

Communication Skills in Education

Code: 106733
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500260 Social Education	FB	1
2500261 Education Studies	FB	1
2500797 Early Childhood Education	FB	1
2500798 Primary Education	FB	1

Errata

Group 61. The dates of the G61 oral presentations will be: seminar A and B on 18/6/2025 and seminar C on 25/6/2025. The date of the re-evaluation on 2/7/2025.

Group 71. The dates of the G71 oral presentations will be: seminar A and B on 1/17/2025.

Contact

Name: Cecilia Gassull Bustamante

Email: cecilia.gassull@uab.cat

Teachers

Salvador Comelles Garcia

Spei Macia Fabrega

Eulàlia Perez Vallverdu

Montserrat Vila Santasusana

Enric Serra Casals

Josep Sanz Datzira

Núria Molins Macau

Teaching groups languages

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

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, breathing gesture and voice projection.
 - 1.1. Body attitude in communication and voice projection
 - 1.2. Breathing gesture and voice
 - 1.3. Efficient emission of a healthy voice.
2. Voice and body as communication tools.
 - 2.1. Paralinguistic elements in oral communication
 - 2.2. Body and gestural elements in oral communication
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.

Activities and Methodology

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

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.

Assessment

Continous Assessment Activities

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

Attendance at the directed activities is mandatory to achieve the objectives of the subject. To be evaluated, the attendance of at least 80% of all classes in each block will be required. If it is not met, the student can go to the re-evaluation, if he passes it, the grade he will get will be a 5.

This subject does NOT include the single assessment.

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 make it up must be approved. 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 grade is an oral presentation where the acquired strategies are shown and is evaluated by the teachers of both fields
- 33.5% of discourse strategy activities are different speech preparation and execution tasks (individual and group)
- 16.5% of Body and Voice activities are content questionnaire activities and/or classroom activity tasks and/or reflection work on one's own practice (individual)

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

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

The grades of each of the evaluative evidences will be made public in the CV. The student who wants to review the note must do so within 15 days of its publication, during the tutoring hours that the teaching staff has established for this subject and which is recorded in the corresponding program.

The copying or plagiarism of material, both in the case of assignments and in the case of exams, constitutes a crime that will be sanctioned with a zero in the activity and you will not have the right to re-evaluate it. In case of recidivism, the entire subject will be suspended. Remember that work that reproduces all or a large part of another colleague's work is considered a "copy". "Plagiarism" 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

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

Remember that, in the case of the Catalan language, in the first and second year 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

The oral presentations (50% of the grade) will be given :

- G1: seminar A 19/5/2025; seminar B 26/5/2025
- G2: seminar A 19/5/2025; seminar B 26/5/2025
- G21: seminar A 4/12/2024; seminar B i C 29/1/2025
- G31: seminar A 4/12/2024; seminar B i C 29/1/2025
- G41: seminar A 25/11/2024; seminar B i C 20/1/2025
- G61: seminar A 14/5/2025; seminar B i C 18/6/2025
- G62: seminar A 12/5/2025; seminar B i C 16/6/2025
- G71: seminar A 29/11/2024; seminar B i C 24/1/2025

DUTY-ASSESSMENT DATES

- G1: 23/6/2025
- G2: 23/6/2025
- G21: 5/2/2025
- G31: 5/2/2025
- G41: 3/2/2025
- G61: 25/6/2025
- G62: 23/6/2025
- G71 31/1/2025

The re-evaluation will consist of: an oral presentation and/or a written exam, depending on whether the suspended part is the theoretical or practical

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'oratoría a l'abast de tothom*. Vic: Eumo
- Casas, M.; Castellà, J.M.; Vilà, M.(2016/2018): *Els secrets de parlar en públic* .Vic: EUMO
- Casas, M.; Castellà, J.M.; Vilà, M. (2020): *L'oratoría 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., Fité, R. *Manual d'estil*. <https://estil.llocs.iec.cat/>

Software

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

Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	101	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	102	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	201	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	202	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	211	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	212	Catalan	first semester	morning-mixed

(PLAB) Practical laboratories	213	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	311	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	312	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	313	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	411	Catalan	first semester	afternoon
(PLAB) Practical laboratories	412	Catalan	first semester	afternoon
(PLAB) Practical laboratories	413	Catalan	first semester	afternoon
(PLAB) Practical laboratories	611	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	612	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	613	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	621	Catalan	second semester	afternoon
(PLAB) Practical laboratories	622	Catalan	second semester	afternoon
(PLAB) Practical laboratories	623	Catalan	second semester	afternoon
(PLAB) Practical laboratories	711	Catalan	first semester	afternoon
(PLAB) Practical laboratories	712	Catalan	first semester	afternoon
(PLAB) Practical laboratories	713	Catalan	first semester	afternoon
(SEM) Seminars	101	Catalan	second semester	morning-mixed
(SEM) Seminars	102	Catalan	second semester	morning-mixed
(SEM) Seminars	201	Catalan	second semester	morning-mixed
(SEM) Seminars	202	Catalan	second semester	morning-mixed
(SEM) Seminars	211	Catalan	first semester	morning-mixed
(SEM) Seminars	212	Catalan	first semester	morning-mixed
(SEM) Seminars	213	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(SEM) Seminars	313	Catalan	first semester	morning-mixed
(SEM) Seminars	411	Catalan	first semester	afternoon
(SEM) Seminars	412	Catalan	first semester	afternoon
(SEM) Seminars	413	Catalan	first semester	afternoon
(SEM) Seminars	611	Catalan	second semester	morning-mixed
(SEM) Seminars	612	Catalan	second semester	morning-mixed

(SEM) Seminars	613	Catalan	second semester	morning-mixed
(SEM) Seminars	621	Catalan	second semester	afternoon
(SEM) Seminars	622	Catalan	second semester	afternoon
(SEM) Seminars	623	Catalan	second semester	afternoon
(SEM) Seminars	711	Catalan	first semester	afternoon
(SEM) Seminars	712	Catalan	first semester	afternoon
(SEM) Seminars	713	Catalan	first semester	afternoon
(TE) Theory	1	Catalan	second semester	morning-mixed
(TE) Theory	2	Catalan	second semester	morning-mixed
(TE) Theory	21	Catalan	first semester	morning-mixed
(TE) Theory	31	Catalan	first semester	morning-mixed
(TE) Theory	41	Catalan	first semester	afternoon
(TE) Theory	61	Catalan	second semester	morning-mixed
(TE) Theory	62	Catalan	second semester	afternoon
(TE) Theory	71	Catalan	first semester	afternoon