Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162054 **Name:** ICTs as a teaching resource in primary education

Credits: 6,00 **ECTS Year:** The course is not offered this academic year **Semester:** 2

Module: Qualifying Mention in Information and Communication Technologies

Subject Matter: ICT as a didactic resource in Primary Education **Type:** Elective

Field of knowledge: Social and legal sciences

Department: General Didactics, Theory of Education and Technological Innovation

Type of learning: Classroom-based learning / Online

Languages in which it is taught:

Lecturer/-s:

Module organization

Qualifying Mention in Information and Communication Technologies

Subject Matter	ECTS	Subject	ECTS	Year/semester
New Technologies and Education	6,00	New technologies and education	6,00	This elective is not offered in the academic year 23/24
Digital technology and its implication in education	6,00	Digital technology and its application in education	6,00	This elective is not offered in the academic year 23/24
Design and evaluation of educational didactic materials	6,00	Design and evaluation of educational materials	6,00	This elective is not offered in the academic year 23/24
ICT as a didactic resource in Primary Education	6,00	ICTs as a teaching resource in primary education	6,00	This elective is not offered in the academic year 23/24
Management and innovation in new technologies in the school center	6,00	Management and innovation in new technologies in schools	6,00	This elective is not offered in the academic year 23/24

Recommended knowledge

None

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	The student learns to use authoring tools for creating educational ICT resources for the classroom
R2	The student uses ICT to integrate classroom diversity into the activities they design
R3	The student creates ICT resources for the language area (Spanish, Valencian, and English)
R4	The student creates ICT resources for the science area (mathematics, science, and social studies)
R5	The student creates ICT resources for the artistic area (music, art, and physical education)

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
CG1 Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.			x	
CG2 Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.			x	
CG10 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and coopoerative learning and promote it among students.			x	
CG11 Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.			x	
CG12 Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.			x	

SPECIFIC	Weighting			
	1	2	3	4
ETIC5 Acquisition of knowledge and skills to use new technologies in the teaching-learning process of their students in the classroom.				x
ETIC6 To be able to programme and develop digital teaching materials.				x
ETIC10 Be able to train and advise the rest of the members of the educational community as users of information and communication technologies.				x

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
	10,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
	20,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	50,00%	Projects. Development and/or design works.

Observations

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
	20,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.

20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
40,00%	Projects. Development and/or design works.

Observations

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   Participatory Master Class

M3   Project-based Learning

M7   Cooperative/Collaborative Work

M9   Group and Individual Tutoring

M10   Individual Tutoring

M11   Participatory Master Class

M13   Seminar Work

M15   Project-based Learning

M18   Cooperative/Collaborative Work

M19   Individual Tutoring

M20   Group and Individual Tutoring

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M7	R1, R2, R3, R4, R5	6,00	0,24
Theoretical Class M1	R1, R2, R3, R4, R5	14,00	0,56
Practical Class M3, M7	R1, R2, R3, R4, R5	33,00	1,32
Tutoring M10	R1, R2, R3, R4, R5	4,00	0,16
Evaluation M10	R1, R2, R3, R4, R5	3,00	0,12
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M9	R1, R2, R3, R4, R5	30,00	1,20
Individual work M10	R1, R2, R3, R4, R5	60,00	2,40
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3, R4, R5	23,00	0,92
Practical class (e-learning mode) M18	R1, R2, R3, R4, R5	30,00	1,20
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4, R5	4,00	0,16
Evaluation (e-learning mode) M15	R1, R2, R3, R4, R5	3,00	0,12
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M19	R1, R2, R3, R4, R5	60,00	2,40
Group Work (e-learning mode) M15, M18	R1, R2, R3, R4, R5	12,00	0,48
Discussion Forums (e-learning mode) M20	R1, R2, R3, R4, R5	3,00	0,12
Asynchronous Tutoring (e-learning mode) M19	R1, R2, R3, R4, R5	15,00	0,60
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1.	Didactics with ICT
2.	Introduction to the creation of digital content integrated into classroom programming.
3.	ICT and Diversity in the Classroom
4.	Specific application in the different curricular areas of Primary Education using authoring tools for content creation.
5.	Evaluation of the digital content integrated in the classroom programme.

Temporary organization of learning:

Block of content	Number of sessions	Hours
1.	4,00	8,00
2.	4,00	8,00
3.	4,00	8,00
4.	10,00	20,00
5.	8,00	16,00

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.

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:

X	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:

| X | 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:

| 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:

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

X	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: