INFORMATION AND COMMUNICATION TECHNOLOGIES

Catholic University of Valencia
Faculty of Teaching and Education Sciences

Year 2023/2024

Model teaching guide

GUÍA DOCENTE DE LA MATERIA Y/O ASIGNATURA

	ECTS
SUBJECT: Information and Communication Technologies	6
Subject: Educational Technologies	6
MódulE: Educational Technologies	6
Training Type [1]: Mandatory	**CURSO**: 2 **Semestre**: 1º
Faculty: Rocío Fernández Piqueras	**Departamento:** Educación
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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
TEACHING GUIDE:					
Prerequisites: NONE					

OVERALL GOALS

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

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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
G9. Creativity			X	

[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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| 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**
R-1 The student knows the key elements that define ICT and their repercussions in the socio-educational field.	G2, G5, G6 E1, E2
R-2 The student acquires the skills and abilities necessary for the use of ICT in the elaboration of socio-educational resources.	G2, G3, G4, G7, G8, G9, G10 E1, E3, E5, E6

[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.

R-3 The student uses ICT as a tool for collaborative work.	G1, G3, G2, G6 G14, E1, E2, E4, E6
R-4 The student demonstrates in his work an ethical commitment in the use of messages and digital media employed.	G3, G5, G6 E1, E2, E3, E4, E5 E6

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

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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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EXHIBITION GROUP WORK	Sharing of acquired knowledge	ALL	0,2
		Total	**2,4**

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 (www.plataforma.ucv.es)	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 (www.plataforma.ucv.es)	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	**10%**

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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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Individual and group tasks	ALL LEARNING OUTCOMES	40%
Exam / Final project	ALL LEARNING OUTCOMES	40%

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.

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
Organization in content blocks or thematic groupings. Development of the contents in Didactic Guides.	

1. Digital Communication in the Information and Knowledge Society (SIC).
    - The characteristics of the SIC
    - The Digital Divide
	G2, G5, G6
	E1, E2, E4, E5, E6

2. ICT and Social Education.
    ICT for social and educational intervention.
    ICT for academic work
	G1, G2, G3, G4, G5, G6
	E1, E2, E4, E5, E6

3. Social Networks and their importance for the Social Educator
    - Social networks: advantages or opportunities.
    - Good ICT practices and risks of Social Networks
	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10
	E1, E2, E3, E4, E5, E6

4. Generation of ICT resources for social intervention
    - Generation of multimedia resources
    - Generation of resources for the web 2.0
	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10
	E1, E2, E3, E4, E5, E6

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- Video as a resource.	

TEMPORAL ORGANISATION OF LEARNING:		
	BLOQUE DE CONTENIDO/UNIDAD DIDÁCTICA	**Nº DE SESIONES**

1	Digital Communication in the Information and Knowledge Society (SIC).
	    - The characteristics of the SIC
	    - The Digital Divide
		3

2	ICT and Social Education.
	    ICT for social and educational intervention.
	    ICT for academic work
		4

3	Social Networks and their importance for the Social Educator	**5**

4	Generation of ICT resources for social intervention
	    - Generation of multimedia resources
	    - Generation of resources for the web 2.0
	    - Video as a resource.
		15

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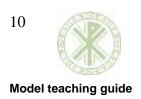
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Addendum to the Course Guide of the Subject

Social Education

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

| X | Microsoft Teams | X | Blackboard Collaborate Ultra |

| X | Kaltura |

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

| X | Microsoft Teams | X | Blackboard Collaborate Ultra |

| X | Kaltura |

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Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

| | The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.