INFORMATION AND COMMUNICATION TECHNOLOGIES COMMUNICATION

Catholic University of Valencia

Faculty of Teaching and Education Sciences

Year 2024/2025

Model teaching guide

TEACHING GUIDE FOR THE SUBJECT

	ECTS
SUBJECT: Information and Communication Technologies	6
Subject: Educational Technologies	6
Module: Educational Technologies	6
Training Type [1]: Mandatory	**CURSO**: 2 **Semestre**: 1º
Faculty: Rocío Fernández Piqueras	**Departamento:** General Didactics, Theory of Education and Technological Innovation
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MODULE ORGANIZATION

Educational Technologies				**6 ECTS**	
Duration and temporary location within the curriculum:					
Subjects and courses					
SUBJECT	**ECTS**	**COURSE**		**ECTS**	**Course/ semester**
Educational Technologies	6	Information and Communication Technologies		6	2/1
Prerequisites: NONE					

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[1] Basic training (common subject), Obligatory, Optional, External practices, End of degree work.

OVERALL GOALS
a. To detect the importance of Information and Communication Technologies (ICT) in today's society, especially in the socio-educational field. b. To acquire the basic skills and abilities in the use, design, development, implementation and evaluation of socio-educational resources elaborated with ICT. c. Knowing how to select, design, produce and use ICT resources for contextualised training interventions. d. To make an appropriate use of the ICT that are framed within what is called "good practices". e. Learn how to develop multimedia didactic resources to support the educator, as a way to expand the didactic repertoire. f. Encourage teamwork through ICT. g. To be willing to continuous learning and lifelong learning with ICT.

TRANSVERSAL SKILLS [2]	Weighting			
Instruments	1	2	3	4
G1. Organization and planning			X	
G2. Use of ICT in the field of study and professional context			X	
G3. Information Management				X
G4. Problem solving and decision making			X	
Interpersonal	1	2	3	4
G5. Ability to integrate and communicate with experts from other fields and in different contexts		X		
G6. Ethical commitment				X
Systemic				
G7. Autonomy in learning				X
G8. Adaptation to new situations			X	X

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[2] List all the competencies in correlation. Each one of them must be weighted from 1 to 4 using as a criterion the degree of contribution of the subject/matter to the acquisition and development of the competence.

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G9. Creativity			X	
G10. Openness to lifelong learning				X

SPECIAL SKILLS				
Conceptual	1	2	3	4
E1. Acquiring the knowledge and skills of some existing computer and technological resources in the field of education				X
E2. To know the educational and social intervention implications of the information and communication technologies				X
Skills	1	2	3	4
E3. To be able to design own ICT resources.				X
E4. To acquire the skills and strategies for communication and collaborative work between professionals through virtual spaces and networks.			X	
Professionals	1	2	3	4
E5. Promote positive attitudes towards the use of ICTs in their professional environment				X
E6. Acquiring knowledge and skills to integrate ICT into the different professional tasks of a social educator				X

LEARNING ACHIEVEMENTS [3]	SKILLS
R1 Identify the main characteristics of the SIC in terms of digital technologies.	G13, E1, E2
R2 Creating ICT resources applied to the field of social education	G1,G6, G11, G13, G14, G15, E1, E3, E5, E6
R3 Design digital activities for a socio-educational intervention context.	G1, G3, G7, G8, G9, G11, G12, G14, E1, E2, E4, E6
R4 Define and present a guide to good practice in the ethical use of ICTs at both user and practitioner level in social education.	G4, G5, G6, G7, G9, G10, E4, E5
R5 Apply citation and formatting rules for the preparation of academic documents.	G3, G6, G8, G10, G13, G15, E1, E2, E3, E4, E5

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[3] List learning outcomes correlatively according to the proposed nomenclature.

Important note: The competencies are expressed in a generic sense so it is necessary to include the learning outcomes in the teacher's guide. These results constitute a specification of one or more competencies, making explicit the degree of mastery or performance that the student should acquire, and contain in their formulation the criteria by which they are to be evaluated. The learning results show what the student will be able to demonstrate at the end of the subject or subject and also reflect the degree of acquisition of the competence or set of competences.

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IN-PERSON WORK TRAINING ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship to Subject Learning Outcomes**	**ECTS** [4]
IN-PERSON CLASS	Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.	ALL	0,7
PRACTICAL CLASSES	Group work sessions in groups supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.	ALL	1
TUTORING	Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.	ALL	0,3
EVALUATION	Set of oral and/or written tests used in the initial, formative or additive evaluation of the student.	ALL	0,2
EXHIBITION GROUP WORK	Sharing of acquired knowledge	ALL	0,2
		Total	**2,4**

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[4] The course and/or subject is organized in FORMATIVE ACTIVITIES FOR PRESENTIAL WORK and in FORMATIVE ACTIVITIES FOR AUTONOMOUS WORK OF THE STUDENT, with an estimated percentage in ECTS. An adequate distribution is the following: 35-40% for Presential Training Activities and 65-60% for Autonomous Work Activities. (For a subject of 6 ECTS: 2.4 and 3.6 respectively).

The teaching-learning methodology is described in this guide in a generic way, specifying the didactic units in which the subject is organized

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TRAINING ACTIVITIES FOR AUTONOMOUS WORK OF THE STUDENT			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship to Subject Learning Outcomes**	**ECTS**
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the university platform	ALL	1,6
AUTONOMOUS WORK	Student's study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the university platform	ALL	2
		Total	**3,6**

SYSTEM OF EVALUATION OF THE ACQUISITION OF COMPETENCIES AND SYSTEM OF QUALIFICATIONS		
Evaluation tool [5]	**LEARNING OUTCOMES ASSESSED**	**Percent**
Active participation	ALL LEARNING OUTCOMES	**20%**
Individual and group tasks	ALL LEARNING OUTCOMES	40%
Exam / Final project	ALL LEARNING OUTCOMES	40%

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[5] Técnicas e instrumentos de evaluación: examen-exposición oral, pruebas escritas (pruebas objetivas, de desarrollo, mapas conceptuales…), trabajos dirigidos, proyectos, estudio de casos, cuadernos de observación, portafolio, etc.

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OBSERVATIONS:

- Active participation implies a positive attitude towards classroom work.

- class work assignments, both individual and group, will be handed in on the teaching platform on the dates indicated (no late assignments will be accepted).

- for students who cannot meet the deadlines for delivery and participation in class, alternative tasks will be provided to ensure the acquisition of the competences.

- a "collaborative interdisciplinary project" will be carried out, with weightings in the exclusive activities of this subject within the instruments corresponding to: group tasks and final group written tests.

Single assessment: exceptionally, those students who, in a justified and accredited manner, are unable to undergo the continuous assessment system and request it to their teacher within the first month of each semester, may opt for this assessment system. In this case, the evaluation will be as follows: exam (50%) and practical work (50%).

CRITERIA FOR THE AWARD OF HONORARY REGISTRATION:

Explain the specific criteria indicated for the subject and faculty to which the degree is assigned and in accordance with the general regulations that indicate that only one honorary registration can be given for every 20 students, not for a fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one registration can be given.

DESCRIPTION OF CONTENTS	SKILLS

1. Digital Communication in the Information and Knowledge Society (IKS).
    - Digital ecosystems
    - Digital generations
    - Digital skills for citizenship
    - The Digital Divide and social exclusion
	G1, G4, G6, G9, G10, G15, E1, E2

2. ICT and the Social Education professional.
    - ICT for socio-educational intervention: generation of ICT resources, active methodologies mediated with ICT and social networks.
    - ICT for academic work: specialised bibliographic search, format and presentation of documents.
	G1, G4, G5, G6, G8, G9, G13, G14, E1, E2, E6

3. Digital technology and its ethical dimension.
    - Good practices with ICT.
    - Social networks: advantages or opportunities.
    - Present and future of Artificial Intelligence.
	G1, G4, G5, G6, G7, G8, G9, G13, G14, E1, E2, E5

4. Generation of ICT activities for social intervention. Collaborative project 'Emo-ICT management with the elderly'.	G1, G3, G4, G5, G6, G7,G8, G9, G10, G11, G12, G13, G14, G15, E3, E4, E5, E6

TEMPORAL ORGANISATION OF LEARNING:		
	BLOQUE DE CONTENIDO/UNIDAD DIDÁCTICA	**Nº DE SESIONES**
1	Digital Communication in the Information and Knowledge Society (IKS). - Digital ecosystems - Digital generations - Digital skills for citizenship - The Digital Divide and social exclusion	**4**
2	ICT and the Social Education professional. - ICT for socio-educational intervention: generation of ICT resources, active methodologies mediated with ICT and social networks. - ICT for academic work: specialised bibliographic search, format and presentation of documents.	**10**
3	Digital technology and its ethical dimension. - Good practices with ICT. - Social networks: advantages or opportunities. - Present and future of Artificial Intelligence.	**4**
4	Generation of ICT activities for social intervention. Collaborative project 'Emo-ICT management with the elderly'.	**12**

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