

Communication and Educational Interaction II

Code: 103683
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	FB	1	A
2500261 Education Studies	FB	1	A
2500797 Early Childhood Education	FB	1	A
2500798 Primary Education	FB	1	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Cristina Mercader Juan
Email: Cristina.Mercader@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Esteban Pont Barceló
Noemí Santiveri Papiol
María Alejandra Bosco Paniagua
Cristina Mercader Juan
Katia Veronica Pozos Perez
Jose Maria Silva Silva Galan
Juan Morales Hernandez
Ingrid Noguera Fructuoso
Carme Serret Vidal

Prerequisites

The Catalan language is used in the subject, except for group 71, in which English is the working language.
At least basic level of Digital Competence is expected.

Objectives and Contextualisation

Subject of approach to the educational fact from the perspective of the communicative phenomena and those of the interaction present in all educational reality. It is one of the four subjects that make up the shared basic

education of the Faculty that prepares basic and functional competences that any education professional needs.

The subject has a clearly practical and applied aspect and that is why teaching is designed with a very high percentage of seminars with small groups of students.

General training objectives:

Develop social, emotional and teamwork skills.

Develop competences to take advantage of Digital technologies at the service of learning and education

Competences

Social Education

- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Use ICT to learn, communicate and collaborate in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

Education Studies

- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

Early Childhood Education

- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Primary Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and recognise ones own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Communicate using language that is not sexist or discriminatory.
3. Develop a collaborative project in a team, as a first step towards networking.
4. Express oneself and use corporal, musical and visual languages ??to selectively distinguish audiovisual information that contributes to education, public training and cultural richness.
5. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
6. Identifying the socio-emotional skills involved in individual and group interactions, analysing and identifying the group dynamics, in order to implement strategies for revitalising groups, acquiring social skills in educational contexts and knowing how to work in teams with other professionals.

7. Understand information and communication technologies, their evolution and their educational implications
8. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

Key contents:

- Communication and education

Theories of communication applied to education in an inclusive school model.

Relevant aspects of communication in educational processes

- Educational communication and interaction.

Observation and analysis of group dynamics. Your own role in the group.

Teamwork and participation for group development. Active listening.

The group as an educational resource.

- Intervention in emotional education.

The emotional world Emotional expression, understanding and regulation.

Support system in mourning times and empowerment with resilience.

Educational emotional development and the influence of attributional styles.

- Digital technologies in education

Digital technologies as a resource and strategy in teaching-learning process. The development of digital competence and teachers' digital competence as a core for its integration in educational contexts.

Creation of diverse products (hipertext, audiovisual, icons, 3D...) their dissemination and communication. Websites and their use as a place for expressing through multimedia and audiovisual. A place for communication and sharing virtual interactive experiences. Promoting social behaviours based on collaboration and exchange of information. Behavioural rules and ethics: safety and reliable uses.

The acquisition of cognitive skills to search, select, analyse, understand and recreate information. Communicate and interact with other in a collaborative way. Website as a universal library. Users as proactive actors and creators.

Methodology

The large group sessions are lectures given by the teachers on the basic and complementary topics. It is developed with the entire class group.

Seminars in small groups are work spaces (with 1/3 of the large group) where through various activities (case study, material analysis, group dynamics, problem solving, visual material creation, information design for network, etc.) is deepened in the contents of the subject. On other occasions, practical activities are carried out using technological means, complementary materials, etc. Use active methodologies: for example, working for projects and / or promoting collaborative learning.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Present in large group	10	0.4	
Seminars in small groups	45	1.8	
Type: Supervised			
Tutorials and follow-up activities proposed both face-to-face and virtually	50	2	
Type: Autonomous			
Self-employed individual and group work	45	1.8	

Assessment

The assessment will consist of the program of each group, and for each seminar. During the assessment process, rubrics, checklists and other instruments might be applied to ensure the continuous monitoring of the activities.

There is a reassessment date for those who have suspended any of the activities with more than 3.5. If the student does not bring enough assessment evidences, the final grade will be "not assessed".

In order to pass the subject, it will be necessary to demonstrate that the competences worked have been developed, both in the section of CEG, as in the TAC section. Therefore, both parts must be passed with a minimum score of 5 in each.

Attendance to supervised activities is mandatory to achieve the objectives of the subject. In order to be evaluated, at least 80% of all classes in each field must have attended (80% attendance to TAC; 80% attendance to CEG).

The copying or plagiarism of material, both in the case of works and in the case of exams, constitute a crime that will be sanctioned with zero to the activity and will not be entitled to re-evaluate it. In the case of recidivism, the entire subject will be suspended. Let's remember that a "copy" is considered a work that reproduces all or most of the work of one or more partners. "Plagiarism" is the fact of presenting all or part of an author's text as its own, without mentioning the sources, whether on paper or in digital format. You can see the documentation of the UAB on "plagiarism" at:

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

To pass this subject, the student must show, in the activities proposed, good general communicative competence, both orally and in writing, and a good command of the language or the vehicular languages that appear in the teaching guide.

Assessment Dates:

An evaluation date the last week of each seminar, defined in the schedule. Class practices and continuous assessment evidences through the year (define in each subject plan delivered at the beginning of the academic year).

A re-evaluation for those students who failed with more than 3.5 in the first evaluation, to be developed in the last two weeks of the semester, depending on the seminar (A, B, C).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Creation of a product or a project in group (TAC)	25%	0	0	2, 7, 3, 4
Individual oral or written test (CEG)	25%	0	0	6, 8
Individual portfolio in a Blog format (TAC)	25%	0	0	1, 2, 7, 4, 8
Reflective papers in group (CEG)	25%	0	0	3, 6, 5, 8

Bibliography

Adell, J. & Castañeda, L. (Eds.) (2013). *Entornos Personales de Aprendizaje: claves para el ecosistema educativo en red*. Alcoy: Marfil. <http://revistas.uned.es/index.php/educacionXX1/article/view/12160/11434>

Aparici, R. (Coord.) (2010). *Educomunicación: más allá del 2.0*. Barcelona: Editorial Gedisa.

Área, M. & Pessoa, T. (2012). De lo sólido a lo líquido: las nuevas alfabetizaciones ante los cambios culturales de la Web 2.0., *Comunicar*, 38 (XIX), 13-20. En: <https://www.revistacomunicar.com/index.php?contenido=detalles&numero=38&articulo=38-2012-03>

Aronson, E. (2007). *El animal social*. Madrid. Alianza Editorial, S.A.

Asensio, J.M. (2004). *Una educación para el diálogo*. Barcelona: Paidós.

Bach, E. & Darder, P. (2004). *Des-educat*. Barcelona. Ediciones 62.

Bach Cobacho, E. & Forés Miaravalles, A. (2007). *E-mociones. Comunicar y educar a través de la red*. Barcelona: Ediciones Ceac.

Bisquerra Alzina, R., Pérez González, J. C. & García Navarro, E. (2015). *Inteligencia emocional en educación*. Madrid: Editorial Síntesis.

Camps, V. (2005). *La voluntad de vivir*. Ariel. Barcelona.

Capell, N., Tejada, J. & Bosco, A. (2017). Los videojuegos como medio de aprendizaje: un estudio de caso en matemáticas en Educación Primaria. *Pixel-Bit*, 52, 133-150. En: <https://idus.us.es/xmlui/handle/11441/62678>

Ceberio, M. (2006). *La buena comunicación*. Barcelona: Paidós.

Darder Vidal (Coord.) (2017). *La formació emocional del professorat*. Barcelona: Octaedro.

Darley, A. (2002). *Cultura visual digital: espectáculos y nuevos géneros en los medios de comunicación*. Barcelona: Paidós.

Domingo-Coscolla, M., Bosco-Paniagua, A., Carrasco-Segovia, S., & Sánchez-Valero, J.A. (2020). Fomentando la competencia digital docente en la universidad: Percepción de estudiantes y docentes. *Revista de Investigación Educativa*, 38(1), 167-782 <https://revistas.um.es/rie/article/view/340551>

- Domínguez Figaredo, D. (2007). Modelos de aprendizaje en la web social. *Comunicación y Pedagogía*, 223. pp. 38-42.
- Gairín, J. & Mercader, C. (2018). Usos y abusos de las TIC en los adolescentes. *Revista de Investigación Educativa*, 36 (1), 125-140. https://digitum.um.es/digitum/bitstream/10201/75504/1/09_RIE_N1_2018.pdf
- García, J.M. (2015). Robótica Educativa. La programación como parte de un proceso educativo. *RED-Revista de Educación a Distancia*. 46 (8). En: <https://www.um.es/ead/red/46/garcia.pdf>
- Gisbert, M., Gonzalez, J. & Esteve, F. (2016) Competencia digital y competencia digital docente: una panorámica sobre el estado de la cuestión. *Revista Interuniversitaria de Investigación en Tecnología Educativa (RIITE)*, 0, 74-83. <https://revistas.um.es/riite/article/view/257631>
- Gisbert, M., Esteve-Gonzalez, V. & Lázaro, J.L. (2019). *¿Cómo abordar la educación del futuro? Conceptualización, desarrollo y evaluación desde la competencia digital docente*. Barcelona: Octaedro. ISBN: 978-84-17219-88-8
- Goleman, D. (1996). *Inteligencia emocional*. Barcelona: Kairós.
- Güell, M. (2005). *Per què he dit blanc si volia dir negre? Tècniques assertives per al professorat i els formadors*. Barcelona: GRAÓ
- Hirschman, A.O. (1999). *Las pasiones y los intereses*. Península. Barcelona.
- Hume, D. (1992). *Tratado sobre la naturaleza humana*. Tecnos. Madrid.
- León del Barco, B., Gozalo Delgado, M., Gómez Carroza & Latas Pérez, C. (2005). *Técnicas de aprendizaje cooperativo en contextos educativos*. Badajoz: Abecedario.
- Mariscal, S., Giménez-Dasí, M., Carriedo, N. & Corral, A (Coord.). (2009). *El desarrollo psicológico a lo largo de la vida*. Madrid: McGrawHill, UNED.
- Punset, E. (2011). *Excuses per no pensar*. Destino. Barcelona.
- Ramon-Cortés, F. (2014). *L'illa dels 5 Fars: Les Claus de la comunicació*. Barcelona: Labutxaca.
- Resnik, M.; Mlonay, J.; Monroy-Hernández, N.; Eastmond, E.; Brennan, K. Millner, A. (...) & Kafai, J. (2010). *Programación para todos*. En: <http://eduteka.icesi.edu.co/articulos/ProgramacionParaTodos>
- Richard, E. & McClintock, A. (2008). *Teoría y práctica de la comunicación humana*. Barcelona: Paidós.
- Savater, F. (1997). *El valor de educar*. Ariel. Barcelona.
- Vázquez, E. & Sevillano, M. L (Eds.) (2015). *Dispositivos digitales móviles en educación. El aprendizaje ubicuo*. Madrid: Narcea Ediciones. ISBN: 978-84-277-2100-5
<https://digitum.um.es/digitum/handle/10201/49513>
- Villalba, A. (2001). Las nuevas tecnologías, la informática y los multimedia, Las nuevas herramientas de intervención educativa. *Educación Social*, 19, 59-66.
- Watzlawick, P. (1996). *Teoría de la comunicación humana*. Barcelona: Herder.

Software

Below you can find the software expected to use, among other that, depending on the learning needs, could be included.

Apps Web 2.0 (Kahoot, Symbaloo, Padlet, Youtube...)

Audacity

Blogger

Canva

Classroom

CMAP Tools

Genial.ly

Google Drive

OpenShot

Mblock

Microsoft Office

Microsoft Teams

Notebookcast

Photoshop

Powtoon

Scratch

TinkerCAD