

ISTC

et **MANAGEMENT**
COMMUNICATION

ENGLISH
PROGRAMME

FALL 2024

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GENERAL RULES

- 1 ECTS = 20 to 25 hours per semester (face-to-face classes + individual work).
- The normal workload for ISTC students is 30 ECTS per semester.
- The course load is to be determined by the home institution but please note that students should take 20 ECTS minimum.
- Exchange students can mix Bachelor and Master courses.
- Some courses (especially Master courses) might have a limited number of seats. In that case, places will be assigned according to the "first-arrived first-served" basis.
- The International Relations Office will be in charge of making individual timetables after the students choose their classes.
- Students will make a pre-selection before the semester. Then, upon arrival, they will have two weeks to change their course selection.

INTRODUCTION TO FRENCH CULTURE AND SOCIETY

THIS COURSE IS MANDATORY FOR ALL FULL-TIME EXCHANGE STUDENTS
(I.E. STUDENTS TAKING COURSES ONLY AT ISTC WHILE IN LILLE)

LEVEL	All levels
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SEMESTER	Fall semester
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NUMBER OF ECTS CREDITS	2
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	Raphaël VILLATTE
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COURSE DESCRIPTION
<p>Learning outcomes:</p> <p>Being able to understand the French mindset, the way the French think about themselves and the world.</p> <p>Expand the field to imagology and notions of alterity, make connections with the intercultural communication courses so the student will take distance and perspective on their own experience and way of seeing the other cultures.</p> <p>Develop empathy and question the notion of exoticism.</p> <p>Know where to find the information and how to process it to prepare better for any international encounter.</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> - Curiosity and open-mindedness, a taste for fun facts of history. - B2 level in English

Content

A one-day seminar at the beginning of the semester will present the guidelines of the course, both in content and methodology.

This seminar will provide leads to find the information needed to understand today's French society.

In the following months, the student will create a research dossier (text, presentation, video, photo, podcast, website, Youtube channel, tutorials or mixed). The list of subjects will be provided at the end of the first day seminar.

Considering the long stretch of time between the initial seminar and the end of the semester, students should take the opportunity to create original and out of the box contents rather than produce a high-school type essay.

At the end of the course, the student should be able to take any newspaper in France and understand the stakes of the state's policy, know who the important people in both politics and business are, and have a deeper sense of the profound ideological tendencies in France today.

The student will also be able to make their way among the various French media, assess their reliability.

WORKLOAD

Type	Number of hours	Remarks
Introductory session (8 hours - presential)	8	Attendance is mandatory
Follow-up sessions (12 hours - on line)	12	Regular attendance is highly recommended, e-mail and Teams connection are encouraged outside the 12 hours.
Homework	25	
Total student workload	45	

TEACHING METHODS

Analysis of documents, Interactive classes, lectures, debates.

ASSESSMENT

The final dossier will be assessed and graded according to the richness and depth of the proposed analysis.

The level of commitment of the student will be taken in account (i.e., it is strongly recommended to keep in regular touch with the teacher after the initial seminar).

The methodology will be part of the criteria for the assessment.

READING LIST

Optional :

- French Society: 15 Core Ideas for Understanding French Society and Identity (France Series), Thalby Guides
- French Culture and Heritage: Travel Deeper with This Concise Guide. Understand French Art, Food, Architecture & More. Includes Interviews with Locals in Paris (France Series), Thalby Guides

CULTURAL STUDIES

UNDERSTANDING POPULAR CULTURE

LEVEL	Bachelor 1
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SEMESTER	1
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NUMBER OF ECTS CREDITS	1
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	G. Montali
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COURSE DESCRIPTION	
Learning outcomes	A greater understanding of pop culture, movies and video games.
Prerequisites	You must have a good command of English to engage in discussions around films, pop culture and video games.
Content	This course considers how popular movies became part of the Pop Culture and their influence on Video Games. It examines films that are commonly considered as monuments of the Pop Culture (not necessarily award-winning films), video games inspired by them and the classics of literature that inspired those films.

WORKLOAD

Type	Number of hours	Remarks
Seminar	15	
Homework	10	
Total student workload	25 per semester	

TEACHING METHODS

- Lectures supported by video extracts
- Gameplay footages
- Interactive games (Kahoot!)

ASSESSMENT

Written test and presentation

READING LIST

The reading list will be given to students at the beginning of the course.



CULTURAL STUDIES – FASHION & COMMUNICATION

LEVEL	Bachelor 1
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SEMESTER	1
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NUMBER OF ECTS CREDITS	1
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	G. Montali
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COURSE DESCRIPTION
Learning outcomes
Prerequisites You must have a good command of English to engage in discussions.
Content

WORKLOAD		
Type	Number of hours	Remarks
Seminar	15	
Homework	10	
Total student workload	25	

TEACHING METHODS
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ASSESSMENT

READING LIST
The reading list will be given to students at the beginning of the course.



ENGLISH TALKS

LEVEL	Bachelor 1 / Bachelor 2/Bachelor 3
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SEMESTER	1
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NUMBER OF ECTS CREDITS	1
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	Bogna Rozpara
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COURSE DESCRIPTION
Learning outcomes The key objectives of this course is to improve your confidence, speaking, and writing skills. To learn how to use your opinion and personal experiences to discuss a variety of subjects which be discussed in this course.
Prerequisites You will need a strong desire to improve your speaking, participation with an open mind, and a positive attitude. You will need an intermediate level of English to fully benefit from the course content.
Content We will discuss a variety of social issues and cultural issues from across the world.

WORKLOAD

Type	Number of hours	Remarks
Practicals	15	
Estimated homework	10	
Total student workload	25	

TEACHING METHODS

A lecture followed by student discussion.

ASSESSMENT

One short writing on the topic each week based on the topic discussed in this talk.

READING LIST

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NEWS IN THE MEDIA

LEVEL	Bachelor 2
SEMESTER	1
NUMBER OF ECTS CREDITS	1
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Bogna Rozpara

COURSE DESCRIPTION

Learning outcomes

The main objective is to nourish students' general culture, through regular exposure to all kinds of news channels (from traditional paper articles to Instagram flash news).

Prerequisites

Content

Students will:

- read/listen to the news in English with understanding
- summarise the main information of a given piece of news in a concise paragraph
- defend both for and against arguments
- give their own well-informed opinion

WORKLOAD

Type	Number of hours	Remarks
Seminar		
Homework		
Total student workload		

TEACHING METHODS

Students will be sometimes given the most recent articles to read at home so it is crucial for them to do it before their class. In case the student comes unprepared, we have the right to exclude him/her from the class (mark them absent) and give them the necessary details so that he/she can catch up with the work for the next time.

Methods : Debates, written summaries etc

ASSESSMENT

2 tests per semester

READING LIST

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CULTURAL STUDIES - UNDERSTANDING CINEMA

LEVEL	Bachelor 2
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SEMESTER	1
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NUMBER OF ECTS CREDITS	1
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	Oliver Kenny
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COURSE DESCRIPTION

Learning outcomes

On successful completion of this class, students should have developed:

- The ability to discuss in detail the key concepts and ideas associated with film analysis
- The ability to apply abstract analytical concepts to concrete filmic texts
- The ability to analyse a film sequence in detail
- Skills and knowledge that complement other classes involving moving-image media such as marketing and social media management.

Prerequisites

Students need a minimum of B2 level of English to read academic texts and discuss them in class, and to write a university-level essay.

Content

This course will introduce students to the key tenets of sequence analysis. Over the semester, students will be exposed to a variety of film-analytical concepts such as mise-en-scène, cinematography, editing, sound, lighting, set design, narrative, and genre, and how to apply these critically to moving-image media.

The semester will be split into three main parts: firstly a presentation of the key building blocks of sequence analysis; secondly in-depth examples of sequence analysis using canonical scenes from film history. These first two elements will be taught via lectures – students will be expected to watch relevant film extracts and read appropriate contextualising material before class. The third part will take the form of workshops in which students will be guided through the writing of their own detailed sequence analysis, incorporating all the film-analytical concepts discussed throughout the semester.

Exploring a range of influential scenes from cinema history, students will gain a detailed appreciation of textual analysis, as well as in-depth knowledge of film style and how to interpret it.

WORKLOAD

Type	Number of hours	Remarks
Lectures	12	
Workshops	3	
Homework	15	Reading texts and watching film extracts for class
Total student workload	30	

TEACHING METHODS

Lectures

Writing workshops – these explain how to write a sequence analysis

ASSESSMENT

Sequence analysis – 1500 words (100%)

READING LIST

The reading list will be communicated to students at the beginning of the course but the following provides an indicative bibliography of texts that will be discussed during the semester:

- Bordwell, D., Staiger, J., & Thompson, K. (1985). *The Classical Hollywood Cinema: Film Style & Mode of Production to 1960*. Routledge.
- Bordwell, D., Thompson, K., & Smith, J. (2020). *Film Art: An Introduction* (Twelfth edition). McGraw-Hill Education.
- Buckland, W. (2015). *Film Studies: An Introduction*. John Murray Learning.
- Cook, P. (2009). *The Cinema Book* (3rd ed). BFI.

Gibbs, J. (2002). *Mise-en-scène: Film Style and Interpretation*. Wallflower Press.

COMMUNICATION & PLANS

LEVEL	B3
SEMESTER	1
NUMBER OF ECTS CREDITS	1
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	C. Melchior

COURSE DESCRIPTION

Learning outcomes

Understand the integration of the communication strategy into the marketing strategy.

Be able to analyse marketing and communication context, to identify problematics and set up clear objectives.

Understand steps and get tools to design, with an iterative approach, a targeted and contextualized communication strategy and be able to implement a suitable action plan.

Develop critical thinking evaluating communication campaigns in an international context.

Prerequisites

Marketing fundamentals

Content

- 1- Analysis of corporate, marketing and communication context.
- 2- Communication process
- 3- Communication strategy : (focus on marketing communication)
 - 3-1 : Steps : target audience, objectives, creative strategy, budget, retro planning
 - 3-2: Communication mix : channel, media, tools and supports
- 4- Communication audits and recommendation

WORKLOAD

Type	Number of hours	Remarks
Practicals	15	
Estimated homework	10	
Total student workload	25	

TEACHING METHODS

Interactive class (Q&A, discussions, groupworks)

Case studies

Project-based learning

ASSESSMENT

50% : Continuous assessment : In class participation, reports and presentations

50% : Final individual exam : open questions

READING LIST

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CULTURAL STUDIES - UNDERSTANDING DIGITAL CULTURE

LEVEL	Bachelor 3
SEMESTER	1
NUMBER OF ECTS CREDITS	1
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Mehdi Ghassemi

COURSE DESCRIPTION
<p>Learning outcomes:</p> <p>On successful completion of this course a student will be able to demonstrate:</p> <ul style="list-style-type: none">- Knowledge and understanding of the impact that data-driven technologies have on society- The capacity to engage with complex academic arguments around digital media and politics- Critical thinking skills- Analytical writing skills- The capacity to apply a range of concepts and theories to concrete examples- Transferable skills such as retrieving, presenting, and communicating complex information clearly in oral and written forms- An informed understanding of the ways in which digital technologies shape the student's own habits and worldviews

Prerequisites:

This course requires a sufficient level of academic English to read and discuss scholarly literature.

Content

This course explores the socio-political consequences of data-driven technologies and takes a detailed look at debates around predictive systems and social justice. The term 'prediction society' is a reference to the way in which media scholarship from recent decades tries to identify the leading technological factors driving societal changes (for example van Dijk's and Castells' 'network society', van Dijk's 'platform society', or Schuilenburg's & Peeters' 'algorithmic society'). This course proposes the term 'prediction society' to highlight the increasing importance of the vast amounts of data being collected and processed, often by automated systems, to then 'predict' human behaviour (and influence it at the same time). The course takes a close look at technologies such as: search algorithms, recommendation algorithms, predictive policing, or facial recognition systems, and explores their genealogies and consequences. Despite the myth of algorithmic objectivity, prejudice and polarisation are at the heart of many of today's leading technologies, and we will explore these issues through a detailed discussion of recent scholarship on the subject.

Students will be asked to read academic texts before each class, critically engage with them, and subsequently discuss them with their peers during seminars. The final two weeks of the semester will take the form of workshops, bringing together the content covered throughout the module and preparing students for writing their final essays.

WORKLOAD

Type	Number of hours	Remarks
Seminar	15	
Homework	10	
Total student workload	25	

TEACHING METHODS

- Short lectures (approx. 30min) + seminars (approx. 1h) involving a discussion of pre-assigned reading
- Writing workshops

ASSESSMENT

- Class participation (40%)
- 2500-word essay (60%)

READING LIST

- Benjamin, R. (2019). Race after technology: Abolitionist tools for the new Jim code. Polity.
- Broussard, M. (2019). Artificial unintelligence: How computers misunderstand the world. The MIT Press.
- Chun, W. H. K., & Barnett, A. (2021). Discriminating data: Correlation, neighborhoods, and the new politics of recognition. The MIT Press.
- Eubanks, V. (2017). Automating inequality: How high-tech tools profile, police, and punish the poor. St. Martin's Press.
- Jefferson, B. J. (2020). Digitize and punish: Racial criminalization in the digital age. University of Minnesota Press.
- Karppi, T., & Crawford, K. (2016). Social Media, Financial Algorithms and the Hack Crash. *Theory, Culture & Society*, 33(1), 73–92.
<https://doi.org/10.1177/0263276415583139>
- Noble, S. U. (2018). Algorithms of oppression: How search engines reinforce racism. New York University Press.
- Steyerl, H. (2016). A Sea of Data: Apophenia and Pattern (Mis-)Recognition - *Journal #72 April 2016 - e-flux*. <https://www.e-flux.com/journal/72/60480/a-sea-of-data-apophenia-and-pattern-mis-recognition/>

INTERNATIONAL COMMUNICATION CHALLENGE

LEVEL	Bachelor 3
SEMESTER	1 & 2
NUMBER OF ECTS CREDITS	2 per semester
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Iwona Machut

COURSE DESCRIPTION	
<p>Learning outcomes:</p> <p>The main objectives are:</p> <ul style="list-style-type: none"> - The acquisition and development of the skills necessary to comprehend the importance of the intercultural communication in a constantly developing international context. - To familiarize students with the specific theories, language and terms used in English when dealing with the topic during the given lecture. <p>To create the space of intercultural exchange between French and international students where each one can build their own experience of intercultural communication during the challenge group work</p>	

Prerequisites:

Students should be of upper-intermediate English level and be relatively proficient in the speaking, reading and writing of Business English.

Content

International communication is a course in which students will be introduced to the process of communication between and among individuals from different cultures or subcultures. Following aspects of international communication will be dealt with:

Semester 1:

Introduction, the concept and definitions of Communication
 Communication and Words
 Language and verbal communication
 Non-verbal communication
 Written communication
 Active listening

Semester 2:

Intercultural communication- overview
 Theories of intercultural communication
 Intercultural communication competences and skills
 CQ
 AI in intercultural context
 The dynamics of international negotiations - introduction

WORKLOAD		
Type	Number of hours	Remarks
Seminar	30	
Homework	10	Group work and individual learning

Total student workload	40	
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TEACHING METHODS

Intercultural communication: Lectures based on interactive PP presentations about the presented topics, analysis of documents, in class discussions, debates and practical exercises.

Lectures on the topic of intercultural communication from the guest lecturers (one per semester)

International Challenge: group work (if possible composed of international and French students in order to create the intercultural context for the group exchanges) on a given communication project (one per semester).

ASSESSMENT

In class work (written control, practical exercises and presentations) : 40%

End of the term project/exam : 60%

READING LIST

Recommended reading:

- Fred E. Jandt: An Introduction to Cross Cultural Communication (Sage, 2011)
- Richard Hill: We, Europeans

Recommended website:

- www.cyborlink.com
- <https://www.cia.gov/library/publications/the-world-factbook/>



ENTREPRENEURIAL PROJECT

LEVEL	Bachelor 3
SEMESTER	1
NUMBER OF ECTS CREDITS	4
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Depending on the association

COURSE DESCRIPTION

Learning outcomes

Associations are at the heart of ISTC and are held by 3rd-year students. The ISTC has an average of 19 associations such as BDE (Students' Union), BDS (Sports Association), BDA (Arts Association), BDI (International Students' Association), DFEA (Fashion Association), Solidar (Humanitarian Association)... All associations are described [here](#).

The associations offer activities around specific topics and aim to unite all students.

An association is run by a group of 3 to 15 students, depending on the importance of the projects.

Prerequisites

None except the envy to be involved in the association life. Some associations might require a good command of French language.

Content

Students will join the association of their choice (attention: numerus clausus) and then implement the strategy of the chosen association, run projects throughout the semester.

WORKLOAD

Type	Number of hours	Remarks
Group project	100	
Total student workload	100	

TEACHING METHODS

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ASSESSMENT

Based on active participation and undertaken actions within the association.

READING LIST

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CROSS-CULTURAL MANAGEMENT

LEVEL	Master 1
SEMESTER	1
NUMBER OF ECTS CREDITS	2
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Virginie Duret

COURSE DESCRIPTION

Learning outcomes

Designed to provide students a comprehensive understanding of the challenges and opportunities presented by managing diverse cultures in global business and communication environments. In today's interconnected world, effective communication and management skills across cultures are crucial for success in various professional settings.

Prerequisites

A good command of English.

Content

1. Identify how cross cultural and intercultural issues manifest in the workplace,
2. Deal with cross cultural and intercultural issues such as communication, conflict resolution and decision making.
3. Leverage cultural differences and maximize the potential of a multicultural team.
4. Adapt "universal" management tools to local cultural contexts.

WORKLOAD

Type	Number of hours	Remarks
Lectures	14	Numerus clausus. Registration on first-arrived first-served basis
Estimated homework	31	
Total student workload	45	

TEACHING METHODS

The course will employ a combination of lectures, case studies, interactive discussions, group activities, and practical exercises.

ASSESSMENT

To come

READING LIST

To come



360° PROJECT MANAGEMENT

LEVEL	Master 1
SEMESTER	1
NUMBER OF ECTS CREDITS	2
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Marine LHOMEL

COURSE DESCRIPTION

Learning outcomes

- Position the basics of the project organization (communication) in the company's organization.
- To discover the methods and tools of project management, to allow an immediate implementation as of the first return in company.
- Discover the fundamentals of agile project management (be careful because they are a day of 7 hours on agile management).
- Understand the qualities of the project manager

Prerequisites

- Be proficient in English.

Content

1. Project management essentials
 - a. Key concepts of a project
 - b. Organizing a project
 - c. Starting the project: the founding documents
 - d. Developing the initial schedule
2. Agile project management vs. traditional methods
3. Methods and tools
 - a. Estimating costs
 - b. Tracking physical progress
 - c. Controlling deadlines
 - d. Controlling costs
 - e. Project dashboards
 - f. Reduce project costs
 - g. Managing information
4. Personal effectiveness of the project manager: a manager of influence
 - a. Project manager performance
 - b. Personal effectiveness of the project manager: managing time
 - c. Mastering the complexity of the project manager's role
5. What makes a good project manager?
Which personality profile is best suited to be a project manager?

WORKLOAD

Type	Number of hours	Remarks
Lectures	14	Numerus clausus. Registration on first-arrived first-served basis
Estimated homework	26	
Total student workload	40	

ASSESSMENT

Continuous assessment

READING LIST

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RESEARCH SKILLS

LEVEL	Master 1
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SEMESTER	1
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NUMBER OF ECTS CREDITS	2
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	Oliver Kenny
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COURSE DESCRIPTION

Learning outcomes:

This course provides an overview of the requirements of academic essay-writing, and the skills and knowledge needed to successfully write a university essay. It is designed to introduce students to the scholarly expectations of Master’s-level writing, and prepare them for the thesis written in the final year. It will include discussion of practical issues (planning, managing time, organising your ideas, useful digital tools), basic research skills (finding academic literature, assessing scholarly work, distinguishing academic from other sources), bibliographic requirements (plagiarism, bibliographies, citations, paraphrasing), how to structure an essay, and how to present a logical and convincing argument. As part of the course, students will write an academic essay in order to put these skills into practice.

Prerequisites:

Students need a sufficient level of English to read academic texts and discuss them in class, and to write a university-level essay.

Content

1. Introduce students to the writing of a short academic essay
2. Prepare students for the writing of the research paper
3. Encourage reflection on new media and digital technologies

WORKLOAD

Type	Number of hours	Remarks
Seminar	24	Numerus clausus. Registration on first-arrived first-served basis
Homework	24	
Total student workload	48	

TEACHING METHODS

The course will employ a combination of lectures, case studies, interactive discussions, group activities, and practical exercises.

ASSESSMENT

100% – academic essay. Between 2000 words and 3000 words (excluding bibliography, annexes, and the plagiarism declaration)

READING LIST

Chun, W. H. K., & Keenan, T. (Eds.). (2006). *New Media, Old Media: A History and Theory Reader*. Routledge.

Fortner, R. S., & Fackler, M. (Eds.). (2011). *The Handbook of Global Communication and Media Ethics*. Wiley-Blackwell.

Fuchs, C. (2014). *Social Media: A Critical Introduction*. SAGE.

Gane, N., & Beer, D. (2008). *New media*. Berg.

Jenkins, H., Ford, S., & Green, J. (2013). *Spreadable Media: Creating Value and Meaning in A Networked Culture*. New York University Press.

Lister, M., Dovey, J., Giddings, S., Grant, I., & Kelly, K. (2009). *New Media: A Critical Introduction* (2nd ed). Routledge.

Mitchell, W. J. T., & Hansen, M. B. N. (Eds.). (2010). *Critical Terms for Media Studies*. University of Chicago Press.

Ott, B. L., & Mack, R. L. (2020). *Critical Media Studies: An Introduction* (Third edition). Wiley Blackwell.

COMMUNICATION ETHICS

LEVEL	Master 1
SEMESTER	1
NUMBER OF ECTS CREDITS	2
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Mehdi Ghassemi

COURSE DESCRIPTION

Learning outcomes

The primary objective of this course is to teach students the fundamental principles of communication ethics, and how they can be practically applied within various types of organizations. By the end of this course, students should have an understanding of the key theories of ethics, communication ethics and their relevance in organizational context.

Prerequisites

B2 level in English

Content

1. Introduction to Ethics and Communication Ethics
An overview of major theories of ethics including character ethics, duties ethics, consequences ethics, and relationship ethics. The module will also cover the basics of communication ethics.
2. Visual Ethics and Advertising Ethics
This section will explore the ethical considerations in visual communication and advertising. Students will be introduced to the concept of Corporate Social Responsibility (CSR) in relation to communication.
3. The Other (Alterity) and Dialogical Ethics in Organisations

An exploration of the concept of 'The Other' and its relevance in organisational communication. The section will delve into dialogical ethics and their application in an organisational setting.

4. Principles of Dialogical Ethics

This module will cover principles of dialogical ethics, including mutual respect, openness, responsiveness, diversity and inclusion, collaboration, reflexivity, and empowerment.

5. Application of Dialogical Ethics in Different Sectors

Students will learn how to apply principles of dialogical ethics in organizations operating in different sectors, including NGOs, tech giants (GAFAM), advertising and PR agencies.

6. Project and Case Study Definition

The final module will involve defining a project and selecting a case study to conduct an ethical reflection on an organization.

WORKLOAD

Type	Number of hours	Remarks
Lectures	10h30	Numerus clausus. Registration on first-arrived first-served basis
Estimated homework	30	
Total student workload	40	

TEACHING METHODS

ASSESSMENT

Students are required to write a final paper, demonstrating the application of the principles of dialogical ethics on a specific case study. The case study chosen should ideally be an organization or a scenario within an organization that the student is interested in or familiar with.



READING LIST

A list of suggested reading materials will be provided to deepen the understanding of topics covered in the course.



GLOBAL COMMUNICATION

LEVEL	Master 1
SEMESTER	1
NUMBER OF ECTS CREDITS	2
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	TBD

COURSE DESCRIPTION	
Learning outcomes	
<p>Designed to provide students knowledge and skills necessary to navigate the complex landscape of global communication in a business context. The program aims to develop a deep understanding of cross-cultural communication, intercultural dynamics, and effective communication strategies in a global business environment.</p>	
Prerequisites	
B2 level in English	
Content	
<ol style="list-style-type: none"> 1. Exploration of the impact of globalization, technological advancements, and digital media on global communication practices and learn how to leverage these tools effectively in international business contexts. 2. Skills necessary for designing and implementing effective communications programs for global markets 3. Analysis of emerging markets, technology and channels and their impact on media and mass communication. 	

WORKLOAD		
Type	Number of hours	Remarks
Lectures	14	Numerus clausus. Registration on first-arrived first-served basis
Estimated homework	26	
Total student workload	40	

TEACHING METHODS
The course will employ a combination of lectures, case studies, interactive discussions, group activities, and practical exercises.

ASSESSMENT
To come

READING LIST
To come

HR AND DIVERSITY MANAGEMENT

LEVEL	Master 1
SEMESTER	1
NUMBER OF ECTS CREDITS	2
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Desiree Wooldrick

COURSE DESCRIPTION	
Learning outcomes	Students will have the keys to understand the stakes of International HRM implementation.
Prerequisites	B2 level in English
Content	<ol style="list-style-type: none"> 1. What is International HRM? 2. Objectives of International HRM 3. International HRM practices 4. Diversity in International HRM 5. Challenges of International HRM

WORKLOAD		
Type	Number of hours	Remarks
Lectures	14	Numerus clausus. Registration on first-arrived first-served basis
Estimated homework	26	
Total student workload	40	

TEACHING METHODS
The course will employ a combination of lectures, case studies, interactive discussions, group activities, and practical exercises.

ASSESSMENT
To come

READING LIST
To come

MEDIA AND (GEO)POLITICS

LEVEL	Master 1
SEMESTER	1
NUMBER OF ECTS CREDITS	2
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Mehdi Ghassemi

COURSE DESCRIPTION

Learning outcomes

The course's objective is to understand the intricate relationship between media, politics, and technology in the digital age. It will examine the challenges and opportunities presented by the internet and big data in shaping political communication and democratic processes.

Prerequisites

B2 level in English

Content

1. The Evolving Media Landscape

Discussion on the transition from traditional media (newspapers, radio, and television) to digital and social media platforms.

2. Role of Social Media Platforms in Politics

Examination of how platforms like Twitter and Facebook shape political discourse, mobilize support, and spread misinformation.

3. Echo Chambers and Filter Bubbles

Analysis of how algorithms and personalized content can lead to echo chambers and filter bubbles, and their impact on political polarization and public opinion.

4. Data-Driven Campaigns and Micro-Targeting

Examination of how political campaigns use big data and analytics to target specific demographics and influence voter behavior.

5. Digital Activism and Grassroots Movements

Discussion on the role of the internet and social media in facilitating political activism, protests, and grassroots movements.

6. Misinformation, Disinformation, and Fake News

Examination of the spread of false information and its impact on political discourse, public opinion, and democratic processes.

7. The Role of Bots and Troll Farms

Exploration of the influence of automated accounts (bots) and organized groups of individuals (troll farms) on online political discourse.

8. Surveillance and Privacy

Discussion on the implications of mass surveillance, data collection, and privacy concerns in the context of political communication and democratic institutions.

9. Platform Regulation and Policy

Examination of the challenges and debates surrounding digital platform regulation, content moderation, algorithmic transparency, and antitrust policies.

10. Cybersecurity and Election Interference

Investigation of the role of cyberattacks, hacking, and foreign interference in elections and political processes.

WORKLOAD

Type	Number of hours	Remarks
Lectures	14	Numerus clausus. Registration on first-arrived first-served basis
Estimated homework	26	
Total student workload	40	

TEACHING METHODS

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ASSESSMENT

Students are required to write a final paper, demonstrating the application of one or several theories discussed in class on a specific case study (a political campaign, a social/political movement, a political organization or agency, a disinformation campaign, news media, etc.).

READING LIST

To come

MULTICULTURAL CONSUMER BEHAVIOUR

LEVEL	Master 1
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SEMESTER	1
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NUMBER OF ECTS CREDITS	2
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	David Bourdin
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COURSE DESCRIPTION
<p>Learning outcomes</p> <p>At the end of the modules, students should be able to understand the key theories of consumer behaviour and the impact of culture on perception and the consequences on consumer behaviour.</p>
<p>Prerequisites</p> <p>B2 level in English and knowledge of marketing principles.</p>
<p>Content</p> <p>To come</p>

WORKLOAD		
Type	Number of hours	Remarks

Lectures	14	Numerus clausus. Registration on first-arrived first-served basis
Estimated homework	26	
Total student workload	40	

TEACHING METHODS

ASSESSMENT

To come

READING LIST

To come



INTERNATIONAL BUSINESS & STRATEGIES

LEVEL	Master 1
SEMESTER	1
NUMBER OF ECTS CREDITS	2
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	TBD

COURSE DESCRIPTION	
Learning outcomes	
<p>Designed to provide students a comprehensive understanding of global markets and strategic approaches to thrive in an increasingly interconnected world.</p> <p>Through this program, students gain a deep knowledge of international business concepts, including global trade, market entry strategies, cross-cultural communication, and multinational operations</p>	
Prerequisites	
B2 level in English	
Content	
<ol style="list-style-type: none"> 1. Deep knowledge of international business concepts, including global trade, market entry strategies, cross-cultural communication, and multinational operations 2. Analytical skills to assess international markets, evaluate risks, and identify opportunities for business expansion on a global scale. 3. Strategic thinking abilities to devise effective business strategies that align with global trends and address challenges specific to international markets. 	

4. Exploration on ethical considerations in international business and strategies, preparing them to make responsible decisions that align with sustainable and socially responsible practices

WORKLOAD

Type	Number of hours	Remarks
Lectures	14	Numerus clausus. Registration on first-arrived first-served basis
Estimated homework	26	
Total student workload	40	

TEACHING METHODS

To come

ASSESSMENT

To come

READING LIST

To come



INTERNATIONAL BUSINESS PROJECT (IN COLLABORATION WITH CHE UNIVERSITY)

LEVEL	All levels
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SEMESTER	1
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NUMBER OF ECTS CREDITS	4
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	Harrie van Toor MSc
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COURSE DESCRIPTION
Learning outcomes: You identify, analyse and advise on the critical success factors of international business experts and their businesses in an international context.
Prerequisites: Have knowledge about doing business (either in France or somewhere else) and a willingness to cooperate in an international group of students. A good command of English is also necessary.

Content

An International Business Project, also called carousel, is a strong teaching instrument for confirmation or refutation of classroom teaching and day-to-day practice. In an International Business project groups of students interview Experts about their experience in the field of business. Each interview lasts for one hour, after which the group rotates to the next expert. After an hour again, and so on.

Including coffee breaks etc. a carousel with four experts lasts for approximately 5 hours after which students have gathered a relatively deep and intense view of the field of study.

Prerequisite is that students hand in a questionnaire of at least 30 questions about the subject prior to the carousel meeting itself.

Afterwards, on the days that follow, the students prepare a written report and a presentation, in which they confirm or refute the critical success factors of doing international business that they learned through their classroom teaching. Of course, the most important aspect of this project is not necessarily the newly gained theoretical knowledge, but the ability to work in an international project group towards a common goal.

WORKLOAD

Type	Number of hours	Remarks
Seminar	40	Please note that the maximum number of seats for this class is 12 students. Registration on first-arrived first-served basis
Homework	40	
Total student workload	80	

TEACHING METHODS

On the first day of the project, the students get to know each other in their internationally mixed project groups. They prepare and finalize the questionnaire that they will use during the interviews, based on (international) business knowledge from theory and literature.

On the second day the project groups do interviews with a number of business experts to gather data.

The third and fourth day are filled with working on the report and the presentation, in which the project group confirms or refutes the critical success factors of doing international business that they learned through their classroom teaching. This work is done based on the interviews and theory and literature the students had already studied before.

The fifth day is used for the interactive presentations.

ASSESSMENT

Both the report, the presentation and the way the project group takes care of cross-cultural issues are assessed.

READING LIST

N/A

GRAPHIC DESIGN FOR SOCIAL MEDIA

LEVEL	All levels
SEMESTER	1
NUMBER OF ECTS CREDITS	3
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	M-A D'Huslt

COURSE DESCRIPTION

Learning outcomes

- Being able to create a page setup for social Medias or other supports (web and print)
- Gain knowledges on technical tools to work with professional partners (agency, community manager, graphic designer, webmaster...)

Prerequisites

- Being proficient in English
- Computer and *Windows operating system* skills.

Content

Theoretical knowledges

- Iconographic rules
- Printed and digital norms (resolution, size and color)

Practical skills (Adobe Photoshop and Illustrator)

- Create and custom photographic layouts (selection, color, transformation and adjustment)
- Design vectorial drawings (pictogram, logotype and illustration)
- Text tools
- Export and adapt a file depending on the supports (Website, magazine cover...)
- Page setup options for the main social Medias (Facebook, twitter, Linkedin, Pinterest, Instagram...)

WORKLOAD

Type	Number of hours	Remarks
Lectures	24	
Estimated homework	51	
Total student workload	75	

TEACHING METHODS

- For Photoshop and Illustrator:
 - Explanation and demonstration of the tools
 - Practical works (imposed and free subjects)

ASSESSMENT

- Design an advanced graphical layout with Photoshop and Illustrator

READING LIST

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DIGITAL CREATIVE DESIGN

LEVEL	Master 1
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SEMESTER	1
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NUMBER OF ECTS CREDITS	2
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	M-A D'Huslt
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COURSE DESCRIPTION	
Learning outcomes:	
Prerequisites:	<ul style="list-style-type: none"> - B2 level in English - Have a good command of desk publishing tools (Suite Adobe)
Content	<p>SESSION 1 News and updates from Creative Cloud : Libraries, Capture for mobile, fonts and colors Choose your subject for the course / create the groups Define some ideas with evocative concepts and semantics representations (creative processes)</p> <p>SESSION 2</p>

Define your cultural references and meanings to answer the subject : user persona, contents, colors, typographies, trends...

Create a mood board and define the best supports

SESSIONS 3 & 4

Create your communication tools with Adobe softwares

Create a final presentation to argued all your choices (document, video, web page...)

SESSION 5

Use your own pictures (from your photography's class) to create visual supports

WORKLOAD

Type	Number of hours	Remarks
Seminar	21	Numerus clausus. Registration on first-arrived first-served basis
Homework	24	
Total student workload	45	

TEACHING METHODS

Interactive classes

ASSESSMENT

Final project : 100%

READING LIST

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INTERCULTURAL COMMUNICATION (FOR EXCHANGE STUDENTS ONLY)

LEVEL	All levels
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SEMESTER	1
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NUMBER OF ECTS CREDITS	2
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	Kate Price
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COURSE DESCRIPTION
<p>Learning outcomes:</p> <p>Intercultural communication will provide you with an essential set of skills to better understand people from different backgrounds, as well as face the modern workplace. In developing your intercultural awareness and competence, you will acquire a deeper understanding of the theory and practice of intercultural communication. Emphasis will be placed on the influence of culture on the interpretation of the communication act and on the skills that enhance intercultural communication.</p>
<p>Prerequisites:</p> <p>An open and curious mind, willingness to engage and preferably a B2 English level</p>

Content

1. Interpersonal Communication: The Components and Characteristics of Communication
2. Fundamentals of Intercultural Communication: Forms of Intercultural Communication and Models of Intercultural Communication
3. Culture and Perception: Beliefs, Values, and Attitudes; Western (French) Cultural Patterns; Diverse Cultural Patterns; Approaches to cultural difference; Bennett's DMIS, Hofstede's Value Dimensions, Kluckhohn and Strodtbeck's Value Orientation, Hall's High and Low-context Languages, Trompenaars 7 dimensions, Laray M Barna's Stumbling blocks and Sauquet and Vielajus's Culturoscope
4. Cultural Perspectives: Diverse World View and History
5. Language and Culture: Importance and Nature of Language, Language and Meaning, Language and Co-cultures
6. Nonverbal Communication and Culture: Importance and Functions of Nonverbal Communication; Time, Kinesics, Haptic, Proxemics, and Paralanguage
7. Intercultural Issues: Domestic and International Problems, Prejudice, Racism, and Discrimination
8. Intercultural Communication Settings: Business and Education
9. The practice of Intercultural competence

WORKLOAD

Type	Number of hours	Remarks
Seminar	20	Student-centred learning.
Homework	30	Reading, videos, reflective writing tasks and projects.
Total student workload	50	

TEACHING METHODS

Active learning | experiential learning, lectures, case studies, class discussions/debates, small group activities, class activities, student presentations as well as role playing and simulations.

ASSESSMENT

Class participation (work in class, homework, willingness to engage)
Reflective writing tasks
Projects (presentation/case study)

READING LIST

Sauquet, M and Vielajus, M. (2017) Culturoscope: 70 questions to approach cross-cultural issues.

Other reading materials will be provided throughout the course.

ISTC

et **MANAGEMENT**
COMMUNICATION

NEGOTIATION

LEVEL	All levels
SEMESTER	1
NUMBER OF ECTS CREDITS	1,5
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	I. Machut

COURSE DESCRIPTION

Learning outcomes

The acquisition and development of the skills necessary to negotiate in English in an international context.

To familiarise students with the current business language of Negotiations in English.

Prerequisites

Students should be of upper-intermediate English level and be relatively proficient in the speaking, reading and writing of Business English.

Current English usage of diplomatic and polite terminology will be necessary.

Content

Using various texts, the students will be introduced to negotiating in English. The cases for the course are drawn from the book: English for International Negotiation: A Cross-Cultural Case Study Method Cambridge Editions. The practice cases used are from this text, as well as from various other sources.

Main Themes:

- The development of "Principled Bargaining" through the Focusing on Interests not Positional Negotiation;
- the importance of Communication, Observation and Understanding of others perceptions, positions and interests, and the development of the idea of separating people from the problem; Active listening, relationship building; Encouragement of the Invention of options for mutual gain;
- Use of Objective criteria with fair procedures, integrity, with the eventual goal of fair and wise agreements.
- The development of a sensitive approach to Cultural Differences in International negotiations: the use of Diplomatic Language;
- an understanding of the notions of Monochromic versus Polychromic time;
- Protocol;
- Legal issues during decision making; and different ways of dealing with Conflict.

Students will be invited to present individual and group research projects and simulations for evaluation, which will be both oral and written, using the language and communication skills acquired during the duration of the course work.

WORKLOAD

Type	Number of hours	Remarks
Practicals	15	30 students maximum. Registration on first-arrived first-served basis
Estimated homework	20	
Total student workload	35	

TEACHING METHODS

Simulations of actual negotiation cases, role play with active participation of the students, using case studies, and documents.

Some grammar review, idiomatic use of current business English and general vocabulary.

Each case is discussed, and unfamiliar vocabulary and concepts introduced and clarified.

Discussion questions will be examined in detail.

Cultural aspects of each case is outlined and researched by small groups of students.

Roles are assigned, and students work in small groups on their assigned tasks.

Presentations of Cultural research for individual and group/class appreciation and further discussion.

Practice negotiations, providing students with opportunities to develop their negotiating skills with peers in class simulations.

ASSESSMENT

CC An evaluation of each student per month: in the form of 15-30 minutes presentation on Cultural research or Negotiation techniques

one evaluation on the use of appropriate vocabulary (written test)

one written assignment per term.

EXAM in the form of a 20-minute Negotiation between two students (with a jury of 1 professor) after a 20 minute preparation.

READING LIST

Suggested Reading:

- Fisher, Roger and William Ury. Getting to Yes: Negotiating Agreement Without Giving In.

2nd ed. New York: Penguin Books, 1991

- Harvard Business Essentials. Negotiation. Boston: Harvard Business School Publishing, 2003

- Gelfand, Michele, and Jeanne M. Brett. The Handbook of Negotiation and Culture. Palo Alto:

Stanford University Press, 2004.

VISUAL COMMUNICATION

LEVEL	All levels
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SEMESTER	1
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NUMBER OF ECTS CREDITS	2
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	T. Ragot
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COURSE DESCRIPTION	
Learning outcomes	<ul style="list-style-type: none"> - Being able to analyse and work on a Brief in order to create a visual communication campaign.
Prerequisites	<ul style="list-style-type: none"> - Being proficient in English
Content	<ul style="list-style-type: none"> - How to develop a strong creativity - How to transform ideas in powerful lever - Analysis of communication (media, advertising...)

WORKLOAD

Type	Number of hours	Remarks
Practicals	20	
Estimated homework	30	
Total student workload	50	

TEACHING METHODS

- Lectures
- Debates
- Group work

ASSESSMENT

Oral presentation

READING LIST

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INTERNATIONAL MARKET STUDIES

LEVEL	All levels
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SEMESTER	1
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NUMBER OF ECTS CREDITS	2
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	Anita Audureau
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COURSE DESCRIPTION	
Learning outcomes:	
Be able to obtain information from the market, create a questionnaire, analyse the results, deduce segmentation and create segments on international markets.	
Prerequisites:	
Good command of English language.	

Content

Documentary analysis

Qualitative VS quantitative methods

Focus on the questionnaire and the sample

Objective of the questionnaire

Write a questionnaire

Analyse a questionnaire

Identify the biases

Segmentation + segments

WORKLOAD

Type	Number of hours	Remarks
Seminar	20	
Homework	30	
Total student workload	50	

TEACHING METHODS

40% theoretical and 60% of case studies and presentation.

ASSESSMENT



50%: Oral presentation / written exercise
50%: Final written exam

READING LIST

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FRENCH AS A FOREIGN LANGUAGE - BEGINNERS -

LEVEL	Beginners
SEMESTER	1
NUMBER OF ECTS CREDITS	4
LANGUAGE OF INSTRUCTION	French
TEACHER IN CHARGE	C. Masse

COURSE DESCRIPTION	
Learning outcomes	
Using the fundamental structures of standard French as well as the vocabulary and cultural knowledge necessary in everyday situations.	
Prerequisites	
None	
Content	
<ul style="list-style-type: none"> - Developing communication skills - Using grammatical structures in context - Apprehending the French-speaking world 	

WORKLOAD		
Type	Number of hours	Remarks
Classes	24	
Homework	56	
Total student workload	80	

TEACHING METHODS
<ul style="list-style-type: none"> • Lectures • Interactive classes

ASSESSMENT
<ul style="list-style-type: none"> • Written exam

READING LIST
-

FRENCH AS A FOREIGN LANGUAGE

- INTERMEDIATE/ADVANCED -

LEVEL	Intermediate/Advanced
SEMESTER	1
NUMBER OF ECTS CREDITS	4
LANGUAGE OF INSTRUCTION	French
TEACHER IN CHARGE	C. Masse

COURSE DESCRIPTION
<p>Learning outcomes</p> <ul style="list-style-type: none"> - Improve grammar knowledge. - Express yourself in French with more ease. - Improve vocabulary, esp. in the business area.
<p>Prerequisites</p> <ul style="list-style-type: none"> - B1 level in French
<p>Content</p> <ul style="list-style-type: none"> - Grammar <ul style="list-style-type: none"> o Revision of the past tenses (passé composé/imparfait) o Learning of future, conditional, subjunctive tenses o Relative pronouns o Pronouns y/en as well as definite and indefinite articles - Oral and written comprehension and expression <ul style="list-style-type: none"> o Reading and listening of B1 – B2-level texts.

- Learn how to read a French press article, extract the main ideas and present them.
- Know how to express your opinion in a varied and toned manner on a topic.
- Know how to talk about yourself, your studies, your home country...
- Know how to make a 20-minute presentation on a chosen topic (ex: presentation of your home country with the exciting stereotypes...).
- Understand a narrative text.

WORKLOAD

Type	Number of hours	Remarks
Seminar	24	
Estimated homework	56	
Total student workload	100	

TEACHING METHODS

- Lectures
- Discussions
- Group works

ASSESSMENT

100% continuous assessment

READING LIST

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MEETING POINT
(LANGUAGE ASSISTANT)

LEVEL	All levels
SEMESTER	1
NUMBER OF ECTS CREDITS	1,5
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Iwona Machut

COURSE DESCRIPTION
<p>Prerequisites</p> <p>- C1 level in English or English as mother tongue</p>
<p>Content</p> <p>Students will be in charge of animating a conversation class in English for French students. They will be supervised by an English teacher who will teach grammar points to French students. The language assistants will then have to re-use the same grammar points in the conversation classes.</p>

WORKLOAD

Type	Number of hours	Remarks
Conversation classes	10	
Estimated homework (preparation)	20	
Total student workload	30	

TEACHING METHODS

- Discussions

ASSESSMENT

100% continuous assessment, based on involment

READING LIST

-

SPORT

LEVEL	All levels
SEMESTER	1
NUMBER OF ECTS CREDITS	1
LANGUAGE OF INSTRUCTION	French
TEACHER IN CHARGE	Depending on the class

COURSE DESCRIPTION
<p>Students will have to choose a minimum of two sport activities during the semester, among the ones proposed below:</p> <ul style="list-style-type: none">- Basket-Ball- Badminton- Cheerleading- Boxing- Running- Football (soccer)- Muscular reinforcement- Yoga- Rugby

WORKLOAD		
Type	Number of hours	Remarks
Seminar	30	Each sport activity
Homework	-	
Total student workload	30	

ASSESSMENT
Participation