

**COURSE DATA****DATA SUBJECT**

**Code:** 44359  
**Name:** Communication strategies, learning and social skills  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
2192 - Master's Degree in Social and Education Action	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2192 - Master's Degree in Social and Education Action	Communication strategies, learning and social skills	COMPULSORY

**COORDINATION**

VERDE PELEATO IRENE

**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 TO OTHER SUBJECTS OF THE SAME DEGREE**

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



## OTHER REQUIREMENTS

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.

## COMPETENCES / LEARNING OUTCOMES

### 2192 - Master's Degree in Social and Education Action

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.

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 y sintetizar situaciones, aportaciones teóricas y metodológicas, y estrategias diversas de intervención.

Asumir la responsabilidad de su propio desarrollo profesional y de su especialización en el ámbito social y educativo.

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.

Integrarse y liderar equipos de trabajo interdisciplinarios, para ofrecer una perspectiva compleja en el análisis de situaciones y el diseño de intervenciones.

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.

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 interdisciplinarios de expertos como en la relación con los sujetos de intervención.

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.

## DESCRIPTION OF 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

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	5,00
Seminar	10,50
Classroom practices	5,50
<b>Total hours</b>	<b>21,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	17,00
Independent study and work	32,00
Preparation of lessons	5,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</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.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020). The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

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.