own creative experiments, both in the organization of individual and group work.	The student can work with laboratory equipment and software.	The student can independently use laboratory equipment to realize his creative idea.	The student has mastered all laboratory equipment and software, orients himself in it to create original works of art.
4. Development and presentation of the final work (in an exhibition, performance, or performance documentation).	The student presents a prototype or design and sketches of the creative work.	The student presents the creative work/its documentation.	The student convincingly presents the creative work/its documentation, can substantiate and explain it, referring to sources and literature.

Confirmation of the study results	Study results	1.	2.	3.	4.
	Methods of assessment				
	Examination. Public presentation of the final work.	x	x	x	x
	Test. Correctly formatted theoretical essay justifying aesthetic characteristics of the creative work.	x	x		x
	Work in the laboratory. Manages the necessary technical knowledge, is competent in technical facilities of the laboratory, knows how to use them in his/her creative work.		x	x	x

## LITERATURE

### 1. Obligatory literature

1. Guljajeva, V. From Interaction to Post-Participation: The Disappearing Role of Active Participant. Estonia: EKA Estonian Academy of Arts, 2018. 197 lpp
2. Kwastek, K. Aesthetics of Interaction in Digital Art. London, England: The MIT Press, 2015.
3. Wilson, S. Art + Science Now. London: Thames & Hudson, 2010. 208 lpp Wilson, S. Information Arts: Intersections of Art, Science, and Technology. Cambridge: MIT Press, 2002. 945 lpp.
4. Jones, C. Sensorium: Embodied Experience, Technology, and Contemporary Art. Cambridge: MIT Press, 2006. 258 lpp.

5. Nechvatal, J. *Towards An Immersive Intelligence: Essays on the Work of Art in the Age of Computer Technology and Virtual Reality 1993-2006*. Edgewise Press, 2009.
6. Popper, F. *From Technological to Virtual Art*. Cambridge: MIT Press, 2007. 459 lpp.

## **2. Additional literature**

1. Grau, O. *Virtual Art: From Illusion to Immersion*. Cambridge: MIT Press, 2003. 416.
2. T. Y. Levin, U. Frohne, P. Weibel. *CTRL [SPACE]: Rhetorics of Surveillance from Bentham to Big Brother*. Karlsruhe: MIT Press, 2002. 655 lpp.
3. De Oliveira, N. , Oxley, N. , Petry, M. *Installation Art in the New Millennium: The Empire of the Senses*. London: Thames & Hudson, 2006. 208 lpp.
4. Garrand, T. *Writing for Multimedia and the Web, Third Edition: A Practical Guide to Content Development for Interactive Media*. Oxford: Focal Press, 2006. 478 lpp.
5. Gauthier, J. *Building Interactive Worlds in 3D: Virtual Sets and Pre-visualization for Games, Film & the Web*. Burlington: Focal Press, 2005.

<b>Modul Title</b>	<b>MEDIA THEORY AND RESEARCH METHODS (A6)</b>
<b>Study programme</b>	NEW MEDIA AND AUDIOVISUAL ART
<b>Aim</b>	<b>In-depth study of the history of media technologies, communication theories and cultural semiotics in order to develop a qualitative theoretical basis for Master's thesis. Conduct contextual analysis and explore the diversity of qualitative research methods to select individually tailored methods.</b>
<b>Key words</b>	Cultural semiotics, communication and media theories, research ethics and art research methods, Pitching overview of the topic of the Master thesis.
<b>Scope in credit points</b>	<b>5 KP (7,5 ECTS) (ECTS = 1KP x 1,5)</b>
<b>Programme language</b>	English
<b>Teaching staff</b>	Dr.sc.soc. Rasa Smite, Assoc. Prof. prof. (Liepaja University) - 1 KP Dr.sc.administr. Ludviga Iveta, Professor (RISEBA) - 1KP Dr. Christopher Hales (RISEBA) - 2 KP Dr.paed. Inta Klasone, professor (Liepaja University) - 1 KP
<b>Evaluation structure</b>	The final mark is calculated (total 100%): Activity (laboratory work, attendance of lectures, participation in seminars) – 30% Midterm test (midterm display) – 30% Examination (presentation of the final work) – 40%

<b>Requirements for the start of the module</b>	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> <li>• Successful completion of the study module "Conceptual thinking and practice based research", gained understanding of the fields and methodology of creative technologies</li> </ul>

<b>MODULE CONTENTS</b>	<b>Stundu skaits</b>
<b>1. In-depth insights from the 20th centuries early telecommunications art projects to modern digital networking communities, RFID and the semantic web.</b> 1) An insight into the history of media technology and digital art, going into artworks, which created as a result of art studies. 2) Understanding art practices and practices based on research methods and practical abilities to apply.	10
<b>2. The choice of artistic expressions, the conceptualization of a practical art work, with the aim of describing it in the context of art history, cultural theory and the theory of art research.</b> 1) Conceptualizing your own practical work plan, developing methods that would be applicable to art research. 2) Learning and applying art research tools for writing theoretical part of the master thesis. 3) Learning the Cultural Theories.	20
<b>3. Conceptualization of the theme of the Master thesis and the research topic</b>	20

<p><b>and creation of an individual presentation (Pitching).</b></p> <p>1) Student has developed and presented his Master's Thesis presentation in a short and understandable way, mastered the use of the Pitching Approach.</p> <p>2) Student understands the importance of his Master Thesis theme and research question in Latvia and in the world, focuses his themes in the articles, publications and researches offered by other authors.</p>	
<p><b>4. Presentation of MA theme and theories (Pitchings)</b></p> <p><b>1) MA presentation with overview of theories and context</b></p>	10

The organization and tasks of individual work (description, topics, requirements, format)	Number of hours to accomplish
	1 KP = 40 academic (contact lessons and independent work) hours
Examination. Development of Master's thesis and presentation in <i>pitching</i> type of presentation.	30
Test. Discussion on cultural theories.	10
Development of the final work – conceptualization of the Master's topic, qualitative selection of literature and sources.	100

MODULE ASSESSMENT AND RESULTS			
By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)			
Study results:	Evaluation criteria		
	(40-69%)	(70-89%)	(90-100%)
1. In-depth insight starting from the 20th century. early telecommunications art projects to today's digital networking communities, RFID, and the Semantic Web.	The student orients himself in media art and network art works, art as research works.	The student can discuss art as research projects, contribute his ideas to creative works.	The student convincingly argues his opinion on art research projects and his ideas.
2. Selection of artistic means of expression, conceptualization of the practical work of art, with the aim of describing it within the framework of art history, cultural theories, and art research theories.	The student is familiar with art research instruments and methods, can apply them in practice.	The student confidently uses art research tools and research methods, can reasonably use them in his creative and theoretical work.	The student can conceptualize his research idea and field to choose and create his own research methods and tools.
3. Conceptualization of the master's thesis topic and research question and creation of an individual presentation (Pitching).	The student has created and presented his master's thesis in the Pitching presentation.	The student convincingly presents the topic of his master's thesis and the field of research in a correct	The student convincingly presents his master's thesis topic, research question, research fields, selected literature, and sources in a correct

		Pitching presentation, can defend it and answer questions from the audience.	Pitching presentation, answers the audience's questions and can justify his opinion by referring to theory and sources.
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Confirmation of the study resultss	Study results	1.	2.	3.
		Methods of assessment		
	Examination. <i>Pitching</i> presentation.	x	x	x
	Test. Diskussion and essay about research methods and artistic research.	x	x	x
	Paper. A description of the master's work methods and tools used, conceptualization of the research question and the selection of literature and sources of quality.	x	x	x

## LITERATURE

### 1. Obligatory literature

1. Michelkevičius, V. Mapping Artistic Research. Towards Diagrammatic Knowing. Vilnius: Vilnius Academy of Arts Press, 2018.
2. Šmite, R. , Šmits, R. Virtualities and Realities. NEW Experiences, Art and Ecologies in Immersive Environments.. Rīga: Rixc, 2019.
3. Manovich, L. The Language of New Media. Cambridge, London: MIT Press, 2001. 354 lpp.
4. O. Grau. MediaArtHistories. Cambridge: MIT Press, 2007. 487 lpp.
5. Gray, C. , Malins, J. Visualizing research. A Guide to the Research Process in Art and Design. Farnham: Ashgate Publishing Limited, 2004. 214 lpp.
6. Rose, G. Visual Methodologies: An Introduction to the Interpretation of Visual Methods. London: Sage Publications Ltd, 2006. 287 lpp

### 2. Additional literature

1. American Psychological Associatoin: <https://www.apa.org/>
2. E. Kluitenberg. The Book of Imaginary Media: Excavating the Dream of the Ultimate Communication Medium. Rotterdam: NAI Publishers, 2006. 296 lpp.
3. Barret, E. , Bolt, B. Practice as Research: Approaches to Creative Arts Enquiry. London: I. B. Tauris, 2007. 205 lpp.
4. Carter, P. Material Thinking. Theory and Practice of Creative Research. Carlton: Melbourne University Press, 2004. 216 lpp Fuller, M. Media Ecologies: Materialist Energies in Art and Technoculture. Cambridge, London: MIT Press, 2007. 265 lpp.
5. Deiviss, E. Tehgnosis. Rīga: RIXC, 2015

<b>Module name</b>	<b>AUDIOVISUAL MEDIA ART (B1)</b>	
<b>Study programme</b>	NEW MEDIA AND AUDIOVISUAL ART	
<b>Aim</b>	<b>To learn theoretical and practical skills in the field of directing, to study perception psychology, assembly analysis in leading cinema master's work and to get acquainted with modern planning and program preparation approaches.</b>	
<b>Key words</b>	Scenarios, audiovisual work, narratology, production of audiovisual works, audiovisual editing basics.	
	<i>Cinema 4D animation, game theory and technology, 360-degree interactive visualization, After Effects post-processing, narrative, production of audiovisual works.</i>	
<b>Scope in credit points</b>	2. semester 3. semester	<b>5 KP</b> (7,5 ECTS) (ECTS = 1KP x 1,5) <b>15 KP</b> (22,5 ECTS) (ECTS = 1KP x 1,5)
<b>Programme language</b>	English	
<b>Teaching staff</b>	2. semester	M.F.A. Aigars Ceplītis - 1KP Mg. Art. Lauris Gundars – 2KP M.F.A. Deborah LaVine – 2KP
	3. semester	Mg.Art. Jānis Rēdlihs - 5 KP M.F.A., Aigars Ceplītis - 3 KP Dr. Šteinbergs Kaspars - 2KP Artis Dzērve - 5 KP
<b>Evaluation structure</b>	The final mark is calculated (total 100%): Activity (laboratory work, attendance of lectures, participation in seminars) – 30% Midterm test (midterm display) – 30% Examination (presentation of the final work) – 40%	

<b>Requirements for the start of the module</b>	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> <li>• Successful completion of the study module "Audio Culture".</li> </ul>

<b>MODULE CONTENTS</b>	<b>Number of hours</b>
<b>1. Idea development. Script and its implementation.</b> 1) Case studies, creating innovative scripts. 1. 2) Director's role in staging, director's cooperation with the writer.	20
<b>2. Specifics of staged audiovisual work directing. Director's explication, work with actors.</b> 1) Art of directing in audio-visual work production. 1. 2) Director's practical work while filming and assembling a short movie.	20

<b>3. Psychological basics in contact with differentiated audience.</b> 1) Psychological theories about the formation of different genres. 2) Psychological theories about influencing the audience and its reaction.	20
<b>4. Theory and practice of narrative building. Applicable means of expression.</b> 1) Narrative in audiovisual works; narrative building theory and instruments. 2) Learning practical acquisitions of narrative building.	20
<b>5. Game theory and practice.</b> 1) Acquiring game theories. 2) Case studies.	20
<b>6. 3D animation creation.</b> 1) Acquiring the basics of 3D animation program. 2) Practical use of 3D software.	20
<b>7. 360 degrees photo and video, immersive technologies, assembly techniques, theory and practice, VR technologies.</b> 1) Use of immersive technologies, theory, and practice. 2) Immersive technologies – effects on the viewer. 3) Space and framing plan.	20
<b>8. Video after-treatment with <i>After Effects</i> program.</b> 1) Video after-treatment, color correction. 2) Animation.	40
<b>9. Production of audiovisual works.</b> 1) Creation of individual audiovisual work idea. 2) Realization of a prepared project.	80

The organization and tasks of independent work (description, topics, requirements, format)	Number of hours to accomplish
	1 KP = 40 academic (contact lessons and independent work) hours
Examination. Presentation of an audio-visual work.	40
Test. Acquiring practical skills of audiovisual work script building and script development. Written piece and presentation.	80
Practical work. Filming and assembling an audiovisual work.	80
Test. Building narrative, frame plan and audio-visual story. Filming and assembling audiovisual works. Development and presentation of practical works.	60
Test. Development and presentation of audiovisual game concept.	60
Test. Demonstrating practical skills – video, animation, audio, and 3D technologies.	60
Test. An audiovisual work independently created using immersive technologies.	40
Creating audiovisual materials using the program After Effects.	80

Work in groups. A study on psychological aspects of audiovisual works.	60
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**MODULE ASSESSMENT AND RESULTS**

**By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)**

Study results:	Evaluation criteria		
	(40-69%)	(70-89%)	(90-100%)
1. Knows the role of a director, knows how to create a narrative, and realize it.	The student is familiar with the duties of a director, knows how to create a logical narrative	The student can direct his/her created narrative, reflecting the story using different director's approaches.	The student can create an original narrative, direct its creation, using various approaches and techniques of the director, knows how to comment and argue his choice.
2. The student has learned the basics of editing.	The student can adequately edit a short video work.	The student can reflect a narrative with various video editing techniques.	The student can convincingly reflect an original narrative using various editing techniques and possibilities.
3. The student has mastered the role of an operator in the creation of audiovisual works.	The student has mastered the tasks of the operator's role, knows how to perform them correctly.	The student is aware of the role of the operator, fully manages the necessary theoretical and practical skills.	The student confidently fulfills the role of the operator, can use various technical techniques of the operator.
4. The student has mastered sound recording, processing, and audio synchronization with video.	The student can add an appropriate soundtrack to the video.	The student can use the audio track to discover different features of the story.	The student confidently uses sound recording and processing technologies, can use sound as a tool in audiovisual work.
5. The student has learned the psychological aspects of audiovisual works and cooperation with the audience.	The student is familiar with various aspects of psychology.	The student can use various psychological aspects in creating an audiovisual work.	The student is fully aware of the psychological aspects of audiovisual work, can use them purposefully and ethically, knows the cooperation of audiovisual work with the audience.
6. The student has learned the basics of 3D animation.	The student can work with a 3D animation program.	The student can practically and purposefully use various tools of the 3D animation program.	The student confidently uses 3D animation programs, can create independent works, and reflect a narrative.
7. The student has learned the theory and practice of audio-visual post-processing.	The student is familiar with the basics of audio-visual post-processing.	The student can use audio-visual post-processing programs to highlight different features of the story.	The student confidently uses audio-visual post-processing programs to create his original works.



8. The student has mastered the possibilities and practical skills of immersive technologies.	The student is familiar with various immersive technologies.	The student can independently use various immersive technologies.	The student can confidently use the opportunities provided by immersive technologies.
9. The student has learned game theory and its practical application.	The student is familiar with game theory.	The student can analyze examples of game theory cases.	The student can discuss game theory, case examples and related ethical issues.
10. The student can independently produce and create an audiovisual work.	The student can create an audiovisual work from idea to realization.	The student can create an original and high-quality audiovisual work from idea to realization.	The student can create an original and high-quality audiovisual work, conceptualize and comment on it in the context of modern audiovisual media.

Confirmation of the study results	Study results	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
	Methods of assessment										
	Examination. Independently created audiovisual work.	x	x	x	x	x	x	x	x	x	x
	Test. Practical sound video work in directing, filming, editing.	x	x	x	x			x			
	Test. Demonstration of practical skills - video, animation, sound and 3D technologies.						x			x	x
	Test. Making sound recordings, audio and video sync.	x	x		x			x			
	Test. Independently created audiovisual work using immediacy technologies.			x			x		x		
	Paper and presentation. Developing a narrative, storyboard, and audiovisual story.	x				x					x
	Developing a narrative in digital media; Practical task - blog or vlog.	x				x				x	
	Work in groups. Research on Psychological Aspects of Audiovisual Work.					x				x	x

## LITERATURE

### 1. Obligatory literature

1. Chris Meyer, Trish Meyer, Creating Motion Graphics with After Effects: Essential and Advanced Techniques, 2010.
2. Bruce Block - The Visual Story - Creating The Visual Structure Of Film, TV and Digital Media, Oxford, Focal Press (2008).

3. Schell, Jesse. *The Art of Game Design: A book of lenses*. CRC Press, 2008. ISBN-13: 978-0123694966.
4. Frank Rose “The Art of Immersion: How the Digital Generation Is Remaking Hollywood, Madison Avenue, and the Way We Tell Stories”, Simon & Shuster 2011.
5. Alan Rozenthal - *Writing Directing and Producing Documentary Films and Videos*, Library of Congress Press, (2002).

## **2. Additional literature**

1. Šmite, R. , Šmits, R. *Virtualities and Realities. NEW Experiences, Art and Ecologies in Immersive Environments..* Rīga: Rixc, 2019.
2. *Changing Direction - A Practical Approach To Directing Actors In Film And Theatre*, Oxford, Linacre House, (2006).
3. Cathrine Kellison - *Producing For TV and Video - A Real-World Approach*, Library of Congress Press, (2006).
4. Everest, F., Pohlmann, K. *Master Handbook of Acoustics*. McGraw-Hill/TAB Electronics, 2009. 510 lpp.
5. Dyson, F. *Sounding New Media: Immersion and Embodiment in the Arts and Culture*. Los Angeles: University of California Press, 2009. 246 lpp.
6. *See the Sound. Audiovisuology Compendium*. 2009.
7. 15. Kent, L. Steven. *The Ultimate History of Video Games*. Three Rivers Press, 2001. ISBN-10: 0761536434.
8. Watson, James, Hill, Ann. *A Dictionary of Communication and Media Studies*. 3rd ed. Edward Arnold, 1993.
9. *Story and Discourse* by Seymour Chatman. New York: Cornell University Press, 2009.
10. *New Vocabularies in Film Semiotics* by Robert Stam. New York: Routledge Press, 1992.
11. *Narrative Discourse: an Essay in Method* by Gerard Genette. New York: Cornell University Press, 2007.
12. *Cinema I and II* Gilles Deleuze. Los Angeles: University of California Press, 2004.
13. *Writing a Short Film* Pat Cooper. Los Angeles: Elsevier Focal Press, 2004.
14. *Narrative and Comprehension in Film*. New York: Routledge Press, 1992.
15. Ed Catmull & Amy Wallace “Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration” 2014.
16. Salen, Katie, and Zimmerman, Eric. *The Rules of Play: Game Design Fundamentals*. Cambridge, MA: MIT Press, 2004.
17. Alan Sepinwall “The Revolution Was Televised” Updated Edition, Simon & Shuster 2015.
18. Phillips, Andrea. “A Creator’s Guide to Transmedia Storytelling.” McGraw-Hill, 2012.

<b>Module name</b>	<b>MULTIMEDIA PERFORMING ARTS (B2)</b>	
<b>Study programme</b>	NEW MEDIA AND AUDIOVISUAL ART	
<b>Aim</b>	<b>Acquire skills and tools that help increase body functionality, combining it with kinesthetics, improvisation and digital technology.</b>	
<b>Key words</b>	Contemporary dance technique improvisation, video dance regimen, group work and management, drama, directing, voice, somatic techniques, multimedia performance.	
<b>Scope in credit points</b>	2. <i>semester</i> 3. <i>semester</i>	<b>5 KP</b> (7,5 ECTS) (ECTS = 1KP x 1,5) <b>15 KP</b> (22,5 ECTS) (ECTS = 1KP x 1,5)
<b>Programme language</b>	English	
<b>Teaching staff</b>	2. <i>semester</i>	Dr. Shawn Pinchback - 5 KP
	3. <i>semester</i>	Dr. Ellen Pearlman, Assist. Prof. (RISEBA) - 5 KP Mg.Art, Dintere Krista - 5 KP Dr. Shawn Pinchback 5 KP
<b>Evaluation structure</b>	The final mark is calculated (total 100%): Activity (laboratory work, attendance of lectures, participation in seminars) – 30% Midterm test (midterm display) – 30% Examination (presentation of the final work) – 40%	

<b>Requirements for the start of the module</b>	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> <li>• Successful completion of the study module "Interactive Art and Multimedia Performances".</li> </ul>

<b>MODULE CONTENTS</b>	<b>Number of hours</b>
<b>1. Theoretical and practical learning of directing and choreography principles in creating multimedial and audio-visual performance.</b> - Application of space and time, regarding the body in the situation of performance and video framing. - Directing approaches in creating multimedial performance. Choreography approaches in creating multimedial performance.	60
<b>2. Theoretical and practical learning of dramaturgy methods in creating multimedial and audio-visual performances.</b> - Differences and common characteristics in the structure of performance: application of narrative and abstraction - Structures and building principles of performances - The principles of building characters/personages	60
<b>3. Theoretical and practical learning of physical and post-dramatic theater approaches in creating multimedial and audio-visual performance.</b> - History, theories and types of post-dramatic theater	60

<ul style="list-style-type: none"> <li>- Creating individual and group sketches</li> <li>- Analysis and critique of prepared performance in the context of post-dramatic theater theories</li> </ul>	
<p><b>4. Acquiring somatics and body awareness, methods and techniques of butoh dance, application in creating multimedial and audio-visual performance.</b></p> <ul style="list-style-type: none"> <li>- Acquiring approaches of somatics and body awareness.</li> <li>- Acquiring techniques of butoh dance.</li> <li>- Practical application of techniques and approaches in creating a performance.</li> </ul>	30
<p><b>5. Acquiring voice and vocal, contemporary improvisational techniques – application in creating multimedial and audio-visual performance</b></p> <ul style="list-style-type: none"> <li>- Using voice in performance - theoretical aspects.</li> <li>- Practical acquiring of voice instrument, voice improvisations, stage speech.</li> <li>- Combining body and voice in performance.</li> </ul>	30
-	

<b>The organization and tasks of independent work (description, topics, requirements, format)</b>	<b>Number of hours to accomplish</b>
	1 KP = 40 academic (contact lessons and independent work) hours
Examination. Multimedial performance or staging.	300
Test. Theory of post-dramatic theater and multimedial art.	80
Test. Performance combining body movement and voice as an instrument.	80
Written piece. An essay on multimedial performance levels.	60
Presentation. Stage speech.	40

<b>MODULE ASSESSMENT AND RESULTS</b>			
<b>By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)</b>			
<b>Study results:</b>	<b>Evaluation criteria</b>		
	<b>(40-69%)</b>	<b>(70-89%)</b>	<b>(90-100%)</b>
1. Knowledge of theoretical literature, knowledge of contemporary and historical context.	The student orients himself in the literature of the field.	The student can answer questions about the specifics of the field, is aware of contemporary developments.	The student can justify his creative work based on the theoretical literature and sources of the field.
2. Creation of dance scenography and independent creative work.	The student has learned the basics of scenography.	The student can independently create a story using dance and video as media.	The student can confidently and independently create an art project using dance as a medium, present it and justify his aesthetic choices.
3. The student orients	The student is familiar	The student can	The student can discuss

himself in the theoretical and practical aspects and problems of theater and performance dramaturgy.	with the theoretical and practical aspects of theater and performance.	independently use theoretical and practical knowledge of theater and performance dramaturgy.	theater and performance dramaturgy, not only to use the acquired knowledge in the performance, but also to argue and comment on it.
4. The student is familiar with the use of the voice as an instrument in performance.	The student has mastered the theoretical and practical aspects of using the voice.	The student can confidently use the voice as an instrument in performance.	The student can convincingly combine voice and body movement to create a unique performance, is able to comment on it and refer to theoretical sources.

Confirmation of the study results	Study results	1.	2.	3.	4.	5.
	Methods of assessment					
	Examination. Multimedia performance or production.	x	x	x	x	x
	Test. The theory of post-dramatic theater and multimedia art.	x			x	
	Test. Performance combining body movement and voice as an instrument.			x		x
	Paper. Essay about multimedia performance levels.		x	x	x	
	Presentation. Stage speech.					x

## LITERATURE

### 1. Obligatory literature

1. Kwastek, K. Aesthetics of Interaction in Digital Art. London, England: The MIT Press, 2015.
2. Post-dramatic Theatre. Hans-Thies Lehman, tr. Karen Jürs-Munby, Routledge, London NY, 2006.
3. Analyzing Performance. Patrice Pavis, University of Michigan Press, 2003.
4. Guljajeva, V. From Interaction to Post-Participation: The Disappearing Role of Active Participant. Estonia: EKA Estonian Academy of Arts, 2018. 197 lpp
4. Dixon, S. Digital Performance: A History of New Media in Theater, Dance, Performance Art, and Installation. Cambridge, London: MIT Press, 2007. 809 lpp

### 2. Additional literature

1. Complete Vocal Tehcniue. Sadolin Cathrine. Copehhagen: CVI Publications, 2012
2. Body Awareness. Annie Baker. Samuel French, Inc., 2009.

<b>Module name</b>	<b>DIGITAL ART (B3)</b>	
<b>Study programme</b>	NEW MEDIA AND AUDIOVISUAL ART	
<b>Aim</b>	<b>To know the cultural and historical context of digital art, to get approach with the latest media art theories. To master the processes and specificities of digital art creation using the latest technologies and trends - from art and science synthesis to data visualization, VR / AR and immersive environments.</b>	
<b>Key words</b>	Network theory, data visualization, production, and display of digital artwork.	
<b>Scope in credit points</b>	2. semester 3. semester	<b>5 KP</b> (7.5 ECTS) (ECTS = 1KP x 1,5) <b>15 KP</b> (22,5 ECTS) (ECTS = 1KP x 1,5)
<b>Programme language</b>	English	
<b>Teaching staff</b>	2. semester	Dr. Raitis Šmits - 2 KP Dr.sc.soc. Rasa Šmite, Asoc. prof. (Liepaja University) - 3 KP
	3. semester	Dr.sc.soc. Rasa Šmite, Asoc. prof. (Liepaja University) - 5 KP Dr. Raitis Šmits - 5 KP Dr.sc.comp. Anita Jansone, profesore (Liepaja University) - 1 KP Dr. Ellen Pearlman - 4 KP
<b>Evaluation structure</b>	The final mark is calculated (total 100%): Activity (laboratory work, attendance of lectures, participation in seminars) – 30% Midterm test (midterm display) – 30% Examination (presentation of the final work) – 40%	

#### Requirements for the start of the module

Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> <li>• Successful completion of the study module "Interactive Art and Multimedia Performances".</li> </ul>
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<b>MODULE CONTENTS</b>	<b>Number of hours</b>
<b>1. Theoretical part – student shall acquire in-depth knowledge of the networked media art, its specifics and context, latest theories, and practices.</b> Student acquires fields in literature and in works and ideas of most significant authors.	30
<b>2. Student acquires knowledge in various digital network technologies (PHP, JavaScript, Actionscript 3, database management systems) and knowledge and skills of the Internet's broadcasting technologies.</b> - Discussion on network art works and analysis on technologies used.	30

- <b>3. Work in laboratory, skills for developing independently an art project in digital network media environment (Internet, mobile telecommunications networks, locative media).</b>	90
<b>4. Acquiring interactive technologies in creating audiovisual installations.</b>	60
<b>5. Case study of sustainable installations.</b> - Sustainable art, significant works of art in the Baltic countries, in Europe and in the world. Sustainable and social art installation.	30

<b>The organization and tasks of independent work (description, topics, requirements, format)</b>	<b>Number of hours to accomplish</b>
	1 KP = 40 academic (contact lessons and independent work) hours
Examination. Developed and presented digital artwork.	200
Test. Discussion on network technologies and application.	40
Written piece. An essay that conceptualizes created digital art.	40
Presentation. Presentation of the idea of created digital artwork and creating a prototype.	40
Presentation. Application of interactive technologies in audiovisual installation, in presentation of prototype or idea.	80
Demonstration of practical skills. Application of interactive technologies in creating net-art work prototype.	160

<b>MODULE ASSESSMENT AND RESULTS</b>			
<b>By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)</b>			
<b>Study results:</b>	<b>Evaluation criteria</b>		
	<b>(40-69%)</b>	<b>(70-89%)</b>	<b>(90-100%)</b>
1. The theoretical part, in which the student acquires in-depth knowledge of digital art, its specifics and context, the latest theories.	The student orients himself in the literature of the field, can answer questions.	The student can discuss current developments in the field and offer his ideas.	The student can argue about current developments and problems in the field, offers his ideas and solutions based on theoretical literature and sources.
2. The student acquires knowledge of various digital network technologies (PHP, Javascript) and knowledge and skills of Internet broadcasting technologies.	The student can use various network art technologies and computer programs.	The student independently uses various network art tools and programs.	The student is able to use network art tools and programs to independently create a net-art work.
3. Work in the	Student has developed	The student has	The student has created an

laboratory, skills to independently develop an art project in the media environment of digital networks, virtual reality, etc. in digital environments	a net-art work.	created a unique network artwork, is able to conceptualize and analyze it.	original technology or an application of a technology tool, which he used in making his network artwork, is able to conceptualize it within the framework of the topic.
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Confirmation of the study results	Study results	1.	2.	3.
	Methods of assessment			
	Examination. Digital artwork or prototype.	x	x	x
	Test. Discussion of network technologies and their applications.	x		
	Paper. Essay in which the created digital art work is conceptualized.	x	x	
	Presentation of the idea of a digital art work and prototype creation.	x	x	x
	Presentation. Latest technology using in the installation, prototype or idea presentation.		x	x
	Demonstration of practical skills. Application of technologies for the prototype of a network art work, data visualization.		x	x

## LITERATURE

### 1. Obligatory literature

1. Kwastek, K. Aesthetics of Interaction in Digital Art. London, England: The MIT Press, 2015.
2. Manovich, L. The Language of New Media. Cambridge, London: MIT Press, 2001. 354 lpp.
3. McLuhan, M. Understanding Media: The Extensions of Man. Corte Madera: Gingko Press, 2003. 616 lpp.

### 2. Additional literature

1. Bergaust, K. , Šmite, R. Oslofjord Ecologies. Artistic Research on Environmental and Social Sustainability.. Rixc, OsloMet, 202-0. 207 lpp
2. Šmite, R. Creative Networks: In the Rear-view Mirror of Eastern History. Riga: RIXC, 2012.
3. E. Kluitenberg. The Book of Imaginary Media: Excavating the Dream of the Ultimate Communication Medium. Rotterdam: NAI Publishers, 2006. 296 lpp.
4. Kluitenberg, E. Legacies of Tactical Media. Amsterdam: Institute of Network Cultures, 2011. 56 lpp.
5. Šmite, R. Medosch, A. , Šmits, R. Networks and Sustainability. Liepāja, Rīga: MPLab, RIXC, 2011. 287 lpp.
6. Šmite, R. , Kluitenberg, E. , Šmits, R. Techno-ecologies. Liepāja, Rīga: Mplab and Rixc, 2012. 165 lpp.

Speculative Scenarios: what will happen to digital art in the (near) future?. Eindhoven: Baltan Laboratories, 2013.



<b>Module name</b>	<b>SOUND ART AND ELECTRONIC MUSIC (B4)</b>	
<b>Study programme</b>	NEW MEDIA AND AUDIOVISUAL ART	
<b>Aim</b>	<b>To acquire theoretical knowledge and practical skills, which will be necessary for the organization of sound material. Get knowledge of the 20. and 21. century audio cultural processes.</b>	
<b>Key words</b>	Acoustics, sound studio practice, acoustic art and electronic art history, musical anthropology, sound experience and psychology elements, copyright.	
<b>Scope in credit points</b>	2. semester	<b>5 KP</b> (7,5 ECTS) (ECTS = 1KP x 1,5)
	3. semester	<b>15 KP</b> (22,5 ECTS) (ECTS = 1KP x 1,5)
<b>Programme language</b>	Anglu	
<b>Teaching staff</b>	2. semester	Mg. art. Krista Dintere, Assist.Prof (Liepaja University) - 2 KP Mg. Platons Buravickis - 3KP
	3. semester	Mg. art. Krista Dintere, Assist.Prof (Liepaja University) - 5 KP Mg. Platons Buravickis - 10 KP
<b>Evaluation structure</b>	The final mark is calculated (total 100%): Activity (laboratory work, attendance of lectures, participation in seminars) – 30% Midterm test (midterm display) – 30% Examination (presentation of the final work) – 40%	

<b>Requirements for the start of the module</b>	
Indicates the prior knowledge that students must have to learn the study course and achieve the study results.	<ul style="list-style-type: none"> <li>• Successful completion of the study module "Audio Culture".</li> </ul>

<b>MODULE CONTENTS</b>	<b>Number of hours</b>
<b>1. Acquiring theoretical knowledge and practical skills necessary for sound material organization:</b> <ul style="list-style-type: none"> <li>- Student has acquired the basics of acoustics.</li> <li>- Student has acquired the basics of sound perception and music anthropology, elements of sound experience and psychology.</li> <li>- Student knows and can operate sound recording technologies, has acquired skills needed to work in sound studio.</li> </ul>	20
<b>2. Acquired knowledge of audio cultural processes in 20./21. century:</b> <ul style="list-style-type: none"> <li>- Student is capable of independently developing concept of sound work and carrying out technical realization on task level.</li> <li>- Student can conceptualize his/her practical final work.</li> </ul>	20
<b>3. Acquired analogue and digital technologies of audio recording, audio processing in various computer programs.</b> <ul style="list-style-type: none"> <li>- Student has mastered in-depth acoustics and wiring for sound theory and practice.</li> <li>- Student is able to independently use technologies available in laboratory to carry out sound recordings and processing necessary for them.</li> </ul>	50
<b>4. Acquired composition basics – creation of musical composition, audio installation.</b> <ul style="list-style-type: none"> <li>- Student has delved into the processes of creating composition of various authors, can analyse and discuss them.</li> <li>- Student can create sound compositions purposefully.</li> </ul>	50
<b>5. Creating interactive audio installation, generative sound art.</b> <ul style="list-style-type: none"> <li>- Student has mastered computer programs (<i>MaxMSP, Logic, Ableton</i>), that enable him/her to create interactive sound installations.</li> <li>- Student can use computer programs that enable him/her to create generated sound compositions or sonification of data.</li> </ul>	80
<b>6. Synchronization of sound and image, creating a soundtrack for film and</b>	20

<b>video.</b> - Sound and video sharing in an experimental and interactive video creation.	
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<b>The organization and tasks of independent work (description, topics, requirements, format)</b>	<b>Number of hours to accomplish</b>
	1 KP = 40 academic (contact lessons and independent work) hours
Examination. Presentation of sound artwork, composition or installation.	280
Test. Practical sound recording, processing. Student has a grasp on computer programs (audio processing and composition) and sound studio technologies.	140
Test. Creating a sound composition using field records.	40
Written piece and presentation. Conceptualization of sound composition, installation in a written essay and discussion.	60
Student presents a study in acoustic and psychoacoustic theories, acoustic arts and history of electronic music (20./21. century).	40

### MODULE ASSESSMENT AND RESULTS

**By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)**

<b>Study results:</b>	<b>Evaluation criteria</b>		
	<b>(40-69%)</b>	<b>(70-89%)</b>	<b>(90-100%)</b>
1. Knows the basics of acoustics, psychoacoustics, can conceptualize and reasonably speak about the aesthetic and technical choices of the process and result of creating a sound artwork.	He knows the theories of acoustics, knows how to create his artwork practically.	Freely navigates sound theories, able to use references to theorists, artists.	Convincingly talks about the meaning and history of his sound artwork, based on acoustic theories.
2. The student has learned the basics of sound perception and anthropology of music, elements of sound experience and psychology.	The student knows aspects of psychology in sound.	The student can use various aspects of psychology in the creation of his creative works.	The student can speak freely and justify different aspects of psychology in his sound work and final work.
3. The student is familiar with and able to work with sound recording technologies, having acquired the skills necessary for work in a sound studio.	The student can make sound recordings.	The student can independently select and process sound recordings in various computer programs.	The student can speak freely and justify different aspects of psychology in his sound work and final work.
4. At the level of the task, the student can independently develop the concept of sound work and perform technical implementation.	The student can create an idea with the goal of turning it into a work of sound art.	The student can create an original idea, ensure its technical implementation.	The student is able not only to create an original work of sound art, but also to conceptualize and justify it.

5. The student knows how to conceptualize his practical final work.	The student can present the sonic and aesthetic choices made in his final work.	The student can justify the choices made in his work with theories and references.	The student can convincingly present and justify his/her final sound artwork, both verbally and in writing.
6. The student is familiar with copyright issues.	The student is familiar with the basics of copyright law.	The student can answer questions about copyright law.	The student can discuss and interpret copyright law.

Confirmation of the study results	Study results	1.	2.	3.	4.	5.	6.
	Methods of assessment						
	Examination. Presentation of a sound artwork, composition or installation.	x	x	x	x	x	x
	Test. Practical sound recording, editing.	x	x	x	x	x	
	Test. Create a sound composition using field recordings.	x	x	x		x	
	Paper and presentation. Conceptualization of sound compositions, installation in a written essay and discussion.	x				x	x
	Student presents a research on acoustic and psychoacoustic theories, acoustic art and electronic music history (20./21. centuries).	x	x	x		x	x

## LITERATURE

### 1. Obligatory literature

1. Cox, C., Warner, D. Audio Culture: Readings in Modern Music. New York: Continuum, 2004. 454 lpp.
2. Holmes, T. Electronic and Experimental Music: A History of a New Sound. New York: Routledge, 2008. 462 lpp.
3. Alan Licht. Sound Art: Beyond Music, Between Categories. Rizzoli, 2007.
4. Boulanger, R. The Csound Book: Perspectives in Software Synthesis, Sound Design, Signal Processing, and Programming. Cambridge: MIT Press, 2010. 739 lpp.

### 2. Additional literature

1. Everest, F., Pohlmann, K. Master Handbook of Acoustics. McGraw-Hill/TAB Electronics, 2009. 510 lpp.
2. Kahn, D. Noise Water Meat: A History of Sound in the Arts. Cambridge: MIT Press, 2001. 455 lpp.
3. Dyson, F. Sounding New Media: Immersion and Embodiment in the Arts and Culture. Los Angeles: University of California Press, 2009. 246 lpp.
4. Jean-Francois Augoyard, Henry Torgue. Sonic Experience: A Guide To Everyday Sounds. 2006.
5. Landy, L. Understanding the Art of Sound Organization. Cambridge: MIT Press, 2007. 303 lpp.

<b>Module name</b>	<b>Master's thesis</b>	
<b>Study programme</b>	NEW MEDIA AND AUDIOVISUAL ART	
<b>Aim</b>	To enable students to prepare and defend practice-based scientific research and the practical part of research (art work).	
<b>Key words</b>	Master's thesis, practice-based research	
<b>Scope in credit points</b>	4. semester	<b>20 KP</b> (30 ECTS) (ECTS = 1KP x 1,5)
<b>Programme Liepāja language</b>	Angļu	
<b>Teaching staff</b>	4. semester	M. F.A. Aigars Ceplītis, assistant professor (RISEBA) Mg. art. Maija Demitere, lector (University)
<b>Evaluation structure</b>	National Examination	

<b>Requirements for the start of the module</b>	
Indicates the prior knowledge that students must have to learn the study course and achieve the study results.	Successful completion of A study modules Successful completion of optional study modules

<b>MODULE CONTENTS</b>	<b>Number of hours</b>
<b>Planning and development of artwork.</b>	120
<b>Master thesis development and presentation</b>	120

<b>Confirmation of the study results</b>	<b>Study results</b>	<b>1.</b>	<b>2.</b>	<b>3.</b>
	<b>Methods of assessment</b>			
	Examination. Digital artwork or prototype.	x	x	x
	Test. Discussion of network technologies and their applications.	x		
	Paper. Essay in which the created digital art work is conceptualized.	x	x	

<b>The organization and tasks of independent work (description, topics, requirements, format)</b>	<b>Number of hours to accomplish</b>
	1 KP = 40 academic (contact lessons and independent work) hours
Work on the development of the artwork.	280
The student independently and in cooperation with his supervisor develops and presents the theoretical and practical part of the master's	280

thesis.	
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**MODULE ASSESSMENT AND RESULTS**

<b>By studying the study course and successfully passing the tests, the student is able (knowledge, skills and competences)</b>			
<b>Study results:</b>	<b>Evaluation criteria</b>		
	<b>(40-69%)</b>	<b>(70-89%)</b>	<b>(90-100%)</b>
1. Developed and defended a theoretical study based on art practice	The student presents an original work of art.	The artwork presented by the student is innovative and offers new approaches, techniques, experiences.	The artwork presented by the student offers an innovative approach and topical solutions (conceptually and technically excellent work).
2. Research-based artwork developed and presented	Master's thesis meets minimum requirements (Methodological instructions for students of the Faculty of Humanities and Arts)	In the master's thesis, the student reflects on current theories, works of art.	The theoretical knowledge is presented in the content of the master's thesis and the practical work is sufficiently reflected. (work of art) Unique new knowledge is offered in the master's thesis.

**LITERATURE**

**1. Obligatory literature**

1. Gray, C., & Malins, J. (2004). Visualizing Research: A Guide to the Research Process in Art and Design (1st ed.). Routledge. <https://doi.org/10.4324/9781315547923>
2. Rose, Gillian. (2001). Visual Methodologies: An Introduction to the Interpretation of Visual Materials. Thousand Oaks, CA: SAGE Publications
3. Grau, Oliver; Hoth, Janina; Wandl-Vogt, Eveline (Hg.): Digital Art through the Looking Glass. New strategies for archiving, collecting and preserving in digital humanities. Krems a.d. Donau: Edition Donau-Universität 2019. DOI: <https://doi.org/10.25969/mediarep/13360>.

**2. Additional literature**

1. Methodological instructions for students of the Faculty of Humanities and Arts

MODULE CODE

## MODULE PROGRAMME STRUCTURE

<b>Module title in Latvian</b>	VALSTS, CIVILĀ UN VIDES AIZSARDZĪBA
<b>Module title in English</b>	STATE, CIVIL AND ENVIRONMENTAL PROTECTION
<b>Module title in a second foreign language</b> (if the course is taught in Russian, German or French)	

<b>Module level</b> (1-4 - academic bachelor; 5-6 - academic master; 7 - doctoral; P - professional)	1-4 - academic bachelor;
<b>Prior knowledge</b> (title of course, part of the programme to be covered)	
<b>Scientific sector/sub-sector</b>	

Module scope in credits / ECTS	Module scope in hours	Number of lectures per module	Number of seminars or workshops in the module
2CP/3ECTS	80	10 (20h)	6 (12h)

<b>Study courses included in the module</b>	<i>I State and civil defense 1 CP</i> <i>II Environmental Protection 1 CP</i>
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<b>Module is taught by (faculty member, KRP)</b>	<i>Dr. paed. Pāvels Jurs (IKRP)</i> <i>Dr. biol. Māra Zeltiņa (IKRP)</i>
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<b>Aim and objectives of the module</b>	
<b>Module language</b>	<i>Latvian</i>

<b>Aim and objectives of the module</b>	<p><i>The aim of the module is to provide the necessary knowledge and competences for successful study in the field of new media art and design, to offer theoretical knowledge and practical guidance in academic writing, and to encourage independent development of one's own writing skills in the style of scientific language.</i></p> <p><b>TASKS OF THE STUDY COURSE</b></p> <ul style="list-style-type: none"> <li>● <i>To aid in getting an idea of studying at University, the structure of the University, and rights and responsibilities as a student;</i></li> <li>● <i>To develop an understanding of the basic principles of new media and the language of visual expression;</i></li> <li>● <i>To encourage the organisation of knowledge and materials acquired during studies and the presentation of the results and findings of creative work in a comprehensible way;</i></li> <li>● <i>To aid getting an idea of the guidelines for academic writing;</i></li> <li>● <i>To provide an understanding of the characteristics and peculiarities of the scientific and popular scientific style of the Latvian language;</i></li> <li>● <i>To encourage the research, analysis and comparison of different samples of scientific texts;</i></li> <li>● <i>To provide opportunities to practise scientific writing.</i></li> </ul>
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<b>Module outcomes: knowledge; skills; competences</b>	
<b>in Latvian</b>	<i>Zināšanas</i>

	<ol style="list-style-type: none"> <li>1. Izprot tiesisko regulējumu civilās aizsardzības sistēmas nodrošināšanai, valsts civilās aizsardzības struktūru, valsts institūciju pašvaldību un komersantu uzdevumus civilajā aizsardzībā, iedzīvotāju tiesības un pienākumus civilajā aizsardzībā.</li> <li>2. Apzinās valsts apdraudējuma specifiku, valstī iespējamās katastrofas un to sekas, terorisma draudus un tā izpausmes, zinās preventīvos, gatavības, reaģēšanas, seku likvidēšanas neatliekamās pasākumus un atjaunošanas pasākumus katastrofu un dažādu krīžu gadījumos.</li> <li>3. Izprot visaptverošas valsts aizsardzības pamatprincipus, iedzīvotāju tiesības un pienākumi valsts aizsardzības ietvaros.</li> <li>4. Izprot valsts agrīnās brīdināšanas sistēmas darbības principus katastrofu un krīžu gadījumos.</li> <li>5. Izprot jautājumus par paaugstinātas bīstamības objektiem, bīstamām vielām, to klasifikāciju un pārvadāšanu, radiācijas drošību.</li> <li>6. Izprot Latvijas Republikas normatīvos aktus, kas reglamentē veselības organizācijas un darba vides jautājumus strādājošajiem un izglītojamajiem.</li> <li>7. Izprot vides aizsardzības un ilgtspējīgas attīstības pamatprincipus un aspektus.</li> <li>8. Apzinās darba vides riska faktoros un to ietekmi uz veselību.</li> </ol> <p><b>Prasmes</b></p> <ol style="list-style-type: none"> <li>9. Spēj analītiski novērtēt valsts apdraudējuma specifiku, īpaši hibrīdapdraudējuma gadījumā (informācijas telpas un kiberapdraudējums).</li> <li>10. Prot adekvāti rīkoties valsts apdraudējuma, katastrofu un ārkārtas situāciju gadījumos.</li> <li>11. Prot sniegt pirmo palīdzību nelaiemes gadījumos.</li> <li>12. Spēj noteikt organizācijas vides aspektus un izstrādāt priekšlikumus ietekmes uz vidi samazināšanai.</li> <li>13. Prot organizēt ergonomiski atbilstošu veselīgu darba un mācību vidi.</li> </ol> <p><b>Kompetence</b></p> <ol style="list-style-type: none"> <li>14. Pieņem lēmumus, kā rīkoties valsts apdraudējuma situācijās, katastrofās un nelaiemes gadījumos.</li> <li>15. Novērtē civilās aizsardzības sistēmas nozīmi iedzīvotāju drošības nodrošināšanā.</li> <li>16. Novērtē pareizi organizētas darba vides ietekmi uz cilvēka veselības saglabāšanu</li> </ol> <p>Ir kompetenti profesionālajā darbībā, dzīvesvietā, māsaiimniecībā integrēt ilgtspējīgas attīstības principus.</p>
<b>in English</b>	<p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Understands the legal framework for ensuring the civil defense system, the tasks of state civil defense structures, state institutions, municipalities and merchants in civil defense, the rights and obligations of citizens in civil defense.</li> <li>2. Is aware of the specifics of national threats, possible disasters in the country and their consequences, threats of terrorism and its manifestations, knows preventive, preparedness, response, emergency measures for elimination of consequences and restoration measures in cases of disasters and various crises.</li> <li>3. Understands the basic principles of comprehensive national defense, the rights and obligations of citizens within the framework of national defense.</li> <li>4. Understands the principles of the state's early warning system in the event of disasters and crises.</li> <li>5. Understands questions about objects of increased danger, dangerous substances, their classification and transportation, radiation safety.</li> <li>6. Understands the laws and regulations of the Republic of Latvia, which regulate health organization and work environment issues for workers and students.</li> <li>7. Understands the basic principles and aspects of environmental protection and sustainable development.</li> <li>8. Is aware of the risk factors of the work environment and their impact on health.</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>9. Able to analytically assess the specifics of the national threat,</li> </ol>

	<p><i>especially in the case of hybrid threats (information spaces and cyber threats).</i></p> <p><i>10. Knows how to act adequately in cases of state threats, disasters and emergency situations.</i></p> <p><i>11. Can provide first aid in case of accidents.</i></p> <p><i>12. Able to determine the environmental aspects of the organization and develop proposals for reducing the impact on the environment.</i></p> <p><i>13. Can organize an ergonomically appropriate healthy working and learning environment.</i></p> <p><i>Competence</i></p> <p><i>14. Makes decisions on how to act in situations of national threat, disasters and accidents.</i></p> <p><i>15. Evaluates the importance of the civil defense system in ensuring the safety of citizens.</i></p> <p><i>16. Evaluates the impact of a properly organized work environment on the preservation of human health</i></p> <p><i>Is competent to integrate the principles of sustainable development in professional activity, residence, household.</i></p>
<p><b>in a second foreign language</b> (if the course is taught in Russian, German or French)</p>	

<b>Module annotation (up to 300 characters)</b>	
<b>in Latvian</b>	<p><b><i>Zināšanas</i></b></p> <ol style="list-style-type: none"> <li>Izprot tiesisko regulējumu civilās aizsardzības sistēmas nodrošināšanai, valsts civilās aizsardzības struktūru, valsts institūciju pašvaldību un komersantu uzdevumus civilajā aizsardzībā, iedzīvotāju tiesības un pienākumus civilajā aizsardzībā.</li> <li>Apzinās valsts apdraudējuma specifiku, valstī iespējamās katastrofas un to sekas, terorisma draudus un tā izpausmes, zinās preventīvos, gatavības, reaģēšanas, seku likvidēšanas neatliekamās pasākumus un atjaunošanas pasākumus katastrofu un dažādu krīžu gadījumos.</li> <li>Izprot visaptverošas valsts aizsardzības pamatprincipus, iedzīvotāju tiesības un pienākumi valsts aizsardzības ietvaros.</li> <li>Izprot valsts agrīnās brīdināšanas sistēmas darbības principus katastrofu un krīžu gadījumos.</li> <li>Izprot jautājumus par paaugstinātas bīstamības objektiem, bīstamām vielām, to klasifikāciju un pārvadāšanu, radiācijas drošību.</li> <li>Izprot Latvijas Republikas normatīvos aktus, kas reglamentē veselības organizācijas un darba vides jautājumus strādājošajiem un izglītojamajiem.</li> <li>Izprot vides aizsardzības un ilgtspējīgas attīstības pamatprincipus un aspektus.</li> <li>Apzinās darba vides riska faktoros un to ietekmi uz veselību.</li> </ol> <p><b><i>Prasmes</i></b></p> <ol style="list-style-type: none"> <li>Spēj analītiski novērtēt valsts apdraudējuma specifiku, īpaši hibrīdapdraudējuma gadījumā (informācijas telpas un kiberapdraudējums).</li> <li>Prot adekvāti rīkoties valsts apdraudējuma, katastrofu un ārkārtas situāciju gadījumos.</li> <li>Prot sniegt pirmo palīdzību nelaimes gadījumos.</li> <li>Spēj noteikt organizācijas vides aspektus un izstrādāt priekšlikumus ietekmes uz vidi samazināšanai.</li> <li>Prot organizēt ergonomiski atbilstošu veselīgu darba un mācību vidi.</li> </ol> <p><b><i>Kompetence</i></b></p> <ol style="list-style-type: none"> <li>Pieņem lēmumus, kā rīkoties valsts apdraudējuma situācijās, katastrofās un nelaimes gadījumos.</li> <li>Novērtē civilās aizsardzības sistēmas nozīmi iedzīvotāju drošības nodrošināšanā.</li> <li>Novērtē pareizi organizētas darba vides ietekmi uz cilvēka veselības saglabāšanu</li> <li>Ir kompetenti profesionālajā darbībā, dzīvesvietā, māsasaimniecībā integrēt ilgtspējīgas attīstības principus.</li> </ol>



<p><b>in English</b></p>	<p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>1. Understands the legal framework for ensuring the civil defense system, the tasks of the state civil defense structure, state institutions, municipalities and merchants in civil defense, the rights and obligations of citizens in civil defense.</li> <li>2. Is aware of the specifics of national threats, possible disasters in the country and their consequences, threats of terrorism and its manifestations, will know preventive, preparedness, response, emergency measures for elimination of consequences and restoration measures in cases of disasters and various crises.</li> <li>3. Understands the basic principles of comprehensive national defense, citizens' rights and obligations within the framework of national defense.</li> <li>4. Understands the working principles of the country's early warning system in the event of disasters and crises.</li> <li>5. Understands questions about objects of increased danger, dangerous substances, their classification and transportation, radiation safety.</li> <li>6. Understands the laws and regulations of the Republic of Latvia, which regulate health organization and work environment issues for workers and students.</li> <li>7. Understands the basic principles and aspects of environmental protection and sustainable development.</li> <li>8. Is aware of the risk factors of the work environment and their impact on health.</li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li>1. Able to analytically assess the specifics of the national threat, especially in the case of hybrid threats (information spaces and cyber threats).</li> <li>2. Knows how to act adequately in cases of state threats, disasters and emergency situations.</li> <li>3. Can provide first aid in case of accidents.</li> <li>4. Able to determine the environmental aspects of the organization and develop proposals for reducing the impact on the environment.</li> <li>5. Can organize an ergonomically appropriate healthy working and learning environment.</li> </ol> <p><i>Competence</i></p> <ol style="list-style-type: none"> <li>1. Makes decisions on how to act in situations of national threat, disasters and accidents.</li> <li>2. Evaluates the importance of the civil defense system in ensuring the safety of citizens.</li> <li>3. Evaluates the impact of a properly organized work environment on the preservation of human health</li> <li>4. Is competent to integrate the principles of sustainable development in professional activity, residence, household.</li> </ol>
<p><b>in a second foreign language</b> (if the course is taught in Russian, German or French)</p>	

<b>Module curriculum and content outline</b>			
<b>Topic and subtopic</b> (indicate the division into parts - Part I; Part II if the module is in several parts and there are several forms of examination)	<b>Scope in hours</b>	<b>Type</b> (lectures, seminars, practical classes, laboratory work)	<b>Faculty staff</b>
<b>PART I</b>			
Description of the contemporary security situation and threats to Latvia (threats in the information space, cyber environment, various manifestations of hybrid threats).	2	Lectures	Pāvels Jurs
Latvian defense and security policy, basic principles of comprehensive national defense, rights and obligations of citizens in the	2	Lectures	Pāvels Jurs

framework of the national defense, psychological protection.			
Civil defense concept. Civil defense system in Latvia. The legal framework for the national civil defense system. Civil Defense Law.	2	Lectures	Pāvels Jurs
Disasters, their classification and types. Terrorism and its manifestations. Fighting terrorism. Disaster and crisis management, human action at individual and national level, including best practices from European countries. Involving resources in disaster and crisis management.	2	Lectures	Pāvels Jurs
1st seminar. Potential disasters in Latvia and how to manage them.	2	Seminar	Pāvels Jurs
The National early warning system and its operational principles. National material reserves. Civil defense protective structures. Dangerous goods.	2	Lectures	Pāvels Jurs
Radioactivity. Sources of radioactive radiation. Effects of radioactive radiation on the body. Radiation safety.	2	Lectures	Pāvels Jurs
2nd seminar. Provision of first aid in accidents.	2	Seminar	Pāvels Jurs
<b>Part II</b>			
Concept and key principles of environmental protection	2	Lectures	Māra Zeltiņa
Environmental guidelines and policy in Latvia, EU, worldwide	2	Lectures	Māra Zeltiņa
Ecology and its subdivisions. Living systems. Ecosystem structure. Key ecological patterns.	2	Lectures	Māra Zeltiņa
Environmental health. Health effects of harmful environmental factors	2	Seminar	Māra Zeltiņa
Environmental pollution. Technologies to reduce environmental pollution.	2	Seminar	Māra Zeltiņa
Key principles of sustainable development	2	Seminar	Māra Zeltiņa
Product life cycle and eco-design	2	Lectures	Māra Zeltiņa
Seminar on prepared presentations	2	Seminar	Māra Zeltiņa

<b>Independent work of the student</b>			
<b>Topics for independent work</b>	<b>Independent work assignments</b>	<b>Scope in hours</b>	<b>Expected outcome competences to be acquired</b>
<b>Part I</b>			
<b>Disasters in Latvia (group work)</b>	<ol style="list-style-type: none"> <li>1. Describe the major disasters that have occurred in Latvia.</li> <li>2. Make a presentation and submit it on time.</li> <li>3. Present the paper.</li> <li>4. Self-evaluate own work.</li> </ol>	12	<ol style="list-style-type: none"> <li>1. Know about the major disasters in Latvia.</li> <li>2. Know how to orientate through a wide range of sources on relevant topics.</li> <li>3. Know how to argue one's point of view.</li> <li>4. Develop cooperation skills</li> <li>5. Improve one's professional competence;</li> </ol>
<b>National security</b>	<ol style="list-style-type: none"> <li>1. Analyse potential threats to national security.</li> </ol>	12	<ol style="list-style-type: none"> <li>1. Know potential threats to national security.</li> </ol>

(group work)	<p>2. Make a presentation and submit it on time.</p> <p>3. Present the paper.</p> <p>4. Self-evaluate own work.</p>		<p>2. Know how to orientate through a wide range of sources on relevant topics.</p> <p>3. Know how to argue one's point of view.</p> <p>4. Develop cooperation skills</p> <p>5. Improve one's professional competence;</p>
<b>Part II</b>			
Environmental pollution. Actions to reduce it at individual, collective, national and transnational levels	Using literature and internet resources, prepare for the seminar discussion	12	<p>1. Understands Latvia's environmental problems and challenges.</p> <p>2. Know how to orientate through a wide range of sources on relevant topics.</p> <p>3. Know how to argue one's point of view.</p> <p>4. Develop self-directed learning skills</p>
Eco-design	Using literature and internet resources, prepare a presentation on an eco-design example and present it at the seminar	12	<p>1. Understand the principles of product life cycle and eco-design</p> <p>2. Know how to orientate through a wide range of sources on relevant topics.</p> <p>3. Know how to argue one's point of view.</p> <p>4. Develop self-directed learning skills</p>

<b>Module evaluation</b>	
<b>Evaluation form</b>	<i>Exsam</i>
<b>Evaluation result</b>	<i>Vērtējums 10 ballu skalā</i>
<b>Evaluation conditions</b>	<p>The course assessment consists of 3 mid-term examinations and a final test on the information covered in the course.</p> <p>Mid-term tests:</p> <p>1st mid-term test: security situation in Latvia, civil defense system in Latvia, disasters, disaster management (15%).</p> <p>2nd mid-term test: first aid skills test (15%).</p> <p>3rd mid-term test: environmental science and environmental problems. Natural resources. Nature and environment (15%).</p> <p>Active participation in seminars and completion of independent works (25%).</p> <p>Final examination:</p>

	Examination on theoretical knowledge - 30%.
<b>Evaluation criteria</b>	Completed tasks meet the stated objective. Quality of execution and form of presentation. Regular work during the semester.

<b>Obligatory literature</b>	<ol style="list-style-type: none"> <li>1. Berzina, I. (2019). Total Defence as a Comprehensive Approach to National Security. In: Vanaga, N., Rostoks, T. (Eds.) <i>Detering Russia in Europe: Defence Strategies for Neighbouring States</i>. London: Routledge.</li> <li>2. <i>Civilās aizsardzības un katastrofas pārvaldīšanas likums</i> (Pieņemts: 05.05.2016. Stājas spēkā: 01.10.2016.)</li> <li>3. Lasconjarias, G. (2017). <i>Deterrence through Resilience: NATO, the Nations and the Challenges of Being Prepared</i>. NATO Defence College, Eisenhower Paper 7. <a href="http://www.ndc.nato.int/news/news.php?icode=1060">http://www.ndc.nato.int/news/news.php?icode=1060</a></li> </ol>
<b>Additional literature</b>	<ol style="list-style-type: none"> <li>1. Horowitz, D. (1993). The Israeli Concept of National Security. In: <i>National Security and Democracy in Israel</i>. Yaniv, A. (ed.). Boulder&amp;London: Lynne Rienner Publishers.</li> <li>2. Malecis, V. Ekoloģija.</li> <li>3. Mannitz, S. (2007). The Normative Construction of the Soldier in Switzerland: Constitutional Conditions and Public Political Discourse: The Swiss Case. <i>PRIF-Research Paper No. 1/9-2007</i>. <a href="http://www.hsfk.de/fileadmin/HSFK/hsfk_downloads/Switzerland_9.pdf">http://www.hsfk.de/fileadmin/HSFK/hsfk_downloads/Switzerland_9.pdf</a></li> <li>4. Matthews, R., Zhang Yan, N. (2007). Small Country „Total Defence”: A Case Study of Singapore. <i>Defence Studies</i> 7:3, pp. 376-395. <a href="http://dx.doi.org/10.1080/14702430701559289">http://dx.doi.org/10.1080/14702430701559289</a></li> <li>5. NATO. (2016a). <i>Commitment to Enhance Resilience</i>. <a href="https://www.nato.int/cps/en/natohq/official_texts_133180.htm">https://www.nato.int/cps/en/natohq/official_texts_133180.htm</a></li> <li>6. NATO. (2016b). <i>Resilience and Article 3</i>. <a href="https://www.nato.int/cps/ic/natohq/topics_132722.htm">https://www.nato.int/cps/ic/natohq/topics_132722.htm</a></li> <li>7. Teperik, D., Jeramalivičius T., Senkiv, G., Dubov, D., Onyschuk Y., Pokalchuk O., Samus M. (2018). <i>A Route To National Resilience: Building Whole-of-Society Security in Ukraine</i>. Tallin: International Center for Defence and Security</li> <li>8. The Security Committee. (2015). <i>Secure Finland: Information on Comprehensive Security In Finland</i>.</li> </ol>
<b>Periodicals, internet resources and other sources</b>	<ol style="list-style-type: none"> <li>1. Bērziņa, I. (2018). <i>Pilsoniskais patriotisms Latvijas attīstībai un drošībai</i>. Tēvijas Sargs. <a href="http://www.tevijassargs.lv/ts/pilsoniskais-patriotisms-latvijas-attistibai-un-drosibai/">http://www.tevijassargs.lv/ts/pilsoniskais-patriotisms-latvijas-attistibai-un-drosibai/</a></li> <li>2. <i>Ecodesign for sustainable products</i>. European Commission, 2022 <a href="https://ec.europa.eu/info/energy-climate-change-environment/standards-tools-and-labels/products-labelling-rules-and-requirements/sustainable-products/ecodesign-sustainable-products_en">https://ec.europa.eu/info/energy-climate-change-environment/standards-tools-and-labels/products-labelling-rules-and-requirements/sustainable-products/ecodesign-sustainable-products_en</a></li> <li>3. Nacionālās drošības koncepcija tendences un izaicinājumi. (2020). Picejams: <a href="https://www.mod.gov.lv/sites/mod/files/document/AiMVAK_2020_projekts.pdf">https://www.mod.gov.lv/sites/mod/files/document/AiMVAK_2020_projekts.pdf</a></li> </ol>

<b>Module developers:</b>	Pāvels Jurs
	Māra Zeltiņa
<b>Module approved:</b>	Protocol of the Faculty Council No 1 Date 02.09.2022.