

Media Communication, Education and Literacy

Code: 103125
ECTS Credits: 6

Degree	Type	Year	Semester
2501933 Journalism	OT	3	0

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: Yes

Teachers

Laura Cervi
Cristina Pulido Rodriguez

External teachers

Lluís Pastor

Prerequisites

Enough knowledge of English as a foreign language to read recommended readings and follow lectures.

Objectives and Contextualisation

The main objective of the course is to raise awareness of the relationship between communication and education and to sensitize the student to the problems and opportunities that this relationship arouses. It is also a question of the students acquiring skills to develop educommunicative projects.

Competences

- Abide by ethics and the canons of journalism, as well as the regulatory framework governing information.
- Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
- Demonstrate adequate knowledge of Catalonia's socio-communicative reality in the Spanish, European and global context.
- Design, plan and carry out journalistic projects on all kinds of formats.
- Develop critical thinking and reasoning and be able to relay them effectively in Catalan, Spanish and a third language.
- Differentiate the disciplines main theories, its fields, conceptual developments, theoretical frameworks and approaches that underpin knowledge of the subject and its different areas and sub-areas, and acquire systematic knowledge of the medias structure.

- Disseminate the areas knowledge and innovations.
- Generate innovative and competitive ideas in research and professional practice.
- Relay journalistic information in the language characteristic of each communication medium, in its combined modern forms or on digital media, and apply the genres and different journalistic procedures.
- Respect the diversity and plurality of ideas, people and situations.
- Use ones imagination with flexibility, originality and ease.

Learning Outcomes

1. Analyse information processes, as well as the trends and theories that formalise them in the planning and execution process of political communication.
2. Analyse information processes, as well as the trends and theories that formalise them in the planning process of media literacy.
3. Analyse information processes, as well as the trends and theories that formalise them in the planning process of press offices and institutional communication.
4. Analyse the theories on advertising, public relations and corporate and institutional communication.
5. Apply the professional ethics of journalism to strategic communication in the field of media literacy.
6. Apply the professional ethics of journalism to strategic communication in the field of political communication.
7. Apply the professional ethics of journalism to strategic communication in the field of press offices and institutional communication.
8. Apply the technologies and systems used to process, produce and relay information in the field of strategic communication.
9. Appraise the impact of technological innovations in the running of the Catalan and Spanish communication system.
10. Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
11. Demonstrate knowledge of how public figures communication strategies are conceived and disseminated on the basis of the main current debates.
12. Develop critical thinking and reasoning and be able to relay them effectively in Catalan, Spanish and a third language.
13. Disseminate the areas knowledge and innovations.
14. Generate innovative and competitive ideas in research and professional practice.
15. Plan and execute journalistic projects in the field of media literacy.
16. Plan and execute journalistic projects in the field of political communication.
17. Plan and execute journalistic projects in the field of press offices and institutional communication.
18. Respect the diversity and plurality of ideas, people and situations.
19. Use ones imagination with flexibility, originality and ease.

Content

SOCIETY OF INFORMATION, EDUCATION AND COMMUNICATION

1 Education and socialization. The origins of the current school. The printing press, industrial revolution and compulsory education. The objectives of the school. School and communication technologies. The crisis of formal education.

2 The challenge of lifelong education. ICTs and new educational opportunities.

3 Current media culture and educational values. The role of the family and the age group.

2. THE EDUCATIONAL FUNCTION OF THE MEDIA

1 Origins. Theoretical context. Ideological approaches to the educational role of the media: the current debate.

2 Educational means. Television and education. Educational television models. Internet, WEB and education. Video games and education. Formats and contents.

3 Digital technologies as an educational support.

3. THE MEDIATIC AND INFORMATIONAL LITERACY

- 1 The conceptual framework of media literacy and information.
- 2 The international development of media literacy: the role of UNESCO, the European Commission, etc.
- 3 Policies and strategies of media education. Critical reflection and audiovisual production by the student. The use of media in educational contexts. Communicative participation and active citizenship.

4. CHILDREN'S AND YOUTH AUDIENCE

- 1 Childhood and media: Behaviorism and theory of social learning. Cognitivism and symbolic interaction. Theory of complexity. The rights of children and communication.
- 2 Contents and uses of risk. The debate on violence and the media. Abusive use
- 3 Research on communication and childhood. Changes in childhood and the media during the last years.

5. EDUCATIONAL PROJECT

- 1 Conceptualization and definition of the project. Stages of realization.
- 2 Previous research: audiences, languages and contexts
- 3 Content design and scripting.
- 4 Planning, production and evaluation.

*** The content of the subject will be sensitive to aspects related to the gender perspective.

Methodology

The methodology of the subject combines the directed sessions (theoretical classes and seminars), with supervisory activities (group tutorials for the elaboration of the educommunicative project, the presentation of the project and examination), and as last the autonomous work (individual and group)

Sessions planning (subject to changes in the case considered, students will be notified in advance).

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminar	6	0.24	2, 19, 10, 11, 12
Theoretical sessions	10	0.4	2, 5, 12, 18, 9
Type: Supervised			
Exam	3	0.12	5, 11, 12, 13
Project	3	0.12	2, 5, 19, 8, 10, 11, 12, 14, 15, 9
meeting	12	0.48	5, 19, 8, 10, 13, 14, 15, 18, 9
Type: Autonomous			

Group work	50	2	
Student work	20	0.8	2, 19, 10, 12, 18, 9

Assessment

EVALUATION ACTIVITIES

The evaluation of the asignatura will consist of three evaluation activities:

Educommunicative project: group work, minimum 3 people. The guidelines of the project will be available to the virtual campus, the group tutorials will be designed to monitor both the design and development of the project.

Seminars deliveries: each seminar will have an evaluation test that will consist of a commentary of the corresponding reading.

Exam: at the end of the course a theoretical examination of the contents learned during the semester will be carried out.

The student has the right to review the evaluation carried out. Once the notes have been published, a revision tutoring will be held to carry out the same.

RE-EVALUATION

The re-evaluation activity will consist of a theoretical exam that will include aspects of the theoretical sessions, seminars, and work concepts in the elaboration of the educommunicative project.

NOT EVALUABLE

Students who have not submitted any training activity can not be evaluated.

SUSPENSE

A reason for direct suspense will be total or partial plagiarism of any of the documents delivered in the evaluation activities.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	30%	3	0.12	2, 3, 1, 5, 6, 7, 10, 11, 12, 13
Project - Communication and Education field	45%	30	1.2	4, 5, 7, 19, 8, 10, 12, 13, 14, 15, 16, 17, 18, 9
Tasks - Seminar	25%	13	0.52	2, 3, 1, 5, 6, 7, 10, 11, 12, 18, 9

Bibliography

AGUADED, JOSÉ IGNACIO. (1999): *Convivir con la televisión. Familia, educación y recepción televisiva en niños y jóvenes*. Barcelona, Paidós

ALBERO ANDRÉS, MAGDALENA. (1984) *La televisión didáctica*. Mitre. Barcelona.

ALBERO ANDRÉS, MAGDALENA.(2010) *Jóvenes, internet y participación política*. Límites y oportunidades. Octaedro. Barcelona.

ALBERO ANDRÉS, M. (2004). The Internet and adolescents: the present and future of the information society. En Goldstein, Buckingham, Brougère. *Toys, Games and Media*. New Jersey/London. Lawrence Erlbaum Ass., 109-129.

BUCKINGHAM, DAVID. (2005) *Educación en medios. Alfabetización, aprendizaje y cultura contemporánea*. Paidós. Barcelona.

BUCKINGHAM, DAVID. y WILLET, REBEKAH. (Eds.) (2006) *Digital Generations*. Lawrence Erlbaum. London.

CARLSSON, ULLA.,TAYIE, SAMY. JACQUINOT, GENIÈVE., PÉREZ TORNERO, JOSÉ MANUEL. (2008) *Empowerment trough Media Education. An Intercultural Dialogue*, Goteborg, Nordicom.

FERRÉS, JOAN (1994) *Televisión y educación*. Barcelona, Paidós

PÉREZ TORNERO, JOSE MANUEL (1994): *El desafío educativo de la televisión. Para comprender y usar el medio*. Barcelona, Paidós.

PÉREZ TORNERO, JOSÉ MANUEL ET AL (2000): *Comunicación y educación en la sociedad de la información*,Barcelona, Paidós.

PEREZ TORNERO, JOSÉMANUEL y VARIS, TAPIO. (2012) *Alfabetización mediática y nuevo humanismo*, Barcelona, UOC.

COMPLEMENTARIA

AA.VV. (1993): *Libro blanco: Crecimiento, competitividad, empleo. Retos y pistas para entrar en el siglo XXI*. Luxemburgo, Oficina de Publicaciones Oficiales de las Comunidades Europeas.

LIVINGSTONE, SONIA. y BOVIL MOIRA. (2002) *Young People and New Media*. Sage, London.

MASTERMAN, LEN (1993): *La enseñanza de los medios de comunicación*. Madrid, La Torre.

MORIN, EDGAR (1999). [Los siete saberes necesarios para la educación del futuro](#). UNESCO, París.

PAPERT, S. (1995): *La máquina de los niños. Replantearse la educación en la era de los ordenadores*. Barcelona, Paidós.

PÉREZ TORNERO, JOSÉ MANUEL, y VILCHES, LORENZO. (2010) *Libro Blanco de la televisión educativa y cultural en Iberoamérica*, Barcelona, GEDISA

PIETTE, JACQUES. (1996): *Éducation aux Médias et fonction critique*.Montreal, L. Harmattan.

UNESCO (2005) *Informe mundial de la UNESCO. Hacia las sociedades del conocimiento*, Ediciones UNESCO,

<http://unesdoc.unesco.org/images/0014/001419/141908s.pdf>

The virtual campus will be able to update references of those most significant readings for the corresponding semester.