

Communication and Learning: User Experiences

Code: 44249
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---|------|------|----------|
| 4317127 Digital Humanities and Heritage | OB | 0 | 1 |

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

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Use of Languages

Principal working language: spanish (spa)

Other comments on languages

Bibliography mostly in Spanish and English. Some complementary lectures can be given in Spanish and Catalan

Teachers

Joaquín Gairín Sallán

Paloma González Marcén

Cristina Mercader Juan

External teachers

Clara Masriera Esquerra

Laia Pujol Tost

Prerequisites

To attend these studies, the general prerequisites of the MA degree on Humanities and Digital Heritage are necessary. In general, the student should have already some studies at BA-level on Humanities and / or Social Sciences disciplines. The course can also be useful to computer science graduates who want to specialize in the use of digital technologies in the field of Humanities and cultural studies, although they do not have previous experience on Humanities nor Cultural studies. Familiarity, at use level, with computers and standard office software is required. Although not mandatory, prior training, at a basic level, in the use of computerized databases, computer-assisted cartography, digital photography and statistics is recommended.

The basic and reference bibliography is in Spanish and English, as well as the software to be used. Knowledge at the level of specialized reading is therefore recommended.

Objectives and Contextualisation

This module introduces students to the design of cultural products related to heritage education, from the point of view of the user community for which it is intended. The main topics to be addressed will be the analysis of the different types of user, the teaching-learning processes, some educational methodologies, and the effectiveness of technology to implement the learning and teaching mechanisms. The objective is to learn to design a digital cultural project from an educational perspective, for which the learning processes for different types of public must be taken into account.

The main objectives are:

- to reflect on cultural heritage and heritage education
- to value the communicative processes in the heritage and museum field
- to identify user and audience profiles, and analyze them
- to incorporate e-learning processes
- to introduce learning processes in the design of educational proposals

Competences

- Act in a creative and original way with solidarity and spirit of scientific collaboration.
- Critically analyse a particular scientific problem based on specific documentation.
- Ensure value and quality, self-discipline, rigour and responsibility in scientific work and dissemination.
- Evaluate the possibilities offered by technology in the production of new forms of cultural, social and humanistic creation and co-creation.
- Incorporate educational methodologies for communication and learning of the content of the projects related to digital humanities and heritage.
- Incorporate the use of computer technology in the communication and transmission of culture to specialist and non-specialist audiences and evaluate the results.
- Manage cultural projects that use information and computer technologies in any area.
- Recognise and value the social consequences of the work carried out, taking into account the diversity of human communities in questions of gender, identity and multiculturalism.
- Students can communicate their conclusions and the knowledge and rationale underpinning these to specialist and non-specialist audiences clearly and unambiguously.
- That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
- That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Work in interdisciplinary teams.

Learning Outcomes

1. Analyse the teaching sequence that should be used in the design of a cultural project.
2. Apply criteria of scientific rigour in the production of academic and professional work.
3. Apply ethical aspects in the analysis of cultural needs for a broad range of audiences.
4. Argue for the use of e-learning technologies in relevant case studies in humanities and cultural studies.
5. Evaluate educational needs which justify a cultural project.
6. Evaluate the real possibilities of reaching the public through cultural action.
7. Explain specific solutions to be taken into account in the design of educational aspects of a cultural project.
8. Form part of multidisciplinary working teams in which academic reflections and procedures are central.
9. Highlight ethical aspects in cultural projects and respect for different opinions and way of being and doing things.
10. Include proposals and reflections of work carried out linked to the perspectives of: gender, universal accessibility, multiculturalism and intergenerationality.
11. Make innovations incorporating creativity and originality in humanistic and cultural studies with a clear commitment to quality.
12. Make use of computer tools that allow collaboration in communication.
13. Make use of computer tools that allow collaboration in learning.

14. Make use of e-learning tools to implement different learning procedures.
15. Propose innovative and competitive ideas based on knowledge acquired in fields which are not directly related a priori .
16. Select and design content according to the audience and contexts applying criteria of universal accessibility.
17. Solve practical problems related to e-learning technologies.
18. Students can communicate their conclusions and the knowledge and rationale underpinning these to specialist and non-specialist audiences clearly and unambiguously.
19. Summarise advanced knowledge existing in the field.
20. That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
21. That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

Content

HERITAGE EDUCATION. Tangible and intangible heritage (humanities). What is digital heritage? What is heritage education? And why should it be used? Epistemological reflection / debate.

USERS AND PUBLIC. Debate: which audiences / users / clients ... Potential audiences, non-audiences, invisible audiences (women, children, refugees, newcomers ...). Universal Design of Activities (DUA).

AUDIENCE STUDIES. Quantitative and qualitative techniques and methods

TEACHING AND LEARNING. How people learn then we teach. Constructivism. Piaget, Vigotsky, Montessori (Reggio Emilia), Decroly. Social representations (Moscow) / identity. The role of heritage facilities in the teaching-learning process. The scientific method in education. Teaching units, sequencing of learning ... Multiple intelligences (Gardner). Skills design and learning results. Education (Children, Primary, Secondary, Adults).

COMMUNICATION STRATEGIES. Verbal / non-verbal communication (reenactment, living history performing arts). Marketing.

E-LEARNING. Design and implementation.

HERITAGE AND EDUCATION FOR CITIZENSHIP. Critical thinking. Citizenship education (health, social cohesion, identity). Education for the future

Methodology

The training activities that will be developed during the module will be fundamentally:

- epistemological reflections
- assessment of cases and examples
- practical exercises
- monitoring and tutoring the design of the educational proposal
- communication and defense of the educational proposal

Guided activities: theoretical classes with an explanation of computer techniques and their theoretical and methodological foundations. Seminars of critical discussion of specialized texts. Problem-based learning. Case-based learning. Classroom practical work. Seminars. Workshops. Debates. Elaboration of written essays. Personal study

Supervised activities: Presentation of computer equipment. Practical work with hardware and software. Individualized tutorials to monitor the activities and work entrusted, and to apply the knowledge and skills acquired in the final work of the module.

Autonomous activities: search for documentation, elaboration of databases, exercises of application of the studied analysis techniques, reading of texts, writing of works.

Guided activities may be in person or online.

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 | | | |
| Theoretical and methodological explanations, conversations and discussions | 36 | 1.44 | 1, 2, 3, 9, 10, 11, 8, 15, 20, 21, 18, 5, 6 |
| Type: Supervised | | | |
| Design of an educational proposal in a cultural institution | 50 | 2 | 1, 2, 3, 9, 7, 14, 10, 11, 18, 4, 17, 16, 5, 6 |
| Type: Autonomous | | | |
| Reading and analysis of theoretical, methodological and activity proposals | 64 | 2.56 | 1, 2, 10, 20, 18, 16, 19, 5 |

Assessment

At the time of carrying out / delivering each assessable activity, the teacher will inform (Moodle, SIA) of the procedure and date of review of the grades.

The student will receive the grade of No evaluated as long as he / she has not taken the individual test on the topics explained in class and has not delivered more than 50% of the summaries of the practical sessions and text comments. In the event that the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded with 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the evaluation acts of the same subject, the final grade for this subject will be 0.

In the event that the tests cannot be done in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB's virtual tools. Homework, activities and class participation will be done through forums, wikis and / or exercise discussions through Moodle, Teams, etc. The teacher will ensure that the student can access it or offer alternative means, which are available to them.

Copying or plagiarism, both in the case of assignments and in the case of exams, is a crime that may involve failing the subject. A work, activity or exam will be considered "copied" when it reproduces all or part of the work of another classmate. A work or activity is considered to be "plagiarized" when a part of a text by an author is presented as its own without citing the sources, regardless of whether the original sources are on paper or in digital format. (more information on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|---|
| Assessment of the teaching-learning processes of the social sciences, the social sciences education | 10% | 0 | 0 | 1, 2, 3, 7, 14, 10, 11, 8, 18, 16, 19, 6 |
| Design of a learning activity in a cultural institution | 40% | 0 | 0 | 1, 7, 14, 13, 12, 10, 11, 15, 20, 21, 4, 17, 16, 6 |
| Identify and analyze the profiles of users and audiences of cultural institutions | 10% | 0 | 0 | 2, 3, 9, 12, 10, 11, 8, 20, 21, 18, 16, 6 |
| Identify communicative processes in the cultural field | 10% | 0 | 0 | 2, 3, 9, 14, 12, 10, 11, 8, 20, 21, 18, 16, 6 |
| Incorporate e-learning proposals into educational activities | 5% | 0 | 0 | 2, 3, 9, 14, 13, 12, 10, 8, 4, 17, 16, 5, 6 |
| Presentation of an educational proposal in a cultural institution | 20% | 0 | 0 | 1, 7, 14, 13, 12, 10, 11, 15, 20, 21, 18, 4, 16, 5, 6 |
| Reflection on the educational value of cultural heritage, heritage education | 5% | 0 | 0 | 9, 10, 5, 6 |

Bibliography

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Emilio José Delgado-Algarra; José María Cuenca-López (2020). Handbook of Research on Citizenship and Heritage Education. IGI Global. DOI: 10.4018/978-1-7998-1978-3

Software

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