

**Communication Skills in Education**

Code: 106733  
ECTS Credits: 6

| Degree                            | Type | Year | Semester |
|-----------------------------------|------|------|----------|
| 2500260 Social Education          | FB   | 1    | 2        |
| 2500261 Education Studies         | FB   | 1    | 2        |
| 2500797 Early Childhood Education | FB   | 1    | 2        |
| 2500798 Primary Education         | FB   | 1    | 1        |

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

**Teachers**

Salvador Comelles Garcia

Spei Macià Fàbrega

Ramon Panyella Ferreres

Eulàlia Perez Vallverdu

Lluís Quintana Trias

Montserrat Vila Santasusana

Enric Serra Casals

Josep Sanz Datzira

Nuria Molins Macau

**Prerequisites**

A basic command of oral and written Catalan is essential to be able to carry out the activities proposed.

In order to pass this subject, the student must demonstrate, in their use of the Catalan language, both orally and in writing, that they have a level of linguistic competence equivalent to that required at level C1 of the Common European Framework of Reference. for languages.

**Objectives and Contextualisation**

The subject aims to improve the competence of each student when expressing himself in front of a group, and also in writing. This improvement will be useful to you in your current academic environment and in your professional future. It is one of the four subjects that make up the shared basic training of the Faculty that prepares basic and functional skills that any education professional needs.

Each of the areas (Discursive Strategies and Body and Voice) contributes its knowledge at the service of the global understanding of communicative aspects and educational interaction. The subject has a clearly practical and applicative aspect and for this reason the teaching is designed with a very high percentage of seminars with small groups of students.

General training objectives:

- Know and know how to elaborate the oral and written discursive genres typical of the educational field.
- Know and know how to use the body and the voice as a means of communication in a class group

## Competences

### Social Education

- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

### Education Studies

- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

### Early Childhood Education

- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- 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.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Selectively distinguish audiovisual information that contributes to learning, public training and cultural richness.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand the basics of primary education

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse a situation and identify points for improvement.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Analyse the structure and content of different institutional documents.
5. Communicate using language that is not sexist or discriminatory.
6. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
7. Develop a collaborative project in a team, as a first step towards networking.

8. Express oneself and use corporal, musical and visual languages ??to selectively distinguish audiovisual information that contributes to education, public training and cultural richness.
9. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
10. Understand information and communication technologies, their evolution and their educational implications
11. Understand the organization of the education system and legislation that develops it.
12. 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**

1. Body attitude, respiratory gesture and voice projection.
  - 1.1. The voice and the body as communication tools.
    - 1.1.1. Paralinguistic elements in oral communication
    - 1.1.2. corporeal elements and gestures in oral communication
  - 1.2. The body as a vocal instrument.
  - 1.3. Efficient voice emission.
2. Body language and communicative effectiveness
3. The situation of educational communication: continuous oral discourse and interaction.
  - 3.1. Interaction through the different types of communicative roles (monologue, rhetorical dialogue...).
  - 3.2. The management of the communicative situation: strategies of understanding, social relationship and maintenance of the interaction.
4. Multimedia supports and oral communication.
  - 4.1. The functions of audiovisual media in different types of communicative situations.
  - 4.2. The distribution of information: verbal language and audiovisual media.
5. Discursive genres and production processes in the educational framework. Cohesive elements.
  - 5.1. The process of producing an oral or written text.
  - 5.2. Linguistic properties: adequacy, structuring, coherence, cohesion.
  - 5.3. The oral and written discursive genres typical of the educational field.
  - 5.4. The rhetorical strategies of explanatory, argumentative and narrative discourse.

## **Methodology**

As well as the support of the theoretical frameworks, the exhibitions and the readings that are considered necessary, this subject is essentially planned as a space for practical training with the objective that each participant can improve their communicative competence.

The seminars in small groups are spaces for working in small groups with diverse activities (case studies, material analysis, group dynamics, etc.) delving into the content of the subject. The supervised activities are tutorials to follow up on the activities, both in person and virtually. The autonomous activities are individual and group autonomous work hours.

Note: 15 minutes of a class will be reserved, according to the calendar established by the center/degree, for the complementation by the students of the assessment surveys of the professor's performance and the assessment of the subject /module

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      |       |      |                       |
| All group           | 5     | 0.2  | 1, 5, 12              |
| autonomous          | 65    | 2.6  | 4, 1, 5, 11, 8, 9, 12 |
| seminar             | 40    | 1.6  | 4, 3, 2, 1, 5, 8, 12  |
| Type: Supervised    |       |      |                       |
| supervised activity | 32.5  | 1.3  | 6, 5, 7, 8, 12        |

## Assessment

Attendance at directed activities is mandatory to achieve the objectives of the course. To be evaluated, the attendance of at least 80% of all the classes of each block will be necessary.

The evaluation of the subject will be carried out throughout the entire academic period of the subject. In order to pass the subject, each of the two areas that constitute it must be passed. As the evaluation is carried out continuously, it is required to have delivered a minimum number of tasks in order to be evaluated.

- 50% of the mark is from a work or exhibition in which the strategies acquired throughout the course are shown
- 33.5% of discursive strategy activities are from different speech preparation and execution tasks (individual and in group)
- 16.5% of Body and Voice activities are content questionnaire activities and reflection tasks on one's own practice (individual)

At the end of the subject, the possibility of recovering the aspects not reached in order to pass the subject is foreseen. It will have to be studied in each case, depending on the situation of each student, if this recovery is done through additional autonomous work or by redoing some of the activities delivered or carried out. To pass the subject, both areas must be passed (Body and Voice and Discourse Strategies) and obtain a minimum of 4.5 for the oral presentation.

Those students who present voice problems and do not provide the medical diagnosis and/or report of the re-education process, cannot be evaluated. Consequently, they suspend the Body and Voice part of the subject.

The qualifications of each of the evaluative evidence will be made public in the CV. The student who wishes to review the note must do so within 15 days after its publication, during the tutorial schedule that the teaching staff has established for this subject and that is recorded in the corresponding program.

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 a zero in the activity and will not have the right to re-evaluate it. In case of recurrence, the entire subject will be suspended. Let us remember that a work that reproduces all or a large

part of the work of one other colleague is considered a "copy". "Plagi" is the act of presenting all or part of an author's text as one's own, without citing the sources, whether on paper or in digital format. You can see the UAB documentation on "plagiarism" at: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

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

Let us remember that, in the case of the Catalan language, in the first and second years the student is required to have a linguistic competence equivalent to level C1 and that from the 3rd. course of the degree the student must have shown a competence equivalent to level C2.

#### EVALUATION DATES OF THE TRANSVERSAL PART OF THE SUBJECT

To make the oral presentations (50% of the grade) two days are needed. For this reason, the last day of class and the same day of the week that they have the subject a week later will be dedicated to this matter (see schedule).

#### RIGHT-ASSESSMENT DATES

The re-evaluation will take place 15 days after classes have finished.

### Assessment Activities

| Title                            | Weighting | Hours | ECTS | Learning Outcomes      |
|----------------------------------|-----------|-------|------|------------------------|
| activities discursive strategies | 33,5%     | 4.5   | 0.18 | 6, 4, 3, 2, 1, 5, 8, 9 |
| body and voice activities        | 16.5      | 3     | 0.12 | 5, 8, 9, 12            |
| transversal activity             | 50%       | 0     | 0    | 5, 11, 10, 7, 8        |

### Bibliography

- Aznar, Eduardo ; Cros Alavedra, Anna ; Quintana, Lluís. *Coherencia textual y lectura*. Barcelona : ICE : Horsori, 1991 <https://ddd.uab.cat/record/183763?ln=ca>
- Casas, M. ; Castellà, J. M. ; Vilà, M (2020). *L'oratòria a l'abast de tothom*. Vic: Eumo
- Castellà, J. M.; Comelles, S.; Cros, A.; Vilà, M. (2007 ) : *Entendre's a classe. Les estratègies comunicatives dels docents ben valorats*. Barcelona: Graó.
- Gassull, C.; Godall, P.; Martorell, M. (2004) *La veu. Orientacions pràctiques*. Barcelona. Edicions de l'Abadia de Montserrat.
- Laborda Gil, Xavier (2014). *Inteligència comunicacional (El orador sexy)*. Barcelona: Plataforma Editorial.
- Mestres, J. M., Costa, J., Oliva, M., Fitè, R. *Manual d'estil*. <https://estil.llocs.iec.cat/>

### Software

- UAB moodle
- video editor
- programs to create blogs: webblog