



Teaching Guide

Teaching Guide				
Identifying Data				2022/23
Subject (*)	Communication and Cooperation in Socio-Educational Action		Code	652G03020
Study programme	Grao en Educación Social			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Second	Obligatory	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Pedagogía e Didáctica			
Coordinador	Rego Agraso, Laura	E-mail	laura.rego@udc.es	
Lecturers	Rego Agraso, Laura	E-mail	laura.rego@udc.es	
Web	www.educacion.udc.es/			
General description	The subject "Communication and cooperation in socio-educational action" aims for future Social Education professionals to be able to understand the transversality of communication as the basis of educational processes, internalising the different communication theories and their influence in non-formal and informal learning contexts. Thus, the main thematic cores focus on the analysis, understanding and practice of communication theories, the uses of language and social representations of groups in vulnerable situations, the media and social media and their influence on the construction of collective imaginaries and identities, as well as the processes of collaboration, participation and emotional management in the professional action of the Social Educator. In addition, the aim is to develop students' abilities to select and use those communication and collaboration strategies that are best suited to the dynamisation of socio-educational projects from a cross-cutting point of view.			

Study programme competences

Code	Study programme competences
A5	Identificar e analizar os factores contextuais que afectan os procesos de intervención socioeducativa.
A7	Aplicar metodoloxías educativas e dinamizadoras da acción socioeducativa.
A8	Detectar factores de vulnerabilidade, de exclusión e de discriminación social que dificulten a inclusión social, escolar e laboral de persoas e colectivos.
A9	Deseñar e desenvolver proxectos, programas e servizos nos diferentes campos de intervención profesional promovendo a participación e o desenvolvemento comunitario.
A10	Analizar, difundir, orientar e desenvolver procesos de promoción cultural.
A11	Observar, analizar, interpretar procesos de mediación social, cultural e educativa.
A12	Mediar en situacións de risco e conflito.
A14	Identificar e emitir xuízos razoados sobre problemas socioeducativos para mellorar a práctica profesional.
A17	Formar axentes de intervención socioeducativa e comunitaria.
A18	Dirixir e coordinar planos e proxectos socioeducativos.
A20	Desenvolver unha disposición favorable ao traballo en contornos multiculturais e plurilingüísticos.
B1	Elaborar, analizar, sintetizar, valorar e transmitir criticamente a información.
B3	Xerar a cultura profesional colaborativa, fomentando o traballo en rede e integrándose en grupos interdisciplinares con iniciativa e responsabilidade.
B4	Deseñar e impulsar espazos socioeducativos en contextos de diversidade atendendo á igualdade de xénero, á equidade e respecto aos dereitos humanos, favorecendo o empoderamento das persoas e colectivos ubicados en situacións de desvantaxe social.
B5	Capacidade de mostrar actitudes coherentes coas concepcións éticas e deontolóxicas propias da profesión.
B6	Adquirir e dominar habilidades comunicativas que permitan transmitir información, ideas e propostas a diversas audiencias.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.



Learning outcomes			
Learning outcomes	Study programme competences		
To know the different perspectives on communication and collaboration processes that affect socio-educational intervention.	A5 A10 A20	B1 B3	C1 C4 C6
To develop techniques, strategies and dynamics of communication in public from the perspective of communication skills and the effectiveness of educational communication.	A7 A8 A9 A11 A12 A17 A18	B1 B6	C1 C4 C6
Analyse the digitalisation of communication and collaboration in socio-educational work.	A5 A7 A10 A20	B1 B3	C1 C4 C6
Use different communication and information management strategies in the development of socio-educational projects.	A5 A7 A10 A12 A20	B1 B3	C1 C4 C6
Understand, evaluate and critically transmit information in the context of cultural and socio-educational intervention.	A5 A7 A10 A12 A20	B1 B3	C1 C4 C6
Apply strategies for recording, interpreting and disseminating information in the development of educational action.	A5 A7 A10 A12 A20	B1 B3	C1 C4 C6
Assume an ethical commitment to the new forms of social communication in favour of socio-community intervention and development.	A5 A7 A10 A20	B1 B3	C1 C4 C6
Know and apply the different collaboration strategies for the dynamisation of work teams in educational action.	A5 A7 A10 A12 A20	B1 B3	C1 C4 C6
Develop different democratic dynamics of inclusion, representation and participation in the implementation of socio-community animation projects.	A5 A7 A10 A12 A20	B1 B3	C1 C4 C6
Evaluate the meaning and functioning of the dynamics of communication and collaboration in socio-educational action.	A5 A10 A12 A20	B1 B3	C1 C4 C6



Differentiate educational models according to the type of communication process established between educators, learners and context.	A5 A14 A17	B1 B4 B6	C1 C4 C6
Identify and understand the representation of socially vulnerable groups that manifest themselves through the discursive construction of social reality and the use of language.	A5 A8 A11 A14 A17 A20	B1 B3 B4 B6	C1 C4 C6
Use language that is inclusive, representative and does not make socially vulnerable groups invisible when expressing themselves both orally and in writing.	A5 A7 A8 A9 A11 A14 A17 A20	B1 B3 B4 B5 B6	C1 C4 C6
Interpret social participation as an educable part of the person, understanding the importance of associations and social movements in social and community development and the strengthening of democracy as a political system.	A5 A7 A8 A9 A10 A11 A14 A17 A20	B1 B3 B4 B6	C1 C4 C6
To carry out a critical reading and analysis of the role played by the media, as well as its influence in today's society from the educational point of view and from the point of view of representation of socially vulnerable groups.	A5 A8 A10 A11 A14 A17 A20	B1 B3 B4 B6	C1 C4 C6
Know the processes that link social communication with education (media education), analysing the role of social education in this field.	A5 A7 A8 A9 A10 A11 A12 A17	B1 B3 B4 B6	C1 C4 C6
Understand the relevance of emotional intelligence in socio-educational processes, meaning emotional education as one of the key elements in the design and development of educational projects.	A5 A7 A9 A11 A14 A17 A20	B1 B3 B4 B6	C1 C4 C6



Understand leadership processes in social and educational contexts, as well as the elements involved in personal communication and communicative styles.	A5 A7 A8 A9 A11 A14 A17 A20	B1 B3 B4 B6	C1 C4 C6
Develop positive, proactive and respectful communication skills in relation to the use of verbal and non-verbal language in interpersonal and group communication.	A5 A7 A12 A17 A20	B1 B3 B4 B5 B6	C1 C4 C6
Design the internal and external communicative processes of a social organisation applying the possibilities of ICT for this purpose	A8 A9 A10 A17 A18	B1 B3 B4 B5	C1 C4 C6

Contents	
Topic	Sub-topic
1. Communication and language	? The communicative process from the perspective of social psychology ? Language: Concept, elements, classifications ? Uses of language: the discursive construction of social reality and discursive exclusion. ? Symbolic violence ? Exclusion in the language of non-normative groups: women, people with functional diversity, migrants, the elderly, LGTBI groups, the unemployed, people deprived of liberty, the gypsy community. ? Inclusive language ? Communication skills, public communication strategies and implications of verbal and non-verbal language.
2. Communication in socio-educative actions	? Educational and communicative models ? Agents and elements in educational communication ? The physical dimension of educational communication: channel and physical context ? The mass media: reading and critical analysis ? Propaganda, advertising and market strategies ? The education of communication: ?Edu communication? ? Communicative styles: the educator as communicator
3. Information and Communication Technologies and networking	? Introduction to social media ? ICT and Social Education: Theoretical perspectives on technology, social implications of ICT use, big data, Big Brother, Uberisation of employment and the economy. ? The mainstream video clip: analysis and socio-educational implications. ? ICT resources for learning: infographics as a communicative tool on the web. ? The communication plan in social organisations: diagnosis of communication needs, design and evaluation.



4. Collaboration, relationship, participation and emotional education	? Cooperative and collaborative learning ? The relationship between the socio-educational centre and its environment. ? Participation as an educable area: associations and social movements. ? Groups and how they work: group dynamics and techniques ? Mediation: concept, characteristics and contexts of application ? Emotions and feelings in education: emotional education ? Emotional and social intelligence: concept and conditioning factors ? Humour: implications for organisations ? Leadership in education
---	--

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A5 A8 A11 A14 A17 B6 C1 C4 C6	21	31.5	52.5
Directed discussion	A5 A7 A8 A9 A14 A17 A18 A20 B1 B3 B4 B5 B6 C1 C4 C6	4	2.5	6.5
Supervised projects	A5 A7 A9 A10 A12 A14 A17 A18 A20 B3 B4 B5 B6 C1 C4 C6	8	11	19
Student portfolio	A5 A7 A8 A9 A10 A14 A17 A18 A20 B1 B3 B4 B5 B6 C1 C4 C6	1	45	46
Mixed objective/subjective test	A5 A8 A10 A11 A14 A17 B1 B5 B6 C1 C4 C6	2	15	17
Events academic / information	A8 A10 A14 A17 A20 B3 B5 C1	2	0	2
Oral presentation	A7 A10 A11 A12 A14 A17 A20 B1 B5 B6 C1 C4 C6	4	0	4
Personalized attention		3	0	3
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	The contents that make up the theoretical framework of the subject will be developed through the master class, using oral exposition by the teacher and by the students. These presentations will be supported by the use of different types of audio-visual resources, as well as by the introduction of questions addressed to the students with the aim of favouring learning and the construction of knowledge. There will be a general introductory presentation of each of the thematic blocks that make up the teaching guide of the subject, indicating the aspects on which students can study in depth with the appropriate bibliographical guidance. Cooperative learning techniques may also be employed through the use of informal groups with the aim of maintaining the students' attention in these expository sessions.
Directed discussion	Methodology aimed at getting students to reflect on the application of different strategies for collaboration, communication, management and dissemination of information in cultural dynamisation and in the development of socio-educational action. Therefore, there will be debates, colloquiums or joint reflections on the central themes of the subject throughout the sessions, both expository and interactive.



Supervised projects	Individual or group projects will be proposed during the interactive sessions. These activities will begin in the classroom and must be completed by students working independently, following the indications provided by the teacher. In order to carry out this work, reference will be made to both the basic materials of the subject and other complementary materials that may be provided by the teacher or located independently by the students. Each of the tutored assignments proposed in the classroom will be handed in during the following interactive session (the following week) in paper format or through the subject's Moodle, being only possible to hand in two assignments late in order to be assessed in the classroom mode. In case of repeated late submissions (more than twice), the students of the corresponding group will have to be assessed through the non-attendance mode.
Student portfolio	Students will have to carry out a final project in a small group, with a choice between two options: Option 1. Design of the communication plan of a socio-educational institution. The students may choose this organisation and the communication plan must present a prior needs diagnosis process, as well as a design of the action and its evaluation. Option 2. Construction of the group portfolio of the subject. Collection of students' work on the subject organised in the form of a classroom diary, with at least one entry for each expository session and another for each interactive session. In each entry, students must synthesise what has been dealt with in the classroom, make a personal reflection and go deeper into the subject, necessarily using the basic and complementary bibliography of the subject.
Mixed objective/subjective test	The mixed test will be a final activity of the subject with an evaluative nature through which students will have to answer several questions making a global and integrated treatment of the knowledge and skills acquired throughout the development of the subject. This test will be made up of closed and/or open questions, and its orientation will be directly related to the subject and to the aspects dealt with in the sessions, both expository and interactive, as well as to the work carried out by the students in the context of the same.
Events academic / information	In the context of the subject, students will participate in dissemination events that they will have to prepare in advance by reading and processing related documents. Subsequently, they will discuss them with professionals or academics who will be invited to the classroom to present and disseminate books, experiences or educational actions of various kinds. This activity will be carried out in Galician and at the same time will aim to promote the use of Galician among the students of the degree programme. The invited professionals will communicate in Galician. This action is part of the "Programa Piloto para a docencia en galego no Grao en Educación social".
Oral presentation	The aim is to build a critical view of group dynamics techniques, as well as to develop in an applied way some of these techniques to address the contents with the rest of the classmates. Students must manage and plan this type of actions taking into consideration the characteristics of the group, the objectives, the most appropriate methodology in each case, the planning of its development and assessment. Similarly, this methodology will be also used when presenting and sharing the work carried out by the groups with the other classmates.

Personalized attention

Methodologies	Description
---------------	-------------



Supervised projects Student portfolio	In order to develop personalised attention in relation to the tutored work, the teacher will monitor the students' group work throughout the interactive sessions of the subject. Participation in these sessions is compulsory for students considered as assistants and, in them, the teacher will provide guidance and guidelines for carrying out the supervised work, being the priority moment to resolve doubts, clarify questions or go into the content and actions to be carried out in relation to the supervised work. The personalised attention to the portfolio or group work will also take place in the interactive sessions of the subject, setting aside a specific time for the professor to monitor the students' progress in this task. Based on this, the professor will provide guidance to students to improve their group work, locate information or resources of interest and organise the structure of the work. ----- Students who have the recognition of part-time dedication according to the "Norma que regula o réxime de dedicación ao estudo dos estudantes de grao na UDC (Articles 3ºb and 4º.5) of 29/05/2012? and the "Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario" (Articles 3º and 8ºb) of 28/09/2016?, must carry out all the student works individually, including the student's portfolio. The personal attention regarding both tasks will be carried out according to the availability and in the tutoring schedule of the teacher.
--	--

Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	A5 A7 A9 A10 A12 A14 A17 A18 A20 B3 B4 B5 B6 C1 C4 C6	These projects will be initiated in the classroom by the students and completed autonomously if necessary. Their content will be evaluated taking into consideration the following criteria, among others: - Structure: Careful presentation (respecting the established format), organisation of the content, clarity of exposition and grammatical correctness. - Degree of understanding of the basic ideas of the subject. - Conceptual mastery and appropriate use of the vocabulary of the subject. - Use of varied bibliographical sources and correct citation of sources. - Ability to relate the contents to each other and to other material consulted. - Coherence between the different sections. - Degree of depth in each of the sections and relationship with what has been covered in the classroom.	15
Mixed objective/subjective test	A5 A8 A10 A11 A14 A17 B1 B5 B6 C1 C4 C6	In the mixed objective/subjective test, students will have to answer several questions that will involve a global and integrated treatment of the contents dealt with throughout the subject, and will therefore be made up of both closed and open questions. The latter will be of a brief nature and the ability to both specify and synthesise and to relate to the contents analysed, both in the expository and interactive sessions, will be especially valued. The organisation of the information, coherence and comprehension of the contents will also be assessed.	50



Student portfolio	A5 A7 A8 A9 A10 A14 A17 A18 A20 B1 B3 B4 B5 B6 C1 C4 C6	The student's portfolio or the communication plan will be evaluated in relation to the same criteria mentioned above, being necessary to assess both the content of the work and its presentation in the classroom. In relation to the content, the following evaluation criteria, among others, will be taken into consideration: - Structure: Careful presentation (respecting the established format), organisation of the content, clarity of exposition and grammatical correctness. - Degree of understanding of the basic ideas of the subject. - Conceptual mastery and appropriate use of the vocabulary of the subject. - Use of varied bibliographical sources and correct citation of sources. - Ability to relate the contents to each other and to other material consulted. - Coherence between the different sections. - Degree of depth in each of the sections and relationship with what was covered in the classroom.	25
Oral presentation	A7 A10 A11 A12 A14 A17 A20 B1 B5 B6 C1 C4 C6	With regard to classroom presentations by students, the following will be taken into consideration when assessing: - Relevance, pertinence and coherent organisation of the content presented. - Use of audio-visual aids or other resources that facilitate the audience to follow the discourse. - Level of group coordination (in-group presentations). - Level of understanding of the basic contents of the subject and ability to express them coherently. - Clarity of exposition.	10

Assessment comments



In order to pass the subject,

it will be necessary to achieve at least 5 points out of 10 in each of the above elements (average of all the tutored work; portfolio and mixed test).

If this score is not reached in each and every one of the required evaluation evidences, the student will not pass the subject.

In relation to the fraudulent

performance (plagiarism) of the assessment tests, the qualification will be in accordance with the provisions of article 14. 4. of the Rules for assessment, review and claiming of qualifications in university degree and master's degree studies: "In the performance of work, the plagiarism and use of non-original material, including that obtained through the internet, without express indication of its origin and, if applicable, permission of its author, may be considered a cause for failing the activity. All of this without prejudice to the disciplinary responsibilities that may arise after the corresponding procedure".

Students who have the

recognition of academic dispensation, as established in the "Norma que regula o réxime de dedicación ao estudo dos estudantes de grao na UDC" (Articles 3ºb and 4º.5) of 29/05./2012 and in the "Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario" (Articles 3º and 8ºb) of 28/09/2016, may perform a non-attendance monitoring of the subject using Moodle. He/she must also carry out all the evidences mentioned above (tutored work, student's portfolio and mixed test), although on an individual basis. In addition, they must also respect the deadlines proposed for the assisting students in each of the tutored assignments, thus keeping a continuous monitoring of the subject. Otherwise, the work will appear as not submitted, the same as the qualification obtained in the subject.

It is understood that

university students have assumed linguistic skills in relation to oral and written expression. Therefore, spelling (spelling, accentuation and punctuation), grammatical and lexical correctness in work and exams is essential and compulsory in order to pass the subject.

The full integration of

students who, due to physical, sensory, mental or socio-cultural reasons, experience difficulties in gaining adequate, equal and beneficial access to university life will be facilitated.

This being said, it is worth

mentioning that the evaluation contemplates two options depending on the level of attendance:

Option A. Aimed at students who

attend/participate in class activities on a regular basis (minimum required attendance of 80%):

- Preparation of tutored work
(individual or in small groups): 15% of the final mark.
- Elaboration of the
portfolio/communication plan: 25% of the final grade.
- Oral presentation of the
tutored work and the portfolio/communication plan: 10% of the final mark.
- Mixed test on the contents of

the subject: 50% of the final mark.

Option B. Aimed at those

students who do not attend/participate in class activities in the normal way

(attendance below 80%):

- Preparation of tutored work

(individual or in small groups): 20% of the final mark.

- Preparation of the

portfolio/communication plan: 30% of the final mark.

- Mixed test on the contents of

the subject: 50% of the final mark.





Basic	Adams, B., Schellens, T. & Valcke, M. (2017). Fomentando la alfabetización ética de los adolescentes en publicidad en Educación Secundaria. <i>Comunicar Revista Científica de Educomunicación</i>, N°52, Vol. 25, 93-103 [Tema 3] Adell, J. (2018). Más allá del instrumentalismo en tecnología educativa. En J. Gimeno (Ed.). <i>Cambiar los contenidos, cambiar la educación</i>. Madrid: Morata. [Tema 3] Aguado, J.M. (2004). <i>Introducción a las teorías de la comunicación y la información</i>. Murcia: Universidad de Murcia. [Tema 1 e Tema 2] Alberich, T. et al. (2009). <i>Manual de metodologías participativas</i>. Madrid: Observatorio Internacional de Ciudadanía y Medio Ambiente Sostenible (CIMAS). http://www.redcimas.org/wordpress/wp-content/uploads/2012/09/manual_2010.pdf [Tema 4] Alvarado López, M.C. (2005). La publicidad social: concepto, objeto y objetivos. <i>Redes.com, revista de estudios para el desarrollo social de la comunicación</i>, 2, 265-284 [Tema 2] Aragay Borrás, J.M. (2014). La música comunitaria desde la educación social: la experiencia de la Fundación Ribermúsica: Básquet Beat y Riborquestra. <i>Revista de Educación Social (RES)</i>, 18, xaneiro, 1-19. [Tema 3] Auvergnon, P. (2016). Angustias de uberización y retos que plantea el trabajo digital al derecho laboral. <i>Revista Derecho Social y Empresa</i>, 6, diciembre, 1-18 [Tema 3] Ballenato, G. (2005). Estructura y composición. En G. Ballenato. <i>Trabajo en equipo. Dinámica y participación en los grupos</i> (55-80). Madrid: Eds. Pirámide [Tema 4] Ballenato, G. (2006). Teoría de la comunicación. En G. Ballenato. <i>Comunicación eficaz. Teoría y práctica de la comunicación humana</i> (33-42). Madrid: Ed. Pirámide. [Tema 1] Barbas Coslado, A. (2012). <i>Educomunicación: desarrollo, enfoques y desafíos en un mundo interconectado</i>. Foro de Educación, N°14, 157-175. [Tema 2] Barkley, E., Cross K. P. & Major, C.H. (2007). <i>Técnicas de aprendizaje colaborativo</i>. Madrid: Morata. [Tema 4] Barranquero-Carretero, A. (2020). Slow media. Comunicación, cambio social y sostenibilidad en la era del torrente mediático. <i>Palabra Clave</i>, 16 (2), 419-448. [Tema 3] Bernal-Triviño, A. I. (2019). <i>Hacia una comunicación feminista. Cómo informar e informarse sobre violencia machista</i>. Barcelona: Editorial UOC [Tema 1] Bobbio, N. (2007). <i>El futuro de la democracia</i>. México: FCE. bDa [Tema 4] Bolívar Botiá, A. (2003). <i>Educación para la ciudadanía: entre el mercado y la exclusión social</i>. <i>Curriculum: Revista de teoría, investigación y práctica educativa</i>, N°16, 9-34. [Tema 1] Bourdieu, P. & Passeron, J.C. (1979). <i>La reproducción. Elementos para una teoría del sistema de enseñanza</i>. Barcelona: Editorial Laia [Tema 1] Bourdieu, P. (1994). Razones prácticas. Sobre la teoría de la acción. http://epistemh.pbworks.com/f/9.+Bourdieu+Razones+Pr%C3%A1cticas.pdf [Tema 1] Bourdieu, P. et al. (1999). <i>La miseria del mundo</i>. Madrid: Akal [Tema 1] Bueno Abad, J.R. (2000). Concepto de representaciones sociales y exclusión. <i>Acciones e Investigaciones Sociales</i>, N°11, 23-48. [Tema 1] Cabanias, E. & Illouz, E. (2019). <i>Happycracia. Cómo la ciencia y la industria de la felicidad controlan nuestras vidas</i>. Barcelona: Paidós [Tema 5] Canto Ortiz, J. M. (2000). <i>Dinámica de grupos. Aspectos técnicos, ámbitos de intervención y fundamentos teóricos</i>. Málaga: Aljibe. [Tema 4] Canto Ortiz, J. M. & Montilla Berbel, V. (2008). <i>Dinámica de grupos y autoconciencia emocional: perspectivas teóricas y ejercicios prácticos</i>. Málaga: Aljibe [Tema 4 e 5] Caride, J.A. (1997). Acción e intervención comunitarias. En A. Petrus (Coord.). <i>Pedagogía Social</i> (222-247). Barcelona: Ariel [Tema 4] Casero Ripollés, A. (2009). El control político de la información periodística. <i>RLCS, Revista Latina de Comunicación Social</i>, 64, 354-366 [Tema 2] Castañeda, L. (2019). Debates regarding Technology and Education: contemporary pathways and pending conversations. <i>RIED. Revista Iberoamericana de Educación a Distancia</i>, 22 (1), 29-39. [Tema 3] Chomsky, N. & Ramonet, I. (1996). <i>Como nos venden la moto</i>. Barcelona: Icaria editorial [Tema 2] Cernadas Ramos, A., Chao Pérez, L. & Pineda Nebot, C. (2016). Participación ciudadana: de la participación en la gestión a la gestión de la participación. <i>Política y Sociedad</i>, 54(1), 163-189. http://dx.doi.org/10.5209/POSO.49980 [Tema 4] Coronado Sopeña, N. (2019). <i>Comunicar en igualdad. Guía de buenas prácticas para periodistas y profesionales de la comunicación</i>. Las Palmas: Instituto Canario de Igualdad De Miguel Capell, J. & Santolino, M. (2013). <i>ÚTIL PRÀCTIC 24. Càmera, llums, interacció! Manual de comunicació associativa en temps 2.0</i>. Barcelona: Ajuntament de Barcelona [Tema 3] Del Olmo, M. (2005). Prejuicios y estereotipos: un replanteamiento de su uso y utilidad como mecanismos sociales. <i>XXI Revista de Educación</i>, 7, 13-23 [Tema 1] Díaz-Gibson, J., Civiés Zaragoza, M., Carrillo Álvarez, E. & Cortada Pujol, M. (2015). El liderazgo y la gobernanza colaborativa en proyectos educativos comunitarios. <i>Pedagogía Social. Revista Interuniversitaria</i>, N° 26, 59-83. http://www.upo.es/revistas/index.php/pedagogia_social/ [Tema 5] EAPN (2017). <i>Comunicación básica para ONG</i>. Santiago de Compostela: EAPN Galicia. [Tema 3] Enz, A., Franco, V. & Spagnuolo, V. (2012). <i>Manual de comunicación para organizaciones sociales: hacia una gestión estratégica y participativa</i>. Buenos Aires: Asociación Civil Comunia [Tema 3] Etkin, E. (2012). <i>Comunicación para organizaciones sociales: de la planificación a la acción</i>. Buenos Aires: La Crujía. [Tema 3] Fernández Iglesias, J.L. (2006). <i>Guía de estilo sobre discapacidad para</i>
-------	--



profesionales de los medios de comunicación. Ministerio de Trabajo y Asuntos Sociales: Madrid. [Tema 1] Fernández Solís, J.D. & García Cerrada, J. (2010). El valor pedagógico del humor en la educación social. Bilbao: Editorial Desclee de Brouwer [Tema 5] Fernández Torres, M.J. & Paniagua Rojano, F.J. (2012). El poder de las redes sociales en la política y en los movimientos sociales. En I Congreso Internacional de Comunicación Política y Estrategias de Campaña (ALICE). Comunicación política 2.0 y liderazgo. Madrid, 6 e 7 de xullo de 2012. Recuperado de <http://www.alice-comunicacionpolitica.com/files/ponencias/240-F500009ce2401342179790-ponencia-1.pdf> [Tema 3] Freire, P. (2012). Pedagogía del oprimido. Madrid: Siglo XXI Editores [Tema 2] Foucault, M. (2012). Vigilar y castigar. Nacimiento de la prisión. Barcelona: Biblioteca Nueva [1ª edición de 1975] [Tema 1] Gallo Rivera, M.T. & Garrido Yserte, R. (2009). El capital social ¿Qué es y por qué importa? Serie Ensayos. Madrid: Instituto Universitario de Análisis Económico y Social-Universidad de Alcalá. [Tema 4] García-Ruiz, R., Gozávez Pérez, V. & Aguaded Gómez, J.I. (2014). La competencia mediática como reto para la educomunicación: instrumentos de evaluación. Cuadernos.info, Nº 35, 15-27. doi: 10.7764/cdi.35.623 [Tema 2] García del Dujo, A. & Muñoz Rodríguez, J.M. (2004). Pedagogía de los espacios. Esbozo de un horizonte educativo para el siglo XXI. Revista Española de Pedagogía (REP), 42 (228), 257-278 [Tema 2] García Uceda, M. (2001). Las claves de la publicidad. Madrid: ESIC. [Tema 2] Goikoetxea, E. & Pascual, G. (2002). Aprendizaje cooperativo: bases teóricas y hallazgos empíricos que explican su eficacia. Educación XXI, 5, 227-247 [Tema 4] Goleman, D. (1995). Inteligencia emocional. Barcelona: Kairós. [Tema 5] Goleman, D. (2005). Inteligencia social: la nueva ciencia de las relaciones humanas. Barcelona: Kairós. [Tema 5] Gómez Bahillo, C. (2008). Organizaciones vecinales y participación ciudadana. El caso de la ciudad de Zaragoza. RIO. Revista Internacional de Organizaciones, 0, 45-64 [Tema 4] González Reyes, R. (2009). Capital Social: una revisión introductoria a sus principales conceptos. Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud, 7 (2), 1731-1747. [Tema 4] Habermas, J. (1987). Teoría de la acción comunicativa (Vol. 2). Madrid: Ed. Tecnos [Tema 1] Herrero, Y., Cembranos, F. & Pascual, M. (2015). Cambiar las gafas para mirar el mundo: una nueva cultura de la sostenibilidad. Madrid: Libros en acción. [Tema 3] Herzog, B. (2011). Exclusión discursiva: hacia un nuevo concepto de la exclusión social. Revista Internacional de Sociología (RIS), Vol. 69, Nº3, 607-626. [Tema 1] hooks, b. (2003). Teaching Community: A Pedagogy of Hope. New York: Routledge [Tema 2] hooks, b. (2017). El feminismo es para todo el mundo. Madrid: traficantes de sueños [Tema 2] Illescas, J.E. (2014). Industrias culturales y juventud en el sistema-mundo. El videoclip mainstream como mercancía y como reproductor de ideología [Tese de doutoramento inédita]. Alacant: Universitat d'Alacant [Tema 3] Illescas, J.E. (2015). La dictadura del videoclip. Industria musical y sueños prefabricados. Barcelona: El Viejo Topo [Tema 3] Illouz, E. (2007). Intimididades congeladas: las emociones en el capitalismo. Buenos Aires: Katz [Tema 5] James, J. (2010). La biblia del lenguaje corporal. Madrid: Paidós. [Tema 1] Jáuregui, E. & Fernández, J. D. (2008). Alta diversión. Los beneficios del humor en el trabajo. Barcelona: Alienta. [Tema 5] Jiménez Gómez, I. (2013). La ilusión de la libertad de elección. Coordinadora Estatal de Comercio Justo. Actualidad del comercio justo en España (28-37). Madrid: Coordinadora Estatal de Comercio Justo. <http://comerciojusto.org/publicacion/la-ilusion-de-la-libertad-de-eleccion/?lang=gl> [Tema 2] Jiménez Gómez, I. & Olcina Alvarado, M. (2017). Manual de comunicación para la ciudadanía organizada. Madrid: Ecologistas en Acción [Tema 3] Johnson, D. W., Johnson, R. T. & Holubec, E. (1994). El aprendizaje cooperativo en el aula. Barcelona: Paidós. [Tema 4] Kaplún, M. (1998). Una pedagogía de la comunicación. Madrid: Ediciones de la Torre [Tema 2] Lefebvre, H. (2013). La producción del espacio. Madrid: Capitán Swing [Tema 2] Legaz, S. (2017). Sal de la máquina. Cómo superar la adicción a las nuevas tecnologías y recuperar la libertad perdida. Madrid: Libros en Acción [Tema 3] Marín Sánchez, M. & Garrido Torres, M.A. (Coords.) (2003). El grupo desde la perspectiva psicosocial. Conceptos básicos. Madrid: Ed. Pirámide Mayán Santos, J. M. & Gandoy Crego, M. (1998). El lenguaje como elemento clave de la comunicación. En J.C. Millán Calenti y J. Teijeiro Vidal (Coords.). Comunicación, estrés y accidentabilidad (tres actores de actualidad) (19-25). A Coruña: UDC [Tema 1] Morozov, E. (2018). Capitalismo Big Tech: ¿welfare o neofeudalismo digital? Madrid: Enclave de Libros [Tema 3] Muñoz Rodríguez, J. M. (2005). El lenguaje de los espacios: interpretación en términos de educación. Teoría de la Educación, 17, 209-226 [Tema 2] Narváez Montoya, A. (2010). Modelos pedagógicos y modelos comunicativos desde las funciones del lenguaje. Pedagogía y saberes, 32, 7-22 [Tema 2] Navarro, V. (31 de diciembre de 2015). Ejemplos nefastos de la mal llamada economía cooperativa. Diario Público. <http://blogs.publico.es/dominiopublico/15474/ejemplos-nefastos-de-la-mal-llamada-economia-cooperativa/> [Tema 3] Núñez, T. & Loscertales, F. (1997). El grupo y su eficacia. Técnicas al servicio de la dirección y coordinación de



grupos . Barcelona: EUB. [Tema 4] Ovejero, A. (2019). Fracaso Escolar y Reproducción Social. La cara oscura de la escuela. Barcelona: Creative Commons. [Tema 2] Patrignani, N. & Whitehouse, D. (2018). Slow Tech and ICT. A Responsible, Sustainable and Ethical Approach. Londres: Palgrave Macmillan [Tema 3] Peirano, M. (2020). El enemigo conoce el sistema. Manipulación de ideas, personas e influencias después de la economía de la atención. Barcelona: Penguin Random House [Tema 3] Pérez Cervera, M.J. (Coord.) (2011). Manual para el uso no sexista del lenguaje. Comisión Nacional para Prevenir y Erradicar la Violencia contra las Mujeres: México D.F. [Tema 1] Pérez-Lema, X. A. (2020). Quando grupos vulneráveis são feridos: a figura jurídica dos crimes de ódio. Santiago de Compostela: Através Editora Pérez Serrano, G. (1993). Elaboración de proyectos sociales. Casos prácticos. Madrid: Narcea. [Tema 4] Pérez Serrano, G. & Pérez de Guzmán Puya, M.V. (2005). El Animador. Buenas prácticas de Acción Sociocultural. Madrid: Narcea. [Tema 4] Puig Punyet, E. (2016). La gran adicción. Cómo sobrevivir sin internet y no aislarse del mundo. Barcelona: Alfíl Editores. [Tema 3] Randall, D. (2018). SoundSystem. El poder político de la música. Iruñea-Pamplona: Katakarak [Tema 3] Ruiz Martín, H. (2020). ¿Cómo aprendemos? Una aproximación científica al aprendizaje y la enseñanza. Barcelona: Editorial Graó [Tema 1 e Tema 3] Santos González, J. & Cabello Fernández, J.M. (2013). Enseñamos juntos, aprendemos cooperando. Experiencia educativa basada en el aprendizaje cooperativo en el Colegio Residencia de Primera Acogida de Menores Hortaleza. RES Revista de Educación Social, 16, 1-9 https://www.eduso.net/res/pdf/16/cpahortaleza_res_16.pdf [Tema 4] Sendín Gutiérrez, C. & Izquierdo Iranzo, P. (2008). Guía práctica para los profesionales de los medios de comunicación: tratamiento mediático de la inmigración. Ministerio de Trabajo y Asuntos Sociales: Madrid. [Tema 1] Sloep, P. & Berlanga Heerlen, A. (2011). Redes de aprendizaje, aprendizaje en red. Comunicar-Revista Científica de Educomunicación, Nº 37, V. XIX, 55-64. [Tema 3] Srnicek, N. (2018). Capitalismo de plataformas. Buenos Aires: Caja Negra. [Tema 3] Standing, G. (2011). The precariat. The new dangerous class. London: Bloomsbury Academic [Tema 2 e 3] Trevithick, P. (2010). Habilidades de Comunicación en Intervención Social. Manual práctico. Madrid: Narcea [Tema 4] Trilla, J. (Coord.), Soler, P. & Limón, D. (2013). El liderazgo educativo en el ámbito sociocomunitario. En XXXII Seminario Interuniversitario de Teoría de la Educación. Santander, 10-12 de noviembre de 2013. Recuperado de <http://www.site.unican.es/Ponencia%204.pdf> [Tema 5] Trillo Miravalles, M. P. (2012). Recursos Educativos en abierto: evolución y modelos. Foro de Educación, Nº14, 191-205. [Tema 3] Ugarte, D. (2010). O poder das redes: manual ilustrado para persoas, colectivos e empresas abocadas ao ciberactivismo. Santiago de Compostela: 2.0 Editora. <http://lasindias.org/el-poder-de-las-redes/> [Tema 3] Valderrama Hernández, R. (2012). Pedagogía social y territorio: participación para innovar en la práctica educativa [Tese de doutoramento]. Sevilla: Universidad de Sevilla [Tema 4] Vasallo, B. (2021). Lenguaje inclusivo y exclusión de clase. Barcelona: Larouse [Tema 1] Watzlawick, P., Beavin Bavelas, J. & Jackson, D.D. (1967). La teoría de la comunicación humana. Interacciones, patologías y paradojas. Buenos Aires: Editorial Tiempo Contemporáneo. [Tema 1] Zulueta, E. (2010). Educación y democracia. Bogotá (Colombia): Ariel [Tema 4]



Complementary

Agüero, S. & Jiménez, N. (2020). Resistencias gitanas. Madrid: Libros.com

Bastarós, M., Segarra, N.M. & Daura, C. (2018). Herstory: una historia ilustrada de las mujeres. Madrid: Penguin Random House [Tema 3]

Bauman, Z. (2002). Modernidad Líquida. México: S.L. Fondo de cultura [Tema 2 e 3]

Beck, U. (2013). La sociedad del riesgo: hacia una nueva modernidad. Barcelona: Paidós. [Tema 2] [Tema 5]

Berlo, D. K. (1980). El proceso de la comunicación. Introducción a la teoría y a la práctica. Buenos Aires: El Ateneo. [Tema 1]

Bonals, J. (2000). El trabajo en pequeños grupos en el aula. Barcelona: Graó. [Tema 4]

Carr, N. (2011). Superficiales: ¿Qué está haciendo Internet con nuestras mentes?. Madrid: Taurus. [Tema 3]

Chinchilla, I. (2020). La ciudad de los cuidados. Los Libros de la Catarata [Tema 2]

Contreras, P. & Montecinos, E. (2019). Democracia y participación ciudadana: Tipología y mecanismos para la implementación. Revista de Ciencias Sociales, 25 (2), 178-191 [Tema 4]

Comas, D. (2010). Los presupuestos participativos y las políticas de juventud: un estudio de caso sobre la cultura de la participación social en España. Madrid: Injuve. [Tema 4]

Currás Pérez, R. (2010). Identidad e imagen corporativas: revision conceptual e interrelación. Teoría y Praxis, 7, 9-34 [Tema 3]

Delfos, M. F. (2009). ¿Me estás escuchando? Como conversar con niños entre los 4 y los 12 años. Madrid: Pirámide.

Erice, J. (2010). Convencer. Descubra los secretos de los grandes comunicadores. Madrid: ESIC. [Tema 1]

Espada, J. P. (2001). Técnicas de grupo. Madrid: CCS. [Tema 4]

Estanyol, E. (Coord.), García, E. & Lalueza, F. (2017). ¿Cómo elaborar un plan de comunicación corporativa? Barcelona: Editorial UOC

Fabra, M^a L. (1992). Técnicas de grupos para la cooperación. Barcelona: CEAC. [Tema 4]

Freire, P. (2002). Pedagogía de la esperanza: un reencuentro con la pedagogía del oprimido (1^a Ed. 1992). Buenos Aires: Siglo XXI Editores. [Tema 2]

Froufe, S. (1998). Técnicas de grupo en animación comunitaria. Salamanca: Amarú. [Tema 4]

Froufe, S. (2000). Análisis crítico de las actitudes bloqueadoras de la comunicación humana. Comunicar, 14, 97-102. [Tema 1 e Tema 4]

Greenpeace (2017). Guide to Greener Electronics. <https://www.greenpeace.org/usa/reports/greener-electronics-2017/> [Tema 3]

Herzog, B. (2009). Exclusión discursiva. El imaginario social sobre inmigración y drogas. Quaderns de ciéncies socials, 14, 1-60 [Tema 1]

hooks, b. (2020). Teoría feminista: de los márgenes al centro. Madrid: Traficantes de sueños. [Tema 2]

Kaplún, M. (1998b). Procesos comunicativos y canales de comunicación. Comunicar, 11, 157-165 [Tema 2]

Klein, N. (2007). La doctrina del shock. El auge del capitalismo del desastre. Barcelona: Booket [Tema 2]

Laclau, E. & Mouffe, C. (1987). Hegemonía y estrategia socialista. Hacia una radicalización de la democracia. Madrid: Siglo XXI [1^a edición de 1985] [Tema 1]

Latorre, X. (2001). El marketing aplicado a las ONGD: coherencias e incoherencias en relación con la educación para el desarrollo. Comunicar, 16, 113-119. [Tema 3]

Martel, F. (2011). Cultura mainstream. Cómo nacen los fenómenos de masas. Madrid: Taurus. [Tema 3]

Martínez, M.C. (Coord.), Paterna, C., Vera, J.J. & Hombrados, M.I. (2010). Dinámicas de intervención grupal. Madrid: Síntesis [Tema 4]

Marx, K. & Engels, F. (1980). Obras escogidas ? Tomo I. Moscú: Progreso. <https://www.marxists.org/espanol/m-e/oe/pdf/oe3-v1.pdf> [Tema 1]

Mason, P. (2016). Postcapitalismo: hacia un nuevo futuro. Barcelona: Paidós [Tema 3]

Medaura, O. & Monfarrel, A. (2008). Técnicas grupales y aprendizaje afectivo: hacia un cambio de actitudes. Buenos Aires: Humanitas [Tema 4 e 5]

Méndez García, C. (2013). Diseño e implementación de cursos abiertos masivos en línea (MOOC): expectativas y consideraciones prácticas. RED: Revista de Educación a Distancia, N°39. Recuperado de: <http://www.um.es/ead/red/39> [Tema 3]

Merelas Iglesias, T. (2017). Comezar desde cero. Voces de mulleres recuperando as súas vidas. Ferrol (A Coruña): Edicións Embora [Tema 4]

Ortega Carrillo, J. A. & Ortega Maldonado, A. (2013). El perfil del Community manager en entornos educativos. Revista Creatividad y Sociedad, N° 21. [Tema 3]

Palleres, M. (1993). Técnicas de grupo para educadores. Madrid: ICCE. [Tema 4]

Pérez Serrano, G. (2003). Pedagogía Social- Educación Social. Construcción científica e intervención práctica. Madrid: Narcea [Tema 4]

Pérez Orozco, A. (2019). Subversión feminista de la economía. Aportes para un debate sobre el conflicto capital-vida. Madrid: Traficantes de Sueños [Tema 1 e Tema 4]

Pinker, S. (1995). El instinto del lenguaje: cómo crea el lenguaje la mente. Madrid: Alianza. [Tema 1]

Pinker, S. (2007). El Mundo de las palabras: una introducción a la naturaleza humana. Barcelona: Paidós. [Tema 1]

Pintado Blanco, T. & Sánchez Herrera, J. (Coords.) (2012). Nuevas tendencias en comunicación. Madrid: ESIC. [Tema 1]

Rich, A. (2019). Ensayos esenciales. Cultura, política y el arte de la poesía. Madrid: Capitán Swing [Tema 1 e 2]

Rodríguez Fernández, M.A. (2014). Educación y participación ciudadana en la democratización de la Administración Local: realidades y perspectivas de futuro en Galicia [Tese de doutoramento inédita]. Santiago de Compostela: Universidade de Santiago de Compostela [Tema 4]

Rodríguez Fernández, M.A., Rego-Agraso, L. & Masemann, M. (2017). La Formación profesional ante los derechos humanos: cualificaciones asociadas a la Educación Social en España y Alemania. Revista interuniversitaria de



formación del profesorado, Nº 89, (Ejemplar dedicado a: Profesores y educadores en el quehacer común de la educación), 61-74. [Tema 4] [Tema 5] Romano, V. (2007). La intoxicación lingüística. El uso perverso de la lengua. Madrid: El Viejo Topo [Tema 1 e Tema 2] Sánchez Alonso, M. (2010). La participación, metodología y práctica. Madrid: Ed. Popular. [Tema 4] Sarramona, J. (Ed.) (1988). Comunicación y educación. Barcelona: CEAC. [Tema 2] Seymour, R. (2020). The Twittering Machine = (La máquina de trinar). Madrid: Akal [Tema 3] Snowden, E. (2019). Vigilancia Permanente. Barcelona: Ed. Planeta [Tema 3] Túniz, M. (2012). La gestión de la comunicación en las organizaciones. Sevilla: Comunicación Social. [Tema 3] Universidad de Alcalá (2012). Plan estratégico de comunicación 2012. Alcalá: Universidad de Alcalá. [Tema 3] Universidade da Coruña (UDC) (2020). Guía das normas APA. 7ª edición. https://www.educacion.udc.es/biblioteca/userfiles/APA_7_guia_biblioteca_2020_v1.pdf [Transvesal] Vicente Mariño, M. (2009). La cobertura televisiva de la crisis del Prestige. Agendas, encuadres y discursos en los noticiarios españoles [Tese de doutoramento inédita]. Barcelona: Universitat Autònoma de Barcelona. [Tema 2] Vidalot Presas, Mª A. (2012). Comunicación y grupos sociales. Barcelona: UOC. [Tema 2] Zafra, R. (2017). El entusiasmo. Precariedad y trabajo creativo en la era digital. Barcelona: Anagrama [Tema 3]



Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments



It is

recommended to continuously monitor the subject, keeping up to date with the submission of tutored work, as well as organising the portfolio or communication plan from the first classroom work sessions. Likewise, it is recommended to make use of the professor's tutoring timetable, either individually or in small groups, thus facilitating the understanding of the contents, the organisation of independent work and the resolution of doubts or questions that the students may have. The compulsory material, as well as the complementary material that the teacher will make available to students on the subject's Moodle, must be consulted, and the student must organise the material him/herself, as well as read it in a comprehensive manner. This material is specifically designed to support students in carrying out the tutored work that will be proposed and oriented to the development of the portfolio or communication plan, so it is recommended its citation in these works. Likewise, it is strongly recommended that the work carried out and handed in by students be their own and original work, always avoiding plagiarism and limiting the extraction of other people's ideas without prior analysis. Students must properly manage the bibliographical references and sources of information in general that they use to construct the proposed work, so they are encouraged to consult the APA citation manuals or to solve doubts in this regard with the professor. In order to prepare for the mixed test, students are recommended to follow the subject continuously, structuring the contents in concept maps and synthesising the most relevant information extracted from the reference materials that will be available on Moodle. It is also advisable to read carefully and understand the contents in depth. Beyond memorising them literally, students must be able to explain them and relate them to each other and to other contents of the degree in a coherent way. Finally, it is recommended that students send their work digitally and, if this is not possible, do not use plastic, choose double-sided printing, use recycled paper and avoid printing drafts. We should make a sustainable use of resources and prevent negative impacts on the natural environment, as well as take into account the importance of ethical principles related to sustainability values in personal and professional behaviour.

Students are also recommended to use inclusive language in all work submitted, avoiding the appearance of discursive exclusion and carrying out a discursive construction of social reality that is integrating and inclusive. In addition, students and the professor will work to identify and modify sexist prejudices and attitudes, trying to influence the context to modify them and promote values of respect and equality.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.