

Degree	Type	Year
2503873 Interactive Communication	OT	4

Contact

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Teachers

Beatriz Villarejo Carballido

Teaching groups languages

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Prerequisites

There is not prerequisite

Objectives and Contextualisation

1. Developing digital content including the gender perspective, cultural diversity, and human rights based mainly on scientific evidence.
2. Knowing tools for planning, management, and distribution of digital content in various formats.
3. Learning to use methods of measuring the impact of quantitative, qualitative digital content under the criterion of social impact.
4. Applying fundamental ethical criteria in the elaboration, distribution, and measurement of digital content.
5. Planning and executing academic work on digital content management.
6. Analyzing big data from websites and applications, as well as reports of internet and mobile data.
7. Learning to develop innovative digital content management projects by identifying risks, opportunities, and improvement solutions.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Act within one's own area of knowledge, evaluating sex/gender-based inequalities.
- Identify the characteristics of information systems from both a conceptual and a practical perspective.

- 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 efficiently and plan for short-, medium- and long-term tasks.
- Plan, implement, analyse and evaluate social-media marketing campaigns and implement automation systems in management.
- Search for, select and rank any type of source and document that is useful for creating messages, academic papers, presentations, etc.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills 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 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.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse reports on internet and mobile data.
3. Analyse the sex-/gender-based inequalities and gender bias in one's own area of knowledge.
4. Communicate using language that is not sexist or discriminatory.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Create and edit multimedia content and design templates.
7. Create measurement strategies.
8. Critically analyse the principles, values and procedures that govern the exercise of the profession.
9. Cross-check information to establish its veracity, using evaluation criteria.
10. Distinguish the salient features in all types of documents within the subject.
11. Evaluate the impact of problems, prejudices and discrimination that could be included in actions and projects in the short or medium term in relation to certain people or groups.
12. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
13. Interpret big data in websites and applications.
14. Interpret the results of content creation based on scientific thought.
15. Plan and conduct academic studies on digital content management.
16. Propose new methods or well-founded alternative solutions.
17. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
18. 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.
19. Propose projects and actions that incorporate the gender perspective.
20. Propose viable projects and actions to boost social, economic and environmental benefits.
21. Submit course assignments on time, showing the individual and/or group planning involved.
22. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

Unit 1. Typology of digital content and sources. Form and content, the purpose of communication.**

Unit 2. Content creation, inclusion of gender perspective and cultural diversity in digital content.

Unit 3. Planning, management, and distribution of digital content across multiple platforms.

Unit 4. Measurement of the impact of digital content, quantitative and qualitative measures, and social impact.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical sessions	33	1.32	3, 4, 5, 7, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22
Theoretical sessions	15	0.6	1, 2, 3, 8, 10, 12, 13, 14
Type: Supervised			
Mentoring projects	2	0.08	15, 18, 20
Type: Autonomous			
Individual work	10	0.4	1, 2, 8, 9, 11, 12, 14, 21
Work group	10	0.4	3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22

The course maintains a balance between the theoretical part (theoretical sessions, debates) and the practical part (applying theoretical concepts in the analysis of professional practice through exercises and the course project). It is based on the principles of dialogic learning and the maxim of "learning by doing". Practice and theory are integrally linked to foster reflective scientific thinking in professional development.

The detailed calendar with the content of the different sessions will be available on the day the course is presented. It will also be posted in the Virtual Campus where the students will be able to find the detailed description of the exercises and practices, the different teaching materials and any necessary information for the adequate follow-up of the course. In case of a change of teaching modality for health reasons, the faculty will inform about the changes that will occur in the course schedule and teaching methodologies.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Digital content project	30	38	1.52	1, 4, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22
Exam	30	10	0.4	2, 3, 8, 9, 10, 12
Oral presentation	10	2	0.08	10, 11, 19, 21
Practices	30	30	1.2	2, 3, 5, 6, 7, 8, 9, 13, 21

The assessment activities consist of:

1. Exam: Theoretical content accounting for 30% of the final grade.
2. Project and oral presentation: Group coursework with a 40% weighting in the final grade.
3. Internships: Completion of three group practicals and three individual practicals, comprising 30% of the final grade.

A minimum score of 4 must be achieved in the exam to be averaged with the other assessment activities.

Students are entitled to retake the subject if they have been assessed in activities comprising at least two-thirds of the total grade for the subject.

Activities excluded from the resit process are the project and the oral presentation (40%). In the event that a student commits any irregularity that could lead to a significant change in the grade of an assessment, the assessment will be graded as 0, regardless of any disciplinary proceedings that may be initiated. If multiple irregularities occur in the assessments of the same subject, the final grade for that subject will be 0.

SECOND ENROLMENT: In the case of a second enrolment, students may take a single synthesis test consisting of content review and practical exercises. The grade for the subject will correspond to the grade of the synthesis test. Students wishing to take this test must notify the course coordinator in writing.

This subject does not provide for a single assessment system.

Bibliography

Gu, Baotong. & Pullman, George. (2017) Content management: bridging the gap between theory and practice / edited by George Pullman and Baotong Gu. [Online]. London: Routledge.

De Gregorio, G. (2022) Digital Constitutionalism in Europe: Reframing Rights and Powers in the Algorithmic Society. Cambridge University Press.

Dykes, Brent. (2019) Effective Data Storytelling: How to Drive Change with Data, Narrative and Visuals. Newark: John Wiley & Sons, Incorporated.

Duong, Vronique. (2020) *SEO Management: Methods and Techniques to Achieve Success*. Newark: John Wiley & Sons, Incorporated.

Foxwell, Harry. J. (2020) *Creating Good Data: A Guide to Dataset Structure and Data Representation*. Berkeley, CA: Apress L. P.

Jenkins, Henry. et al. (2013) *Spreadable media: creating value and meaning in a networked culture* / Henry Jenkins, Sam Ford, and Joshua Green. New York: New York University Press.

Mukherjee, Amit. S. (2020). *Leading in the digital world: how to foster creativity, collaboration, and inclusivity*. MIT Press

Sedkaoui, Soraya. (2018) *Data Analytics and Big Data*. Newark: John Wiley & Sons, Incorporated.

*** Specific references will be available in the virtual campus

Software

Specific programs for the creation, management, distribution, and measurement of content available through links on the virtual campus will be used.

Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	61	Catalan	second semester	afternoon
(TE) Theory	6	Catalan	second semester	afternoon

PROVISIONAL