UAB
Universitat Autònoma de Barcelona

Communication and Learning. Technology Use Experiences

Code: 45509
ECTS Credits: 6

2025/2026

Degree	Type	Year
Digital Humanities and Heritage	OB	1

Contact

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Teachers

Cristina Mercader Juan

Myriam Gonzalez Sanz

Teaching groups languages

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document.

Prerequisites

There are no specific prerequisites for enrolling in this course.

It is recommended that students have a background or interest in the fields of Humanities, Social Sciences, Communication or Education. The course may also be relevant for students with a technological background who wish to explore the critical and situated use of digital technologies in the dissemination and teaching of cultural heritage.

Students are expected to be familiar with general computer use and standard office software, as well as to be able to read academic texts in Catalan, Spanish and English. While no advanced technical skills are required, an interest in understanding and analysing communication and learning processes in digital environments from an inclusive, critical and educational perspective is essential.

Objectives and Contextualisation

The main objective of this course is to explore how learning experiences related to cultural heritage are communicated and designed in digital environments, from a critical, inclusive perspective that takes into account diverse user profiles.

The course is based on the idea that educational and communicative digital resources are neither neutral nor universal, and must be adapted to the needs, interests and contexts of their target audiences. It also emphasises the capacity of heritage education to foster critical thinking, active participation and social

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transformation, especially in digital spaces where visual, textual and interactive narratives can either reproduce or challenge existing inequalities.

The specific objectives of the course are to:

- Reflect on cultural heritage as a social construct and analyse the roles and challenges of heritage education.

- Identify and analyse different user and audience profiles based on age, interests, abilities and sociocultural contexts.

- Evaluate communicative processes in the design and use of digital resources related to heritage and memory.

- Explore learning methodologies that promote personalisation, accessibility and participation.

- Foster critical perspectives on digital content, especially in relation to images, narratives and historical or heritage representations.

- Design educational digital proposals aimed at diverse audiences, with transformative goals, pedagogical rigour and communicative sensitivity.

Learning Outcomes

1. CA06 (Competence) Generate strategies that minimise the effect of unequal access to technology.
2. CA06 (Competence) Generate strategies that minimise the effect of unequal access to technology.
3. CA07 (Competence) Integrate aspects related to educational theory and computer technology to effectively communicate cultural issues to different types of audiences.
4. CA07 (Competence) Integrate aspects related to educational theory and computer technology to effectively communicate cultural issues to different types of audiences.
5. KA07 (Knowledge) Recognise the educational and learning aspects necessary for the dissemination and communication of humanistic and cultural content.
6. KA08 (Knowledge) Identify the communication strategies that a digital project must incorporate to adapt to the needs of the target audience.
7. KA09 (Knowledge) Identify different types of potential audiences to whom to direct a specific digital project in cultural and humanistic matters.
8. SA09 (Skill) Qualitatively and quantitatively analyse the communicative and didactic aspects of digital projects in cultural matters.
9. SA10 (Skill) Apply principles based on the main pedagogical theories in the design of digital projects in cultural and humanistic matters.
10. SA11 (Skill) Identify the pedagogical properties of digital projects in cultural and humanistic matters.
11. SA38 (Skill) Analyse the effects of gender stereotypes on the dissemination of digital products in cultural and humanistic matters.

Content

The course is structured around three interconnected blocks:

Block 1 - Conceptual framework and audiences

- Heritage as a social and political construct.

- Heritage education and critical thinking.

- Users and audiences in digital contexts.

- Diversity, inclusion and access to culture.

Block 2 - Learning, communication and digital resources

- Developmental psychology and learning processes.

- Educational theories applied to heritage.

- Digital narratives and content design.

- Use of images and visual communication.

- Teaching methodologies and digital environments.

Block 3 - Application, design and evaluation

- Critical analysis of educational and communicative resources.

- Design of digital educational or communicative proposals.

- Assessment of learning and communicative impact.

- Presentation and argumentation of a personal project.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical presentations, debates, case analysis and workshops	36	1.44	CA07, KA07, KA08, KA09, SA09, SA38, CA07
Type: Supervised			
Design and follow-up of an educational or communicative project	50	2	CA06, CA07, KA08, KA09, SA10, SA11, SA38, CA06
Type: Autonomous			
Critical reading, documentary research and final project writing	64	2.56	KA07, KA08, SA09, SA10, SA11, KA07

The course includes three types of learning activities: guided, supervised and independent.

Guided activities take place during in-person sessions and include theoretical presentations, case analysis, practical workshops and debates.

Supervised activities involve the follow-up and mentoring of a self-designed educational or communicative proposal, under the guidance of the course instructors.

Independent activities consist of reading materials, analysing resources and writing the final project.

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
Active and reflective participation in the sessions	10%	0	0	CA07, SA09
Critical analysis of an existing educational or communicative resource	45%	0	0	CA06, CA07, KA08, KA09, SA10, SA38
Final project (Design of an original educational or communicative proposal)	45%	0	0	CA06, CA07, KA07, KA08, KA09, SA10, SA11, SA38

The assessment of the course is based on three types of evidence:

- Active and reflective participation in class sessions (10%)

- Critical analysis of an existing educational or communicative resource (45%)

- Final project consisting of the design of an original educational or communicative proposal, to be presented orally during the last session (45%)

These tasks are designed to assess both the development of critical thinking and the ability to design meaningful, applied and context-aware proposals.

Each lecturer will be responsible for gathering assessment indicators during their session (micro-activities, participation, specific exercises). Feedback will be provided to students following the critical analysis, in order to support learning and improvement in the final proposal.

To pass the course, students must attend at least 80% of the sessions.

Bibliography

Basic and recommended bibliography

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- González-Monfort, N. (2019). La educación patrimonial, una cuestión de futuro. Reflexiones sobre el valor del patrimonio para seguir avanzandohacia una ciudadanía crítica. El Futuro Del Pasado, 10(10), 123-144. https://doi.org/10.14516/fdp.2019.010.001.004

- Jorba Bisbal, J., & Sanmarti, N. (1994). La luz y las sombras.

- Pujol, R.M. (2003). Secuenciación y organización del proceso de aprendizaje. Didáctica de las ciencias en la educaciónprimaria. Madrid: Síntesis (pp.223-264)

Heritage education

- González Monfort,N. (2007). L'ús didàctic i el valor educatiu del patrimoni cultural. Ed. Bellaterra.

- Masriera Esquerra, C. (2008).Presentación del patrimonio arqueológico: ruinas versus reconstrucciones. ¿Qué entiende más el público?Iber: Didáctica de las ciencias sociales, 57, 39-51.

- Santacana Mestre & Llonch Molina (2012). Manual de didàctica de l'objecte en el museu. Ed. Trea.

- Santacana Mestre & Martín Pinyol (2010). Manual de museografia interactiva. Ed. Trea.

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Mediation, Community and Digitalisation: Perspectives and Case Studies

- García Viana, D. (2020). PASTOR PÉREZ, A; PICAS, M. Y RUIZ MARTÍNEZ, A. (eds.) 21 Assajos al voltant del Patrimoni Cultural / 21 Ensayos sobre el Patrimonio Cultural. JAS Arqueología. Madrid, JAS Arqueología, 2020. E-rph: Revista electrónica de PatrimonioHistórico, 27, 217-221. https://csuc-uab.primo.exlibrisgroup.com/permalink/34CSUC_UAB/1c3utr0/cdi_dialnet_primary_oai_dialne

- González Marcén, P. & Masriera Esquerra, C. (2021).Un proyecto europeo digitaliza la memoria de la arqueología experimental para su conservación. PH: Revista del IAPH, 103, 17-19.

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- Pastor Pérez,A. & Ruiz Martínez,A. (2016). Nuevas metodologías para comprender las interacciones entre el público y el patrimonio arqueológico urbano. (Disponible a repositoris catalans en accés obert.)

- Lucia Sokol, O., & Servera, J. (2025). Digitalización 3D en patrimonio industrial: retosmetodológicos en el marco de una propuesta participativa. Treballs d'arqueologia, 27, 263-287. https://doi.org/10.5565/rev/tda.161

- Manuel Arias etal. (2022). Perspectives on Digital Archaeology: from data production to use.

Gender, Inclusion and Critical Thinking

- Prados Torreira,L. & López Ruiz,C. (2023). Arqueología del género: escala de análisis y metodología. Ed. UAM/Museo Arqueològic Nacional.

Software

Does not require specific software

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
(SEMm) Seminars (master)	1	Catalan/Spanish	first semester	afternoon