

Degree	Type	Year
2503868 Communication in Organisations	OT	4

## Contact

Name: Luiz Peres Garzezi

Email: luiz.peres@uab.cat

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There are no prerequisites, but it is understood that the students have obtained in the preceding courses knowledge derived from subjects such as Introduction to Contemporary Economy, Technological Foundations of Communication, Documentary and Archive Management, Management and Creation of Content for Social Networks, Communication Marketing, among others that can provide a theoretical and practical basis. These subjects provide the necessary knowledge and skills to correctly follow the Advanced Digital Content Management subject, since students will have a theoretical and practical base on which to develop.

## Objectives and Contextualisation

The training objectives of the subject are:

- Explain the different forms of digital content management to organizations and their corresponding strategies.
- Encourage students to integrate and work with complex knowledge of specific areas related to digital content ("content manager").
- Present and work on the professional profile of the "content manager".
- Develop skills to manage the communication of information, ideas, and concepts for diverse audiences and in complex digital platforms and environments.
- Work on the critical capacity to interpret situations and scenarios, search for information, and design and apply multimedia and multiplatform proposals.

The content of the course will apply the gender perspective in a transversal way. It does so precisely from the following aspects:

- Knowledge about the inclusion of the gender perspective in the context of organizations.
- Identification and recognition of the debate on gender diversity in organizations.
- Encouraging reflection on the current state of content production from a gender-inclusiveness perspective.

## 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.
- Devise, plan and execute communication projects about the organisation on all types of media and for both internal and external audiences.
- Manage time efficiently and plan for short-, medium- and long-term tasks.
- Search for, select and rank any type of source and document that is useful for creating messages.
- 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 to undertake further training with a high degree of autonomy.
- Work in compliance with professional codes of conduct.

## Learning Outcomes

1. Assess how stereotypes and gender roles impact professional practice.
2. Communicate using language that is not sexist or discriminatory.
3. Cross-check information to establish its veracity, using evaluation criteria.
4. Find what is substantial and relevant in documents within the subject.
5. Perform communicative activities in written, audio, audiovisual and digital formats.
6. Produce audio and audiovisual documents for any type of medium, on issues affecting or introduced by organisations.
7. 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.
8. Propose projects and actions that incorporate the gender perspective.
9. Recognise the complexity of freedom of expression and the limits to it when producing information documents for any type of medium.
10. Submit course assignments on time, showing the individual or group planning involved.
11. Work independently to solve problems and take strategic decisions on the basis of the knowledge acquired.

## Content

1. Introduction to the discussion of digital content
  - What are the contents?
  - Differences and proximities with other concepts
  - What are mediums in the digital world
  - The complexity of platforms and digital environments
2. Digital culture, content Manager and the multiplatform context
  - Transmedia, crossmedia and digital narratives
  - The coherence and cohesion of the contents
  - Types of content and their deployment
  - Personalization and editorial process
3. Tools and challenges for digital content management
  - Algorithms, bots and click farms
  - Artificial intelligence and content creation
  - User-Generated Content
  - Ad Sense and the Google environment
  - DDMA (Data-Driven Marketing and Advertising)
4. Content curation and content aggregators
  - The concept of the abundance of information
  - Content curation as an organizational strategy

- Content aggregators as tools for digital management
- The importance of information architecture
- SEO and content placement
- Digital content modeling
- The construction of marketplaces and digital channels

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	15	0.6	2, 3, 8, 5, 9, 6, 4, 1
Practices	33	1.32	2, 10, 7, 8, 5, 9, 6, 11, 1
Type: Supervised			
Tuitions	8	0.32	7, 9, 6, 4
Type: Autonomous			
Assignment	42	1.68	10, 7, 8, 5, 9, 11, 4, 1

The teaching methodology will consist of face-to-face activities, supervised activities, and directed and autonomous work.

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
Assignment	30%	20	0.8	2, 3, 10, 7, 8, 5, 9, 6, 11, 1
Practices	50%	30	1.2	2, 10, 7, 8, 5, 9, 6, 11
Test	20%	2	0.08	3, 7, 5, 6, 4, 1

This subject doesn't provide for the single assessment system.

THE EVALUATION ACTIVITIES ARE:

- Activity A - Exam, 20% of the final grade
- Activity B - Practical Activities, 50% of the final grade
- Activity C - Assignment, 30% of the final grade.

To pass the course, a minimum grade of 5.0 must be obtained for each of activities A, B, and C.

#### RE-EVALUATION:

Students will have the right to be re-evaluated for the subject if they have been evaluated from the set of activities, the weight equivalent to a minimum of 2/3 of the total grade for the subject. In order to be able to present the re-evaluation of the subject, it will have had to obtain the average mark of 3.5. The activity that is excluded from the recovery process is coursework (Assignment).

#### SECOND REGISTRATION:

In the case of second registration, students may take a single synthesis test that will consist of a short content test with a theoretical and practical section, using the bibliography indicated by the teaching staff and a plan for digital content management in a given topic.

The qualification of the subject will correspond to the grade obtained on the synthesis test.

#### 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 (such as copy, identity theft, etc) the final grade for this subject will be 0.

### Bibliography

Anand, B. (2016) *The Content Trap: A Strategist's Guide to Digital Change*. Random House.

Boczkowski, P. (2021) *Abundance: On the Experience of Living in a World of Information Plenty*. Oxford: Oxford University Press.

Chaffey, & Ellis-Chadwick, F. (2019). *Digital marketing: strategy, implementation and practice / Dave Chaffey, Fiona Ellis-Chadwick*. (Seventh edition.). Pearson.

Deschaine, Mark E. & Sharma, Sue Ann. (2015). The five Cs of digital curation: Supporting twenty-first-century teaching and learning. *InSight: A journal of scholarly teaching*, vol. 10, pp. 19-24. Recuperado de <http://insightjournal.park.edu/wp-content/uploads/2015/08/1-The-Five-Cs-of-Digital-Curation-Supporting-Twenty-F>

Dijck, Poell, T., & Waal, M. de. (2018). *The platform society: public values in a connective world / José van Dijck, Thomas Poell, Martijn de Waal*. Oxford University Press.

Jenkins, H. (2008). *Convergence culture: la cultura de la convergencia de los medios de comunicación*. Paidós.

Johannessen. (2020). Knowledge Management for Leadership and Communication: AI, Innovation and the Digital Economy. In *Knowledge Management for Leadership and Communication*. Emerald Publishing Limited.

McKeown, & Durkin, M. (2017). The seven principles of digital business strategy. In *The Seven Principles of Digital Business Strategy* (First edition.). Business Expert Press.

Mishra, & Ranjan, A. (2019). A Modern Playbook of Digital Transformation. In *A Modern Playbook of Digital Transformation* (1st ed.). SAGE Publications India Pvt, Ltd.

Stevens, & Strauss, L. (2018). Chasing Digital: A Playbook for the New Economy. In *Chasing Digital*. John Wiley & Sons, Incorporated.

Van Zeebroeck, Kretschmer, T., & Bughin, J. (2021). Digital "is" Strategy: The Role of Digital Technology Adoption in Strategy Renewal. *IEEE Transactions on Engineering Management*, 1-15.

<https://doi.org/10.1109/TEM.2021.3079347>

## Software

Text editing software: Word or similar

Data analysis software: Excel or similar

## Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	71	Catalan	second semester	afternoon
(TE) Theory	7	Catalan	second semester	afternoon