

Degree	Type	Year
Audiovisual Communication	FB	2

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

To take this course requires a basic ability to understand concepts of physics and reading comprehension of English.

Objectives and Contextualisation

This course is part of the subject "Communication", which also includes the subjects of History of Communication, Written and Audiovisual Communication Languages, Structure of Communication and Communication Theories.

Therefore, the subject fits into the group of basic subjects related to communication, all of them with 6 credits.

The aim of this subject is to provide the basic keys to interpreting technologies and their role in society. It is an in-depth and at the same time theoretical introduction, to give the basis for reflection on technology, once the more practical subject of Technologies in Audiovisual Communication has been taught in the first year, first semester. The subject of Information and Communication Technologies is the natural continuation.

The objective of this course, as defined in the curricula, is the study of the technologies associated with the development of the information and knowledge society, considering especially their impact on innovation and on the creation of socio-cultural environments. The aim is to reflect on the role of technologies in society, citizens and the audiovisual industry.

Specifically, the objectives of the course are:

- To know and identify the main theoretical discourses on technology.

- To know the main concepts related to audiovisual technology.
- To know, identify and analyze the advantages and disadvantages of each technology related to the audiovisual transmission and reception.
- To reflect critically on the technological discourse and the application of the information and audiovisual communication technologies.

Learning Outcomes

1. CM01 (Competence) To apply critical discourses about information technology and the gender perspective in the analysis and creation of audiovisual products.
2. CM01 (Competence) To apply critical discourses about information technology and the gender perspective in the analysis and creation of audiovisual products.
3. KM02 (Knowledge) To identify the foundations of audiovisual technology and audiovisual languages.
4. SM02 (Skill) To demonstrate knowledge of the political, social and cultural dynamics that currently exist in the world and which serve as a context for communication.

Content

Topic 1. Conceptual Introduction to ICT

- 1.1 Definition of the concepts: Data, Information and Knowledge
- 1.2 Communication: unidirectional, bidirectional and digital
- 1.3 Information and Communication Technologies (ICT)

Topic 2. Understanding Technologies

- 2.1 Definition of basic concepts: technology and technique
- 2.2 Technological determinism and constructivism
- 2.3 Power and technology

Topic 3. Innovation, Technology Life Cycle and Adopters

- 3.1 Generic Model of the Technology Life Cycle
- 3.2 Stages of the innovation-diffusion process
- 3.3 Adoption of innovations and adopter profile characteristics
- 3.4 Evolution of media from a non-linear perspective

Topic 4. Digital Divide

- 4.1 Definition of the concepts: digital divide and literacy
- 4.2 Characteristics of the digital divide and literacy
- 4.3 Relationship between digital divide and gender category

Topic 5. Digitalisation and Convergence

- 5.1 Definition of the concepts: digitalisation and convergence
- 5.2 Differences between the process of digitalisation and digital transformation
- 5.3 Key aspects of digitalisation
- 5.4 Impact of digitalisation on audiovisual companies in Spain

Topic 6. Impact of AI

- 6.1 Definition of the concepts: Artificial Intelligence, Algorithm and Socio-technical Systems
- 6.2 Characteristics of the three levels of AI
- 6.3 Impact of AI on the audiovisual industry

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars	18	0.72	
Theoretical lessons	34.5	1.38	
Type: Supervised			
Mentoring	7.5	0.3	
Type: Autonomous			
Reading, analysis and synthesis of texts, preparation and implementation of work	82.5	3.3	

The acquisition of knowledge and skills by the students will be carried out through various methodological procedures that include theory classes, readings, seminars and tutorials, in addition to the textual and audiovisual support materials available through the Virtual Campus.

Subject content will be taught in the theory classes. Support material such as readings and audiovisual content will be used, and participation and debate with and among students will be encouraged

Small groups seminars will be held, focusing on specific topics based on previous readings and case analysis.

A group work will be carried out, relating theory with specific cases of the technological reality of the media. The work will be tutored.

A detailed schedule outlining the content of each session will be presented on the first day of the course and will be available on the course's Virtual Campus, where students Will find all teaching materials and necessary information for eUffective course monitoring. Should the teaching modality change for reasons of force majeure according to the competent authorities, the teaching staU will inform students of any modifications to the course schedule and teaching methodologies.

The course content will be sensitive to issues related to gender perspective and the use of inclusive language.

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
Evaluation test	40%	4	0.16	CM01
Seminars	30%	1.5	0.06	CM01, KM02
Theoretical work	30%	2	0.08	CM01, SM02

The final qualification is made up of three different parts, each of which must be approved with a minimum of 5 to pass the subject:

Group dissertation (30%)
Theoretical exams (40%)
Seminars (30%)

The work is an activity carried out in a group that will be supervised in scheduled sessions. Students must demonstrate the ability to critically read contemporary technological discourse, relating the theory of the subject with specific cases. At the beginning of the course, the protocol specifying in detail how to proceed will be posted on the virtual campus.

The theoretical exams will be ask about the theoretical lecturers, the seminars and the compulsory readings.

The intervention in the seminars will be articulated based on the guidelines that will be provided and posted on the Virtual Campus. Each seminar has a protocol and some specific readings that are known in advance. They must be prepared in advance and they will work on exercises and / or group and / or individual presentations. The absences of attendance to the seminars will be graded with a 0. At the beginning of the course the dates of the semesters will be published.

Single assessment

The single assessment is made up of three different parts, each of which must be passed with a minimum of 5 to pass the course:

- Group dissertation (40%)
- Theoretical exam (30%)
- Synthesis exercise from readings (30%)

The group dissertation is an individual activity that will be tutored with scheduled sessions. Students will have to demonstrate the ability to critically read contemporary technological discourse, relating the theory of the subject to specific cases. At the beginning of the course, the protocol that specifies in detail how to proceed will be posted.

The theoretical exam will include what has been seen and done in the theoretical class sessions, in the seminars and the compulsory readings that will have to be done throughout the course.

The synthesis exercise from readings is a face-to-face test in which the student body must compare the compulsory readings of the seminars and the theory seen in class. More details about this test will be given in the Virtual Campus.

About the period and conditions of reevaluation

The student will be entitled to the reevaluation of the exam and of the work or of both parties as long as it has been evaluated in 2/3 parts of the total grade of the subject.

To have access to reavalutaion of the group dissertation and / or the exam, the previous grades should be an average of 3.5.

The activities that are excluded from the reevaluation process are the seminars and the synthesis exercise from readings.

About 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, the final grade for this subject will be 0

Avaluació única:

L'avaluació única està integrada per tres parts diferenciades, cadascuna de les quals s'ha d'aprovar amb un 5 com a mínim per a superar l'assignatura:

- Treball (40%)
- Examen teòric (30%)
- Exercici de síntesi a partir de lectures dels seminaris (30%)

El treball és una activitat individual que serà tutoritzada amb sessions programades. L'alumnat haurà d'evidenciar capacitat de llegir críticament el discurs tecnològic contemporani, relacionant la teoria de l'assignatura amb casos específics. A principis de curs, es penjarà el protocol que especifica amb tot detall com s'ha de procedir.

L'examen teòric inclourà el que s'ha vist i fet a les sessions teòriques de classe, als seminaris i les lectures obligatòries que s'hauran de fer al llarg del curs.

L'exercici de síntesi a partir de lectures és una prova presencial en què l'estudiantat haurà de posar en relació les lectures obligatòries dels seminaris i la teoria vista a classe. L'alumnat que esculli l'avaluació única podrà assistir com a oients als seminaris si així ho desitja. Al Campus Virtual es donaran més detalls sobre aquesta prova.

Sobre el període i condicions de la recuperació

L'alumnat tindrà dret a la recuperació de l'examen i del treball o d'ambdues parts sempre i quan hagi estat avaluat del conjunt d'activitats el pes de les quals equivalgui a un mínim de 2/3 parts de la qualificació total del'assignatura.

Per poder-se presentar a la recuperació del treball i/o de l'examen, s'haurà hagut d'obtenir una nota mitjana de l'assignatura de 3,5.

Les activitats que queden excloses del procés de recuperació són els seminaris i l'exercici de síntesi a partir de lectures (avaluació única).

Sobre el plagi

En cas que l'estudiant realitzi qualsevol irregularitat que pugui conduir a una variació significativa de la qualificació d'un acte d'avaluació, es qualificarà amb 0 aquest acte d'avaluació, amb independència del procés disciplinari que s'hi pugui instruir. En cas que es produeixin diverses irregularitats en els actes d'avaluació d'una mateixa assignatura, la qualificació final d'aquesta assignatura serà 0.

Non-Assessable

Following point 9 of Article 266 of the UAB Academic Regulations, if it is determined that the student has not provided sufficient evidence to be evaluated, the subject will be classified as *non-assessable*.

Artificial Intelligence (AI)

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of assignment development, provided that the final outcome demonstrates a significant contribution from the student in terms of analysis and personal reflection. Students must clearly identify any content generated using AI, specify the

tools employed, and include a critical reflection on how these technologies have influenced both the process and the final result of the assignment. Failure to disclose the use of AI in this assessed activity will be considered a breach of academic integrity and may result in a partial or total penalty to the assignment grade, or more serious sanctions in severe cas.

Bibliography

Compulsory reading:

Fernández-Quijada, David. 2011. *Medi@TIC. Anàlisi de casos de tecnologia i mitjans*. Barcelona: Editorial UOC.

Reading list:

Arango-Lopera, Carlos, A., Cruz-González, María, C., Mesa Rivera, Brenda, X., González García, Daniela,, & Delgado, Martín. F. (2022). Brecha digital: una revisión de literatura en español. *Tsafiqui Revista Científica En Ciencias Sociales*, 12 (3). <https://doi.org/10.29019/tsafiqui.v12i19.1108>

Bawden, David (2001). Information and digital literacies: A review of concepts. *Journal of Documentation*, 57(2), 218-259. <https://doi.org/10.1108/EUM0000000007083>

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Choudrie, Jyoti; Tsatsou, Panayiota & Kurnia, Sherah. (Eds.). (2018). *Social inclusion and usability of ICT-enabled services*. New York City: Routledge.

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Delipetrev, Lagoj, Tsinaraki, Chrisa & Kostić, Uros. (2020). Historical evolution of artificial intelligence (EUR 30221EN). Publications Office of the European Union. <https://doi.org/10.2760/801580>

Feldman, Tony (1997). *Introduction to Digital Media*. London: Routledge.

Fernández-Quijada, David (2007). "Industrias culturales en el entorno digital: una reformulación desde la praxis comunicativa". *Revista Zer*, v. 12, n. 22, pp. 119-140. <https://ojs.ehu.eus/index.php/Zer/article/view/3674>

Fernández-Quijada, David (2013). *La innovación tecnológica*. Barcelona: UOC.

George, Carlos (2020) Alfabetización y alfabetización digital. *Transdigital* 1(1). <https://doi.org/10.56162/transdigital15>

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Heidegger, Martín (1977). *The Question Concerning Technology*. Harper & Row.

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Hey, Jonathan (2004). The data, information, knowledge, wisdom chain: the metaphorical link. *Intergovernmental Oceanographic Commission*, 26(1), 1-18.

Lehman-Wilzig, Sam & Cohen-Avigdor, Nirit (2004). *The natural life*

MacKenzie, Donald A., & Wajcman, Judy. (1999). *The Social Shaping of Technology*. Open University Press

Niqui, Cinto. (2014) *Los primeros 20 años de contenidos audiovisuales en internet*. (E-PUB, llibre electrònic). Barcelona: Editorial UOC.

Norris, Pippa (2001). The Digital Divide. In *Digital Divide: Civic Engagement, Information Poverty, and the Internet Worldwide* (pp. 3-25). chapter, Cambridge: Cambridge University Press.

Pinch, Trevor & Bijker, Wiebe E. (1987). *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*. MIT Press.

Quintanilla, Miguel Ángel et al (2020). *Tecnologías entrañables*. Madrid: Catarata

Raynaud, Dominique (2018). *¿Qué es la tecnología?* Pamplona: Laeoti.

Rogers, Everett, M. (1962). *Diffusion of Innovations* (p. 367).

Rogers, Everett, M. (2003). *Diffusion of innovations* (5th ed., p. 551). New York: The Free Press.

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Stahl, Bernd. C. (2021). *Artificial Intelligence for a Better Future: An Ecosystem Perspective on the Ethics of AI and Emerging Digital Technologies*. Springer Nature. doi:10.1007/978-3-030-69978-9ç

Strelkova, Olga & Oksana Pasichnyk. *Three Types of Artificial Intelligence*. Khmelnytskyi, Ukraine: Khmelnytsky National University: 2017.

Unión Europea (2023). *Digital Byte on the digital gender divide*.

Wajcman, Judy. (1991). *Feminism Confronts Technology*. Pennsylvania State University Press.

Software

None.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	41	Spanish	first semester	morning-mixed
(SEM) Seminars	42	Spanish	first semester	morning-mixed
(SEM) Seminars	43	Spanish	first semester	morning-mixed
(TE) Theory	4	Spanish	first semester	morning-mixed