2022/2023

Media Communication, Education and Literacy

Code: 103125
ECTS Credits: 6

Degree	Type	Year	Semester
2501933 Journalism	OT	3	1
2501933 Journalism	OT	4	1

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

Other comments on languages

Although the subject is taught in Spanish, both Catalan and English are languages of equal use for assignments, readings and dialogues. All three languages are commonly used in the course.

Teachers

Cristina Pulido Rodriguez

External teachers

Marta Portalés

Prerequisites

Enough English knowledge to be able to read recommended readings and other resources

Objectives and Contextualisation

The objectives of the course are:

1. To know the relationships between the fields of communication and education, as well as media literacy and to make students aware of the problems and opportunities that this relationship raises.
2. To acquire the necessary skills to develop edu communication projects as a professional outlet.

Competences

Journalism
- Abide by ethics and the canons of journalism, as well as the regulatory framework governing information.

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate a critical and self-critical capacity.
- 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.
- Differentiate the discipline's 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 media's structure.
- Disseminate the area's knowledge and innovations.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Manage time effectively.
- 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.
- Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
- Rigorously apply scientific thinking.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use one's imagination with flexibility, originality and ease.
- Value diversity and multiculturalism as a foundation for teamwork.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse information processes, as well as the trends and theories that formalise them in the planning and execution process of political communication.
3. Analyse information processes, as well as the trends and theories that formalise them in the planning process of media literacy.
4. Analyse information processes, as well as the trends and theories that formalise them in the planning process of press offices and institutional communication.
5. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
6. Analyse the theories on advertising, public relations and corporate and institutional communication.
7. Apply the professional ethics of journalism to strategic communication in the field of media literary.
8. Apply the professional ethics of journalism to strategic communication in the field of political communication.
9. Apply the professional ethics of journalism to strategic communication in the field of press offices and institutional communication.
10. Apply the technologies and systems used to process, produce and relay information in the field of strategic communication.

11. Appraise the impact of technological innovations in the running of the Catalan and Spanish communication system.
12. Communicate using language that is not sexist or discriminatory.
13. Consider how gender stereotypes and roles impinge on the exercise of the profession.
14. Critically analyse the principles, values and procedures that govern the exercise of the profession.
15. Demonstrate a critical and self-critical capacity.
16. Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
17. Demonstrate knowledge of how public figures' communication strategies are conceived and disseminated on the basis of the main current debates.
18. Disseminate the area's knowledge and innovations.
19. Explain the explicit or implicit code of practice of one's own area of knowledge.
20. Identify situations in which a change or improvement is needed.
21. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
22. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
23. Manage time effectively.
24. Plan and execute journalistic projects in the field of media literacy.
25. Plan and execute journalistic projects in the field of political communication.
26. Plan and execute journalistic projects in the field of press offices and institutional communication.
27. Propose new methods or well-founded alternative solutions.
28. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
29. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
30. Propose projects and actions that incorporate the gender perspective.
31. Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
32. Rigorously apply scientific thinking.
33. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
34. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
35. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
36. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
37. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
38. Use one's imagination with flexibility, originality and ease.
39. Value diversity and multiculturalism as a foundation for teamwork.
40. 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.
41. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

1. INFORMATION SOCIETY, EDUCATION AND COMMUNICATION

1 Communication and education (formal, non-formal and informal).

2 The challenge of lifelong learning. The Tics and the new educational opportunities.

3 The current media culture and educational values. The role of the family and the group of equals.

2. THE EDUCATIONAL FUNCTION OF THE MEDIA

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

2 Educational media. Television and education. The models of educational television. Educational audiovisual platforms,

3. Social networks and video games, educational function?

3. MEDIA AND INFORMATION LITERACY

1 The conceptual framework of media and information literacy

2 The international development of media literacy: the role of UNESCO and the European Commission

3 Media education policies and strategies Learners' critical reflection and audiovisual production. The use of media in educational contexts. Communicative participation and active citizenship.

4. CHILD AND YOUTH AUDIENCE

1.Children and media: Children's rights and communication.

2 Prevention of risks and promotion of critical and creative use of the media

5. EDU COMMUNICATIVE PROJECT

1 Conceptualization and definition of the project. Implementation phases.

2 Preliminary research; bibliographic search and benchmarking.

3 Design of the project and implementation of the pilot.

4 Planning, production and evaluation.

***The content of the subject will apply to aspects related to the gender perspective in relation to the inclusion of gender analysis in all programmed contents and in the resources used.

Methodology

The methodology of the course consists of:

1) Theoretical sessions of the subject's basic agenda

2) Reading sessions and case studies

3) Practical sessions related to the edu comunicative project

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			
Practical lessons	27	1.08	7, 38, 24
Seminar	6	0.24	3, 38, 17

Theoretical sessions	15	0.6	3, 7, 11
Type: Supervised			
Exam	3	0.12	7, 17, 18
Project	3	0.12	3, 7, 38, 10, 17, 24, 11
Type: Autonomous			
Group work	30	1.2	7, 24
Student work	20	0.8	3, 38, 11

Assessment

EVALUATION ACTIVITIES

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

Educ comunicative project: Group work, minimum 3-4 people. The guidelines of the project will be available to the virtual campus, the practical sessions will be aimed at working on the educomunicatius projects from the beginning, and the mentoring sessions will be aimed at monitoring both the design and the development of the project.

Seminars: each seminar will have a previous delivery of a reflective commentary on 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.

PLAGIARISM

In the event that the student performs any irregularity that may lead to a significant variation of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that could be instructed. In the event, that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	30%	3	0.12	3, 4, 2, 7, 8, 9, 17, 18, 22, 21
Project - Communication	45%	30	1.2	14, 3, 5, 1, 32, 7, 9, 38, 10, 31, 12, 16, 17, 15, 18, 19, 23, 21,

and Education field				20, 24, 25, 26, 41, 27, 28, 29, 30, 37, 36, 35, 33, 34, 13, 40, 11, 39
Tasks - Seminar	25%	13	0.52	14, 3, 4, 2, 5, 6, 1, 32, 7, 8, 9, 38, 31, 12, 16, 17, 15, 18, 19, 23, 21, 20, 41, 29, 30, 37, 36, 35, 33, 34, 13, 40, 11, 39

Bibliography

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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.

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

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.

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

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

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

PEREZ TORNERO, JOSÉ MANUEL (2020). La gran mediatización I. El tsunami que expropia nuestras vidas. Del confinamiento digital a la sociedad de la distancia. UOC Press: Barcelona.

*** The specific bibliography will be provided to students through the virtual campus

Software

Basic office software, social media domain and blog content management.