

Degree	Type	Year
Social Education	FB	1
Education Studies	FB	1
Early Childhood Education	FB	1
Primary Education	FB	1

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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	4, 1, 5, 11, 8, 9, 12

seminar	40	1.6	3, 4, 1, 2, 5, 8, 12
Type: Supervised			
supervised activity	32.5	1.3	6, 5, 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

Continuous Assessment Activities

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

Attendance at directed activities is mandatory to achieve the objectives of the course. In order to be assessed, students must attend at least 80% of all sessions in each block. If this is not met, the student may attend the re-assessment. If passed, the final grade will be a 5 (out of 10).

This course does NOT offer the option of single assessment.

Students with voice problems who do not provide a medical diagnosis and/or report of the re-education process cannot be assessed. Consequently, they will fail the Body and Voice part of the course.

The assessment will take place throughout the academic period. To pass the course, students must pass both of its components. Since the assessment is continuous, students must submit a minimum number of tasks to be evaluated. Students who do not present the minimum required evidence (e.g., failing to submit two tasks or not showing evidence of having started a diagnostic process for voice issues) will not be assessed.

50% of the final grade comes from an oral presentation demonstrating the strategies learned, assessed by teachers from both areas.

33.5% corresponds to discourse strategies activities (preparation and delivery tasks, individual and

group-based).

16.5% corresponds to Body and Voice activities (content quizzes, classroom tasks, and/or individual reflective work).

At the end of the course, students will have the opportunity to recover any unmet objectives. Depending on the case, recovery may involve additional independent work or redoing some of the submitted or performed activities. To pass the course, students must pass both components (Body and Voice and Discourse Strategies) and obtain a minimum score of 4.5 in the oral presentation.

Faculty will return, review, or grade submitted work within a maximum of 20 working days (academic calendar). Grades for each piece of assessed work will be published on the Virtual Campus. Students wishing to review a grade must do so within 15 days of its publication, during the instructor's designated office hours for this course, which are listed in the course syllabus.

This course allows the use of Artificial Intelligence (AI) technologies as part of project development, provided that the final result reflects significant student contribution in analysis and personal reflection. Students must clearly identify which parts were generated using such technologies, specify the tools used, and include a critical reflection on how they influenced the process and outcome. Lack of transparency in AI use will be considered academic dishonesty and may lead to penalties in the grade, or more severe sanctions in serious cases.

Copying or plagiarism-whether in assignments or exams-is a serious offense that will result in a zero for the activity and no right to re-assessment. In case of repeat offenses, the student will fail the entire course. "Copying" is submitting a work that reproduces all or most of a peer's work. "Plagiarism" is presenting all or part of a text by another author as one's own without citing the source, whether in print or digital. See UAB's documentation on plagiarism here:

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

To pass this course, students must demonstrate good general communicative competence, both oral and written, and good command of the course's working languages as indicated in the syllabus.

In the case of Catalan, students are expected to have C1 level competence in the first and second years. From the third year onwards, they must have demonstrated competence equivalent to level C2.

Students enrolling for the second time may opt for a synthesis test consisting of an oral presentation and a written exam covering both the Body and Voice and the Discourse Strategies components.

EVALUATION DATES FOR THE TRANSVERSAL PART OF THE COURSE

Oral presentations (50% of the final grade) will take place on the following dates:

- G1: Seminar A on 11/5/2026; Seminar B on 18/5/2026
- G2: Seminar A on 11/5/2026; Seminar B on 18/5/2026
- G21: Seminar A on 26/11/2025; Seminars B & C on 21/1/2026
- G31: Seminar A on 26/11/2025; Seminars B & C on 21/1/2026
- G41: Seminar A on 17/11/2025; Seminars B & C on 19/1/2026
- G61: Seminar A on 3/6/2026; Seminars B & C on 17/6/2026
- G62: Seminar A on 27/4/2026; Seminars B & C on 6/6/2026
- G71: Seminars A & B on 19/12/2025; Seminar C on 9/1/2026

RE-ASSESSMENT DATES

- G1: 22/6/2026

- G2: 22/6/2026
- G21: 28/1/2026
- G31: 28/1/2026
- G41: 26/1/2026
- G61: 1/7/2026
- G62: 22/6/2026
- G71: 30/1/2026

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

Bibliography

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Software

- UAB moodle
- video editor

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
(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