

**COURSE DATA****Data Subject**

<b>Code</b>	44359
<b>Name</b>	Communication strategies, learning and social skills
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2192 - M.U. en Acción Social y Educativa	Faculty of Philosophy and Educational Sciences	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2192 - M.U. en Acción Social y Educativa	8 - Communication strategies, learning and social skills	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
VERDE PELEATO, IRENE	335 - Education Theory

**SUMMARY**

The presence of this compulsory subject in the university master's degree in Social and Educational Action is justified from the detected need to train students in communication strategies and training in social skills necessary for adequate educational interaction in different contexts in the that the profession of educator or educator can be exercised. Students enrolled in the master's degree will exercise their profession between people in the future and will maintain continuous interpersonal contacts; Therefore, social competence is absolutely necessary and a priority, understood as one that is based on correct communication and good management of the social skills necessary to perform successfully in everyday situations of interpersonal and social relationships.

**Previous knowledge. Relationship with other subjects.**



Relationship with subjects of the same degree: Together with the rest of the subjects of the compulsory module, it configures the common training of the Master in Social and Educational Action, which will facilitate the acquisition of the basic, general and transversal competences of the master. No enrollment restrictions specified with other subjects in the curriculum

Starting from a review of the most relevant learning theories and the process of human and educational communication, we will work, from a methodology focused on active participation and cooperative learning, knowledge, abilities, skills, as well as attitudes linked to the communicative act and to the management of social skills, with special emphasis on their understanding from the practical resolution of real situations.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No se requieren.

## OUTCOMES

### 2192 - M.U. en Acción Social y Educativa

- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Comprender y utilizar conocimientos avanzados en el contexto de la investigación socioeducativa.
- Evaluar teorías y metodologías para formular juicios críticos sobre la propia práctica socioeducativa y el contexto en el que se desarrolla.
- Asumir la responsabilidad de su propio desarrollo profesional y de su especialización en el ámbito social y educativo.
- Problematizar realidades sociales complejas e intentar resolver situaciones y conflictos, que desde una perspectiva socioeducativa requieren la comprensión y puesta en relación de intereses divergentes.



- Integrarse y liderar equipos de trabajo interdisciplinares, para ofrecer una perspectiva compleja en el análisis de situaciones y el diseño de intervenciones.
- Analizar los entornos, los contextos y las experiencias de la acción social y educativa, para revisar críticamente, diseñar y desarrollar los principios y presupuestos de la intervención.
- Analizar críticamente los discursos de la relación educativa, y construir los elementos de revisión de la propia identidad profesional y de la relación con el otro.
- Saber diseñar, utilizar y analizar críticamente los medios y las tecnologías para dinamizar la acción social y educativa.
- Saber diseñar, utilizar y evaluar estrategias de comunicación y habilidades sociales, tanto en grupos interdisciplinares de expertos como en la relación con los sujetos de intervención.
- Analizar y sintetizar situaciones, aportaciones teóricas y metodológicas, y estrategias diversas de intervención.

## LEARNING OUTCOMES

English version is not available

## DESCRIPTION OF CONTENTS

1.

### 2. English contents

- Learning in minors and adults. Styles, approaches and learning strategies. Instruments and evaluation procedures. Self-regulated learning models. Educational intervention techniques. Research in the field.
- The theories of educational communication. The Frankfurt School. Neo-Marxism. Habermas' social critical theory. Critical pedagogy. Dialogic learning. Interventions from the critical-transformative perspective in the socio-educational field. Research in the field.
- The Network-Society, postmodern theories and the autonomy of the subject. Media citizenship.
- Communication skills and social skills. Social skills training programs. Research in the field.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Seminars	10,50	100
Classroom practices	5,50	100
Theory classes	5,00	100
Development of group work	17,00	0
Study and independent work	27,00	0
Readings supplementary material	5,00	0
Preparing lectures	5,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

Participatory Master Lesson

Collaborative and / or cooperative learning

Design and development projects

Exhibition, debate and coordination

Workshops

Study and student work to integrate the skills of the module (linked to the student's autonomous work)

Individualized and / or group attention (linked to tutorials)

**EVALUATION**

Exam, which will consist of taking one or more oral and / or written tests

Portfolios, in which the different works carried out by the student will be included

Exhibitions in class of work done

Participation in the different class activities.

**REFERENCES****Basic**

- BELLVER, M<sup>a</sup>.C. y VERDE, I. (2019). Educación social y creatividad. Fundamentación, estrategias de intervención socioeducativa y experiencias desde diferentes lenguajes artísticos. Valencia: Tirant Lo Blanch Humanidades.
- D'ANSEBOURG, Th. (2007). Deja de ser amable, ¡sé auténtico!: cómo estar con los demás sin dejar de ser uno mismo. Santander: Sal Terrae
- DE LAS HERAS, J. (1997). Viaje hacia uno mismo. Madrid: Espasa Calpe.
- HABERMAS, J. (1999). Teoría de la acción comunicativa. Madrid: Taurus.
- HOFSTADT, C. (2005). El libro de las habilidades de comunicación. España: Ediciones Díaz de



Santos, S.A.

## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

The subject of "Communication strategies, learning strategies and social skills" (44359) maintains the contents, the volume of work and temporary planning of teaching as well as the teaching methodology and the evaluation system, in accordance with what appears in the Teaching guide.

It is planned, if the health situation allows it, that the subject be developed in person and with the whole group at the same time, to create the structure and group confidence necessary for the proper functioning during the Master. The approach of the subject promotes, at all times, collaborative work between students, although it is contemplated to work in a sufficiently wide space that allows to maintain security measures.

\* If the situation requires to work in a lower attendance setting, it will be verified that all the students have the tools to work virtually. Likewise, the use of the Virtual Classroom as an intragroup communication channel will be reinforced to promote activities such as debates in forums, or individual and group tutoring through videoconferences using *Blackboard Collaborate* as the main support.