

**Communication and Learning: User Experiences**

Code: 44249  
ECTS Credits: 6

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

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Joaquín Gairin Sallan

Cristina Mercader Juan

Clara Masriera

## External teachers

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

Assessment is the process established to assess the achievement of learning outcomes based on the evidence defined in the subject guide.

Assignments will be delivered primarily through the virtual campus. Other delivery routes may be enabled, prior agreement with the teaching staff.

### Communicative competence

In order to pass this subject, the student must demonstrate, in the activities proposed, good general communication skills, both orally and in writing, and a good command of the language or languages listed in the teaching guide. This competence is a requirement.

### Copying and plagiarism

Copying and plagiarism are intellectual theft and therefore constitute a crime that will be sanctioned with the grade "zero". In the case of copying between two students, if it is not possible to know who copied who, the penalty will be applied to both students.

Fraudulent use of artificial intelligence will result in the evaluation activity being considered suspended with a 0.

#### Gender perspective

During the sessions, the gender perspective will be taken into account through the review of androcentric biases, the questioning of gender assumptions and hidden gender stereotypes, the incorporation of knowledge produced by women, and the critical perspectives that uncover androcentric conceptualizations and put clearly the social and cultural causes and mechanisms that underpin gender inequalities.

#### Ethical code

It is necessary to show an attitude compatible with the educational profession to pass this module. Active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgement, argumentation, appropriate use of electronic devices (mobile, computer, tablet, etc.) will be valued. It is necessary for the student to demonstrate that he is responsible and rigorous in his independent work, participates actively in classes, shows critical thinking and behaviors that favor a kind and positive, democratic environment where differences are respected.

#### Attendance and presence

Attendance at face-to-face classes of the subject is mandatory at 80%, in order to be able to carry out the continuous assessment. Otherwise, the final grade will be 'not assessable'. The supporting documents that are sometimes presented in case of absence serve only to explain the absence, in no case are they an exemption from attendance. If someone cannot meet the percentage of attendance established, they cannot take part in the continuous assessment, and they will have to attend the recovery, as long as they have previously submitted 66% of the assessment activities.

#### recovery

The recoverable activities are: "Design of a heritage education learning activity in a cultural institution" and "Oral presentation of a heritage education proposal in a cultural institution". The maximum rating that can be obtained in recovery is 5 out of 10.

#### Unique assessment

The single assessment must be requested within the deadlines and the mechanism that the Faculty of Philosophy and Letters has provided.

This subject foresees the single assessment. In this case, attendance is essential for the assessment at the previously established percentage. If someone does not fulfill it, they can apply for the call for recovery. It will be necessary to present 66% of the assessment activities, but the rating of each of them will not exceed 5 out of 10.

The activities to be delivered are:

- Identify communication processes in the cultural field: 10%
- Identify and analyze user and public profiles of cultural institutions: 10%
- Incorporate e-learning proposals in educational activities: 10%
- Evaluation of the teaching-learning processes of the social sciences, the didactics of the social sciences: 10%
- Design of a heritage education learning activity in a cultural institution: 35%
- Oral presentation of a heritage education proposal in a cultural institution: 15%
- Evaluation interview: 10% (time and place to be specified).

#### Evaluation dates

Indicative dates for the continuous assessment:

- Most of the activities will be presented during the session in which the contents are addressed.
- Oral presentation of a heritage education proposal in a cultural institution: last day of the subject
- Design of a heritage education learning activity in a cultural institution: one week after the last day of the subject
- Recovery is expected by mid-February.

Dates of the single assessment:

- The presentation of all the activities to be delivered is expected to be a week later on the last day of the subject
- Recovery is expected by mid-February.

Doubts regarding the evaluation that are not included in the previous instructions will be governed by the documents of higher rank of the Faculty of Philosophy and Letters and of the UAB.

## 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 of heritage education 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	10%	0	0	2, 3, 9, 14, 13, 12, 10, 8, 4, 17, 16, 5, 6
Oral presentation of a heritage education proposal in a cultural institution	20%	0	0	1, 7, 14, 13, 12, 10, 11, 15, 20, 21, 18, 4, 16, 5, 6

## Bibliography

DELGADO-ALGARRA, E.J.; CUENCA-LÓPEZ, J.M. (2020). Handbook of Research on Citizenship and Heritage Education. IGI Global. DOI: 10.4018/978-1-7998-1978-3

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GONZÁLEZ MONFORT, N. (2007) L'ús didàctic i el valor educatiu del patrimoni cultural. Ed. Bellaterra

SANTACANA MESTRE, J. I LLONCH MOLINA, N. (2012) Manual de didàctica del objeto en el museo. Ed. Trea

SANTACANA MESTRE, J. I MARTÍN PINYOL, C. (2010) Manual de museografía interactiva. Ed. Trea

URGELL PLAZA, F. (2014) Manual de estudiós de públic de museus. Ed. Trea

## **Software**

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