



## 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:** 1, 4 **Semester:** 2

**Module:** Information and communication technologies applied to education

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

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

OPT1TIC Azahara Casanova Piston (**Responsible Lecturer**)

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## 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 23/24
		ICTs as a Teaching Resource in Early Childhood Education	6,00	1, 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
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	40,00%	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	5,00%	Oral presentation of group and individual work.
R1, R2, R3, R4, R5, R6, R7, R8	15,00%	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%).

### CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

## 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	20,00	0,80
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	26,00	1,04
Presentation in plenary. Application of interdisciplinary knowledge M10	R1, R2, R3, R4, R5, R6, R7, R8	2,00	0,08
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	10,00	0,40
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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## 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	40,00	1,60
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	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## 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	5,00	10,00
2. Use of ICT for the development of the ETI Competences	14,00	28,00
3. ICT and attention to diversity in the EI classroom	6,00	12,00
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: Desafíos de una práctica digital en el jardín de infantes*, Madrid, Iberlibro, 2013.



## Addendum to the Course Guide of the Subject

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:

☒ Microsoft Teams

☒ 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 activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



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

### ONSITE WORK

#### Regarding the Assessment Tools:

☒

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: