

Английский язык для специальных целей. Журналистика и Медиакоммуникации–3

Course Syllabus for «English for Journalism and Media–3»

Approved by the Academic Council
of SoFL

Developer	A.A. Levina, A.V. Lihacheva, A.A. Havronich, K.I. Homutskii
No. of credits	3
Contact hours	52
Independent study (hours)	62
Year of study, degree programme	The second year of study, 1–3 modules
Study format	Full-time

Abstract

The discipline refers to the variable educational tracks offered to students of the curricula for bachelor's and master's degree at choice while mastering the optional course of English in accordance with the Concept of developing English-speaking communicative competence of students of Higher School of Economics — National Research University <https://www.hse.ru/docs/381549301.html>. The ESP course 'English for Journalism and Media' for second-year bachelor students explores the following topics: 'Society and Media', 'Digital Media', 'News Production', 'Three Ps: Pre-production, Production, Post-production', 'Ethics and Laws in Media'. Apart from a strong focus on mastering relevant and most frequently used subject-specific vocabulary and key terminology through communication practice, the course provides an empirically based understanding of the discourse and language used in the target ESP variety by involving students in projects related to media production. The course also aims at developing four major sets of language skills — listening, reading, writing, and speaking through various tasks (both in standard and creative formats) based on the communicative approach to foreign language teaching. Moreover, the course also provides task-based activities such as projects, most of which simulate workplace assignments and help students to practice them prior to real working experience. The prerequisite level of English for students willing to take the course is B2 or higher (according to CEFR).

Learning Objectives

1. To sharpen students' comprehension skills of manifold traditional and emerging (hybrid) types of media products (e.g., professional articles, reports/user-generated content)
2. To master essential genres and appropriate specialized registers of English
3. To enable students to acquire specialized vocabulary (key terminology) and a set of lexical items with the highest frequency of occurrence in various professional contexts

4. To develop the ability to use essential domain-specific and conventionalized grammatical structures prevalent in the target ESP variety
5. To master analytical and critical thinking/writing skills/to master writing skills in various spheres
6. To upgrade skills related to the solution of diverse professionally oriented tasks both individually and in teams
7. To foster awareness of long-term patterns and relevant trends in the spheres of media production and consumption
8. To improve media literacy and develop a creative approach applicable to a range of professionally relevant tasks (media project management, research)

Learning Outcomes

- Listening: Understanding dialogues and polylogues on both familiar and unfamiliar topics
Understanding lectures Understanding academic/ professional presentations which are linguistically complex Using basic listening techniques (predicting, understanding main ideas and details) Following extended speech and complex lines of arguments Note-taking
- Reading: Understanding specialised complex longer texts*/articles and reports concerned with contemporary problems (CEFR) Understanding text structure Using basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details) *can use a dictionary occasionally to confirm his/her interpretation of terminology
- Speaking: Debates (debate on abstract, complex topics)
Monologue:descriptive/informative/reasoning Presentation (can give reasons in support or against a particular point of view, give the advantages and disadvantages of various opinions).
- the student achieves competence in working with authentic textual and audio materials (and media products of various categories)
- the student comprehends pragmatic features of spoken and written media business discourse, knows the peculiarities of basic genres to demonstrate them in media business communication contexts (e.g., meetings with sponsors, project presentations)
- the student displays knowledge encompassing their job- or business-related content to general industry knowledge or timely issues
- the student is able to apply job-related linguistic knowledge in various job-related situations and tasks in spoken and written communication
- the student is able to apply relevant ethical principles to perform their roles as professional members of the media community
- the student is aware of dominant worldwide media trends and agenda
- the student possesses skills involved in creative problem solving through the application of an interdisciplinary, collaborative approach
- Writing: (can write clear, well-structured texts on a variety of subjects expanding points of view, developing arguments, synthesising and evaluating information, can evaluate different ideas or solutions to a problem): Summary Essay: opinion, discussion Report E-mail (business correspondence) CV Review of a film/book/play.

Course Contents

1. Unit 1. Media and Society

The section embraces the following themes: the changing media landscape from the cross-disciplinary perspective, dominant trends in policymaking (the impact of globalization, cancel culture, relevant ethical standards and values), the issue of credibility, information verification and fake news production, the historical evolution of media practices, public speech production.

3. Unit 2. Digital Media

The section focuses on the following issues: potential benefits and threats of user-generated content, UGC in advertising, categories of digital media content, running social media accounts professionally (content generation strategies, promotion strategies), professional content generation on various platforms, running a monetizable blog.

4. Unit 3. News Production

The section discusses the following themes: evolving types of journalism, the current and future application of automated journalism (based on the operation of algorithms developed by AI), the creation of appropriate leads and headlines, stages, and technical aspects of making a news report.

5. Unit 4. Three Ps (Pre-production, Production, Post-Production)

The section is based on the following themes: planning and scripting (pre-production) for the future media product, hybrid media genres, shooting a docuseries (lighting, colour manipulation, camera techniques), writing a sponsorship letter, negotiating with producers, creating a pilot episode of a media product.

6. Unit 5. Media Trends and Challenges

The section covers the following spectrum of issues: modern ethics (discussing cases of journalist's moral principles), media literacy, working with editing and video materials, editing newspaper and magazine articles.

Assessments

The final grade is composed of the following parts: 25% Written Assessment (WA) +20% Oral Assessment (OA) + 25% student Independent Work Assessment /online (IWA) + 30% Final Assessment (FA).

Only overall grade is rounded.

Written assessment elements can be taken during the course of 10 days after they took place if a student has a medical certificate. The 10-day period starts from the last day of the medical leave. This, however, does not apply to oral assessment and individual work assessment (elements cannot be retaken).

The Final Assessment may be taken again during the retake period. The first retake follows the structure of the Final Assessment. The second retake is conducted using unique Testing and

Assessment Materials which cover the materials of the whole course. The grade for the second retake corresponds with the grade for the entire course.

– **Final assessment**

Answers containing spelling mistakes are considered incorrect.

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task (writes a title and a catchy introduction which identifies the reviewed item, gives a complete and fair description of the item, makes valid recommendations in conclusion); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (presents a thorough discussion);

2 points – the student addresses all parts of the task although some parts may be more fully covered than others (writes a title and a relevant introduction, gives a narrow description, makes valid recommendations in conclusion); presents a relevant position although the conclusions may be unclear or repetitive; presents relevant main ideas but some may be inadequately developed/unclear;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student does not write a title but writes an introduction, gives a short description of the item, makes invalid recommendations in conclusion; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: the student does not write an introduction, presents undetailed arguments, neither presents the personal impression nor the verdict; does not express a clear position; presents few ideas which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;

1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary specific to this topic without repetitions, makes 1 lexical or spelling mistake, the review is written in the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;

0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and makes 1 grammar mistake;

1 point – the student uses basic grammar structures and makes 2 grammar mistakes;

0 points – the student makes numerous grammar mistakes which impede understanding.

Level/track specific criteria (max 1 point)

1 point – proper choice and use of language depending on the target audience of the email and the genre;

0 points – incorrect use of language for a given purpose.

Period of Final Assessment: the final exam is held in class within 10 days before the exam period online on MS Teams platform.

The release of examination papers: during the session.

The exam consists of 3 parts: *Listening (30%), Reading (30%) and Writing (40%)* respectively in the total mark for the exam. 0 points in case of cheating.

Retaking exams: till the 15th of October 2022.

Time limit: 80 minutes online/offline.

Tasks complexity: B2.

Exam structure:

1.	<i>Listening (L)</i>	Listen to the text and complete the tasks 1-10.	max. 10 points
2.	<i>Reading (R)</i>	Read the text and complete the tasks 1-10.	max. 10 points
3.	<i>Writing (W)</i>	Write a review/a report.	Review/report assessment criteria

Grading formula: $L*0,3+R*0,3 +W*0,4 = 10$

Note

Depending on the epidemiological situation the final test is held in class during the session week or online on Zoom or MS Teams platforms. Students must log in using their first name and surname. If a student connects to the videoconferencing session late, the time allocated for the element of assessment may be extended at the examiner's discretion (p. 34 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics).

The exam is conducted in written form online with proctoring.

Taking a break during the Exam is not allowed.

To take the exam, a student should:

- check the operation of the webcam, microphone, headphones or speakers, the speed of the Internet (for the best results, it is recommended to connect the computer to the network via a cable);
- prepare the necessary items for the exam tasks (pens, A4 paper for a draft);
- disable other applications in the task manager of the computer, except for the platform (Zoom or MS Teams).

The student provides the necessary conditions for the exam:

- sufficient level of illumination;
- low noise level;
- absence of interference with video and audio signal transmission;
- a fully operational webcam (including built-in laptop cameras);
- a fully operational microphone (including built-in laptop cameras);
- a permanent and stable Internet connection with a data transfer rate of at least 5 Mbps.

During the writing part of the exam, it is prohibited to:

- turn off the webcam and microphone; reduce its level of sensitivity to sound;
- use auto-correct functions, notes, textbooks, other educational materials;
- leave the desk area during the Exam (leave the visibility zone of the webcam);
- use headphones, headsets for any other reason than to complete the Listening section of the exam;
- use "smart" gadgets (smartphone, tablet, etc.);

- involve another person to help with the Exam, talk with another person during the Exam;
- read tasks out loud.

In the event of a long-term communication failure with the Zoom or MS Teams platform during the exam, the student must record the fact of the loss of communication with the platform (take a screenshot/photograph of the entire screen so that the time and the application/web browser window are visible, get a response from the Internet provider) and report the problem to the office of the student's Program and to the teacher (in one email).

According to part 33 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics «... The use of materials not permitted by this list, attempts to communicate with other students or other individuals (e.g., through electronic means of communication), unauthorized movement in the examination room, having electronic means of communication that are not allowed by the teacher, intended disconnection from the video conference or switching browser tab, when it is clear that the teacher forbids the action, and other violations of examination procedure constitute ground for the end of exam for the particular student (student's removal from the examination room, disconnection from the videoconference, etc.) with a subsequent "0" grade in the examination grade column.

– **Independent work assessment**

Assessment criteria for self-directed work:

- Task Achievement;
- Creativity;
- Depth of information analysis;
- Format of presenting;
- Meeting the deadline.

10 - 9- 8: educational material fully mastered, creative approach to work entirely obvious, depth of research and analysis of information provided optimal, organization and presentation of material meets requirements, all deadlines met.

7- 6: educational material adequately mastered; creative contribution obvious, depth of information analysis sufficient, deadlines met.

5 - 4: educational material adequately mastered; creative resourcefulness not always obvious; information not processed to the full; deadlines not met.

3-1: educational material is not mastered; creative contribution not evident; information not adequately processed; deadlines not met

– **Oral assessment**

PRESENTATION ASSESSMENT CRITERIA (max 10 points)

If the content of the presentation does not relate to the topic, a student receives "0" for the whole presentation.

Task Response (max 3 points):

3 points – the student fully addresses all parts of the task: the presentation corresponds to the chosen topic; it is clearly divided into introduction, main body and conclusion, all content points are covered; introduction contains the purpose and the plan of the presentation, each part of the main body has an explicit pattern of organisation (illustration, cause and effect, comparison, definition, etc.); conclusion includes both summary and the final statement and rounds the presentation of appropriately; presentation contains appropriate references in APA style in speech and slides; various coherence devices are used;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the presentation partially corresponds to the topic, it is clearly divided into introduction, main body and conclusion and the parts of the presentation are connected with linking devices; presentation contains appropriate references in APA style in speech and slides;

1 point – the student responds to the task only in a minimal way or the answer is tangential, the format may be inappropriate: the presentation partially corresponds to the chosen topic, not all the content points are covered it is not clearly divided into introduction, main body and conclusion; presentation is free from logical fallacies; presentation does not contain appropriate references in APA style in speech and slides;

0 points – the student does not adequately address any part of the task: the presentation is not divided into introduction, main body and conclusion and the parts of the presentation are not connected with linking devices; presentation does not contain appropriate references in APA style in speech and slides.

Language Use (max 3 points):

3 points – the speaker uses an appropriate amount of academic vocabulary, terminology is relevant to the subject, synonyms are used to avoid repetitions, the hedging strategies are applied when applicable, the speaker uses collocations and advanced grammar when needed, pronunciation and speech flow are natural, occasional vocabulary and grammar mistakes in speech causing no difficulties for the audience; texts on slides have no vocabulary and grammar mistakes; the speaker naturally fills in the pauses caused by breakdowns of different nature;

2 points – the speaker complies with academic register, the speech is characterized by fluency and adequate pace; the speaker does not use collocations, omits vocabulary and grammar mistakes that sometimes cause difficulties for the audience, and/or there are 1-2 vocabulary and/or grammar mistakes on slides; the speaker naturally fills in the pauses caused by breakdowns of different nature;

1 point – the speaker demonstrates limited language resource; the vocabulary and grammar are generally appropriate with a few non-impeding inaccuracies; the speaker fills in the pauses caused by breakdowns of different nature with effort;

0 points – the speaker demonstrates poor language resources, omits vocabulary and grammar mistakes that cause serious difficulties for the audience, and the speaker does not fill in the pauses.

Manner of Delivery (max 2 points):

2 points – the presenter speaks with confidence maintaining a certain level of dynamics and keeping an appropriate posture and body language, maintains the adequate level of eye contact, uses stress, intonation and pausing appropriately; the presentation is given without reading off the slides or paper within the given time limit; the presenter makes 1-2 pronunciation mistakes in words of common use causing no difficulties for the audience, when answering questions; the speaker interacts with ease and responds appropriately;

1 point – the presenter makes 3-4 pronunciation mistakes causing difficulties for the audience and/or the presenter uses stress, intonation and pausing with limited control causing some difficulties for the audience; the presentation is given without reading off the slides or paper, when answering questions; the speaker interacts with effort or responds inappropriately; the speaker delivers the content within the given time limit;

0 points – the presenter makes 5 and more pronunciation mistakes in words of common use causing difficulties for the audience; the speaker does not interact with the audience; the presentation is given with reading off the slides or paper; the presentation does not fit the time limit.

Visual Aids (max 2 points):

2 points – the visuals are prepared in a certain style consistent throughout the presentation and well readable (font, color); each visual has a heading relevant to the overall theme of the presentation, conforming to the academic register; each visual contains only key words and phrases without complete sentences; presentation as a whole has an adequate balance of graphic and verbal information;

1 point – the visuals are well readable (font, color), contain both complete sentences and key words and phrases, presentation has a misbalance of graphic and verbal information;

0 points – the visuals are not well readable, and do not conform to the academic register.

DIALOGUE ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: initiates the conversation, shares opinions, demonstrates active listening and questioning skills, responds to questions; presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; the student finds common ground, presents logical arguments, supporting evidence and examples, makes comments and draws conclusions, shows the interest in what another participant says; content corresponds with the topic of the dialogue;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student takes an active part in the dialogue, shares some ideas, does not always hear the thoughts and ideas of the partner; presents a relevant position although the conclusions may be unclear or repetitive, gives arguments, some of which are not fully developed, extended or supported;

1 point – the student responds to the task only in a minimal way: the student is not an active participant of the dialogue, rarely shares ideas, does not propel the conversation; presents a

position but it is unclear and/or the arguments are not fully developed, extended or supported; presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: the student is rather passive, does not share any ideas or answer questions; does not express a clear position.

Coherence and Cohesion (max 2 points)

2 points – the student applies logic when organising ideas, effectively uses a wide range of cohesive devices, introductory constructions, etc., makes the points clearly but briefly, allows the partner to finish without interrupting, encourages the partner to speak by inviting him/her to give his/her opinion, shows agreement or disagrees politely;

1 point – the student applies logic when organising ideas but there might be an occasional breach in logic, cohesive devices are inadequate, repetitive, under- or overused, the student sometimes talks over the other speaker, disagrees harshly, dominates the conversation;

0 points – the student does not apply logic when organising ideas, there are no linking devices, introductory constructions and/or they are used inappropriately.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of appropriate vocabulary including some advanced lexical items; the student uses appropriate phrases for better dialogue development;

1 point – the student uses appropriate but limited vocabulary; phrasal verbs and/or collocations are used inappropriately;

0 points – the student's vocabulary is too limited to comment on the topic; numerous mistakes impede communication; active vocabulary is not used or is used inappropriately.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of question forms and other grammar structures accurately, may make 1 minor mistake which does not impede communication, can correct the mistake;

1 point – the student uses a variety of grammar structures and may make 2 mistakes which could impede communication;

0 points – the student makes numerous grammar and stylistic mistakes which impede communication.

Fluency, pronunciation (max 1 point)

1 point – the student's speech is smooth and fluent, there might be some minor pronunciation mistakes but they don't impede communication; intonation is appropriate; all sounds are articulated clearly;

0 points – the speech is slow, it takes the student time to find words; he/she fumbles the words and ideas and/or makes numerous pronunciation mistakes, which impede communication; intonation is not appropriate; some sounds are articulated indistinctly.

– **Written assessment**

EMAIL, LETTER ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: shows that he/she gets the idea of the topic, complete the task mentioning all the key moments in the body of the text; the student presents a fully developed position in response with relevant, fully extended and well supported ideas; content is relevant to the task;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student shows that he/she mainly gets the idea of the topic and the task is mostly done; minor irrelevances and/or omissions may occur;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate; the student does not include everything they were asked to cover;

0 points – the student does not adequately address any part of the task and writes something irrelevant.

Coherence and Cohesion (max 2 points)

2 points - there is a salutation, opening, body, closing and signature, used properly and well-structured; the student logically organises ideas and/or effectively uses a wide range of cohesive devices; the text is well-structured and organised in paragraphs;

1 point – one of the features is missing, but others are used properly/ there is a salutation, opening, body, closing and signature, but some of them are incorrectly used; ideas are generally organised; the student uses only basic linking words and/or a limited number of cohesive devices; the text is organised in paragraphs;

0 points – more than one of the features is missing/incorrectly used; ideas are not logically organised and/or cohesive devices do not indicate a logical relationship between ideas; the text is not organised in paragraphs.

Lexical Resource and Range (max 2 points)

2 points – the student uses a wide range of subject-specific vocabulary including some uncommon lexical items appropriately; there may be 1 inaccuracy, but mainly words fit the content of the task;

1 point – the student uses a sufficient range of subject-specific vocabulary appropriately, but may make 1 mistake in spelling, word formation or word choice;

0 points – the student only uses basic vocabulary, with very limited control of spelling, word formation or word choice; errors are numerous (2 and more) and impede understanding.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures with control and flexibility and may make 1 minor mistake; the student uses correct punctuation;

1 point – the student uses various structures and tenses, but may make 2 mistakes, which impede understanding; punctuation is mainly correct;

0 points – the student only uses basic structures and/or makes numerous mistakes (3 and more) which severely impede understanding; makes numerous punctuation mistakes.

Level/track specific criteria (max 1 point)

1 point – proper choice and use of language depending on the target audience of the email and the genre;

0 points – incorrect use of language for a given purpose.

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task (writes a title and a catchy introduction which identifies the reviewed item, gives a complete and fair description of the item, makes valid recommendations in conclusion); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (presents a thorough discussion);

2 points – the student addresses all parts of the task although some parts may be more fully covered than others (writes a title and a relevant introduction, gives a narrow description, makes valid recommendations in conclusion); presents a relevant position although the conclusions may be unclear or repetitive; presents relevant main ideas but some may be inadequately developed/unclear;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student does not write a title but writes an introduction, gives a short description of the item, makes invalid recommendations in conclusion; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: the student does not write an introduction, presents undetailed arguments, neither presents the personal impression nor the verdict; does not express a clear position; presents few ideas which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;

1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary specific to this topic without repetitions, makes 1 lexical or spelling mistake, the review is written in the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;

0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and makes 1 grammar mistake;

1 point – the student uses basic grammar structures and makes 2 grammar mistakes;

0 points – the student makes numerous grammar mistakes which impede understanding.

Level/track specific criteria (max 1 point)

1 point – proper choice and use of language depending on the target audience of the email and the genre;

0 points – incorrect use of language for a given purpose.

% Interim assessment (3 module)

0.300 Final Assessment

0.250 Independent work assessment

0.250 Written assessment

0.200 Oral assessment

Only overall grade is rounded.

Sources

Recommended Core Bibliography

Global media studies, Miller, T., ISBN: 9780745644325, 2016

The principles of multimedia journalism : packaging digital news, Hernandez, R. K., ISBN: 978-0-415-73816-3, 2016

Английский язык для журналистов : учебник для академического бакалавриата, Чиронова, И. И., ISBN: 978-5-9916-3530-1, 2016

Recommended Additional Bibliography:

Introduction to mass communication : media literacy and culture, Baran, S. J., ISBN: 978-0-07-131715-3, 2012

The culture of connectivity : a critical history of social media, Dijck van, J., ISBN: 978-0-19-997078-0, 2013

Equipment of the classroom:

- a set of demonstration equipment: personal computer / laptop, a multimedia projector with audio/video, a projection screen, an interactive whiteboard, a video panel, and other means of

demonstrating educational content. It is allowed to use a portable set of demonstration equipment for conducting classes.

- availability of wireless Internet access via Wi-Fi network.

Online platforms for distance learning / communication:

- Smart LMS;
- Microsoft Teams.

Corporate access is available to the instructors and students when using HSE corporate e-mail addresses.

Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), as well as per his/her individual rehabilitation programme, may be offered the following options for receiving learning information with due consideration of his/her individual psycho-physical needs (e.g., via eLearning studies or distance technologies):

- for persons with impaired vision: enhanced fonts in hard copy documents; e-documents; audio files (transfer of study materials to an audio-format); hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments and mentoring;

-for persons with hearing impairments: in hard copy; e-documents; video materials with subtitles; individual consultation with a facilitated communicator; individual assignments and mentoring;

-for persons with a muscular-skeleton disorder: in hard copy; e-documents; audio-files, individual assignments and mentoring.