Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412072 **Name:** ICTs as a Teaching Resource in Early Childhood Education

Credits: 6,00 **ECTS Year:** 4 **Semester:** 2

Module: Information and communication technologies applied to education

Subject Matter: Information and communication technologies applied to education **Type:** Elective

Department: General Didactics, Theory of Education, and Technological Innovation

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

Module organization

Information and communication technologies applied to education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Information and communication technologies applied to education	12,00	Design and Assessment of Teaching Materials for Early Childhood Education	6,00	This elective is not offered in the academic year 25/26
		ICTs as a Teaching Resource in Early Childhood Education	6,00	4/2

Recommended knowledge

Not required

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   Uses ICT as a didactic resource in language teaching.

R2   Uses ICT as a didactic resource in the teaching of logic and mathematics.

R3   Uses ICT as a didactic resource in the teaching of physical education and knowledge of the environment.

R4   Uses ICT as a didactic resource in teaching religion.

R5   Uses ICT as a didactic resource in the teaching of languages.

R6   Uses ICT as a didactic resource in the teaching of self-knowledge and personal autonomy.

R7   The student uses ICT as a didactic resource in teaching for special educational needs and inclusive education.

R8   The student uses ICT as a didactic resource in teaching social and natural sciences.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G7	To know the educational implications of information and communication technologies and, in particular, of television in early childhood.			x	
G9	To know the organization of early childhood education schools and the diversity of actions that comprise their operation. To recognize that the practice of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.			x	
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.			x	
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.			x	

SPECIFIC		Weighting			
		1	2	3	4
ETIC1	Acquisition of knowledge and skills as users of existing ICT resources in the educational field for EI.			x	
ETIC2	To know the educational implications of information and communication technologies in early childhood.			x	
ETIC3	Acquisition of knowledge and skills to use ICT in the teaching-learning process of their students in the classroom.				x
ETIC4	To be able to design digital didactic materials adapted to the EI classroom.				x

| ETIC5 | Acquisition of skills and strategies for communication and collaborative work among EI teachers through virtual spaces and networks. | | | **X** |

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8	50,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3, R4, R5, R6, R7, R8	10,00%	Oral presentation of group and individual work.
	0,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2, R3, R4, R5, R6, R7, R8	40,00%	Non-final written exams: individual or group directed work.

Observations

The written test consists of the compilation of a virtual portfolio of all the case studies carried out during the academic year (30%) and a test exam (10%).

Universidad
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**Course
guide**

Year 2025/2026
1412072 - ICTs as a Teaching Resource in Early Childhood Education

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   PARTICIPATIVE MASTERCLASS

M2   CLASSROOM PRACTICES

M7   GROUP TUTORING

M8   INDIVIDUAL TUTORING

M9   PROJECT-BASED LEARNING

M10   COOPERATIVE AND COLLABORATIVE WORK

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2	R1, R2, R3, R4, R5, R6, R7, R8	11,00	0,44
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	11,00	0,44
Presentation in plenary. Application of interdisciplinary knowledge M10	R1, R2, R3, R4, R5, R6, R7, R8	4,00	0,16
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8	R1, R2, R3, R4, R5, R6, R7, R8	20,00	0,80
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	2,00	0,08
TOTAL		**48,00**	**1,92**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M8, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	50,00	2,00
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M7, M8, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	52,00	2,08
TOTAL		**102,00**	**4,08**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. ICT in the early childhood classroom	1.1 The digital whiteboard 1.2 The digital corner
2. Use of ICT for the development of the ETI Competences	2.1 Use of ICT for the development of identity and personal autonomy. 2.2 Use of ICT for the development of psychomotor skills, creativity and expression. 2.3 Using ICT for the development of logical-mathematical skills. 2.4 Using ICT to develop language and communication skills. 2.5 Using ICT to develop knowledge of the environment.
3. ICT and attention to diversity in the EI classroom	3.1 Use of ICT as a resource in Specific Educational Needs
4. Internet and the early childhood classroom	4.1 Educational web portals. 4.2 Virtual communities of teachers.

Temporary organization of learning:

Block of content	Number of sessions	Hours
1. ICT in the early childhood classroom	7,00	14,00
2. Use of ICT for the development of the ETI Competences	9,00	18,00
3. ICT and attention to diversity in the EI classroom	3,00	6,00
4. Internet and the early childhood classroom	5,00	10,00

References

Carbonero, C. y Canizares, J.M. (2018). Las TIC en la escuela actual: Nuevas metodologías didácticas en la educación física. Madrid. Editorial Wanceulen.

Cacheiro González, M. L. (2018). Educación y tecnología: estrategias didácticas para la integración de las TIC. Madrid. Editorial UNED.

Córdoba Pérez, Margarita, Julio Cabero Almenara y Francisco Javier Soto Pérez (coords), *Buenas prácticas de aplicación de las TIC para la igualdad*, Sevilla, Editorial MAD, 2012.

García, A., Otra educación ya es posible: Una introducción a las pedagogías alternativas., LIT-ERA, 2017.

García, A., y Nogales, C., 118 recursos básicos y gratuitos para el docente, Eduforma, 2016

Gabriela, M. Integración de las TIC en la educación infantil: la comunicación, eje transversal del proyecto institucional, Novedades Educativas, 2017.

Gómez, A. (2018). La Alfabetización multimodal: nuevas formas de leer y escribir en el entorno digital. Madrid. Marcombo.

Martin López, M. y Castro Martín, C., *Educación 3.0 Metodologías innovadoras para el aula*, Madrid, Círculo Rojo, 2021.

Rolandi, AM,. *TIC y educación inicial: Desafios de una práctica digital en el jardín de infantes*, Madrid, Iberlibro, 2013.