



Information about the subject

Degree: Master's Degree in Technological Innovation in Education

Faculty: Education and Teacher Training

Code: 1360006

Name: ICT IN THE CLASSROOM

Credits: 3 **ECTS** **Year:** 1 **Semester:** 1

Module: ITCs for education

Subject Matter: ITCs for education

Type: Compulsory

Department: Education Sciences

Type of learning: Hybrid

Language(s) in which it is taught: Spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
ITCs for education	3	TIC in the classroom	3	1/1
ITCs for education	3	TIC and Inclusive Education	3	1/1
ITCs for education	3	Open Source and Education	3	1/1



Recommended Knowledge

- Advanced office suite (word processor, presentations, and spreadsheets)
- File compression and decompression
- Advanced use of virtual communication tools (forums, email, video conferencing tools such as TEAMS)

Learning outcomes

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

Code	Learning outcomes
R1	Students know the key components of the TICs and its repercussions on the educative area
R2	Students think about the different models of integration of TICs in education.
R3	Students know the resources that the TIC provide.
R4	Students understand the peculiarities and the fundamental elements of TICs in order to favour the social and labour integration of disable people



Competences

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

Code	General	Weighting			
		1	2	3	4
CG2	To have the ability to adapt to the new technological situations by analysing contents and competences		X		
CG3	To have the ability to innovate their teaching methodology by integrating digital competence into the class.				X
CG4	To have the ability to work as a team with other professionals inside and out the classroom through the ITC.			X	
CG5	To have the ability to work autonomously, carrying out synthesis of contents and producing opinions for debating and analyzing them in the classroom.				X

Code	Basic	Weighting			
		1	2	3	4
CB6	To be creative and original in the development and/or application of ideas, sometimes in an investigation context.		X		
CB8	To integrate knowledge and form opinions on the basis of limited information, including reflections on social responsibility and ethics.			X	
CB9	To have the ability to clearly and concisely communicate conclusions, underlying knowledge and reasons to a specialised and non-specialised audience		x		
CB10	To have the ability to follow a self-study method.				x

Code	Specific	Weighting			
		1	2	3	4
CE1	To know the epistemological and/or the production of technological knowledge and to consider its application on the educational area.			x	
CE2	To understand the peculiarities and the fundamental elements of ITCs to favour the social and labour integration of disabled people.				X
CE4	To know the risks and consequences of downloading illegal software.		x		



Código	Transversales	Ponderación			
		1	2	3	4
CT1	Formulate theoretical and practical responses based on the sincere search for complete truth and the integration of all dimensions of the human being when facing the great questions of life.				X
CT2	Apply the principles derived from the concept of integral ecology in their proposals or actions, regardless of the scope, area of knowledge, and contexts in which they are presented.				X
CT3	Respect and put into practice the ethical principles and action proposals derived from the sustainable development goals, transferring them to all academic and professional activities				X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R-1 Students know the key components of the ICTs and its repercussions on the educative area	20	Rubric
R-2 Students think about the different models of integration of ICTs in education.	20	Rubric
R-3 Students know the resources that TICs provide.	20	Rubric
R-4 Students understand the peculiarities and the fundamental elements of ICTs in order to favour the social and labour integration of disable people.	20	Rubric
Attendance and/or participation	20	Report

Mention of Distinction: In accordance with the current regulations on the evaluation and grading of subjects at UCV, the "Honors" mention may be awarded to students who have obtained a grade equal to or greater than 9.0. The number of "Honors" mentions cannot exceed five percent of the students enrolled in the group in the corresponding academic year unless the number of enrolled students is less than 20, in which case only one "Honors" mention may be granted. Exceptionally, honors may be assigned among the different groups of the same subject globally. However, the total number of honors to be granted will be the same as if assigned per group, but these may be distributed among all students based on a common criterion, regardless of the group they belong to. The criteria for granting "Honors" will be made according to the criteria stipulated by the subject's responsible professor detailed in the "Observations" section of the evaluation system of the teaching guide.



Learning activities

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

M1	VIDEOCONFERENCE. Formative session through video conference, integrated in the virtual campus. It involves participation and/or exposition in real time.
M2	VIRTUAL TUTORING. Personalised individual and virtual tutoring through the virtual campus of the university (https://campusvirtual.ucv.es). The instruction period or guidance is carried out by a professor in order to revise and discuss the materials and topics seen in the subject, to carry out the continuous evaluation activities, etc.
M3	ASYNCHRONOUS VIRTUAL SESSION. Exhibition of contents by the professor, analysis skills, explanation and demonstration of skills, abilities, and knowledge in the classroom, which require feed-back and student participation.
M4	DISCUSSION FORUM. Online discussions and opinions supervised by the professor that allow students the expression of their ideas, opinions and comments related to their work through the virtual campus (https://campusvirtualucv.es/).
M5	ACTIVITIES OF CONTINUOUS EVALUATION. Comments, book summaries, critical analysis, texts creation, reviews, glossaries, etc. that are designed to be carried out individually or in groups, in order to evaluate the acquisition of the learning outcomes through the virtual campus (https://campusvirtual.ucv.es/).
M6	WIKI. Creation of a web page that can be edited by multiple users through a web browser. It is carried out collaboratively. When editing the page, the system conserves all edited content. Users can create, modify and delete a shared document



In-class learning

Activity	Learning Outcomes	Methodology	ECTS
Total			0

On-line learning

Activity	Learning Outcomes	Methodology	ECTS
VIDEOCONFERENCE	All Results	M1	0.2
VIRTUAL TUTORING	All Results	M2	0.1
Total			0,3

Activity	Learning Outcomes	Methodology	ECTS
Discussion Forums	All Results	M4	1,3
Asynchronous Virtual Session	All Results	M6	0.1
Total			1,4

Autonomous work

Activity	Learning Outcomes	Methodology	ECTS
Continuous Assessment Activities	All Results	M7	0.3
WIKI	R1, R2, R3	M8	1.
Total			1,3

Description of the contents

Description of the necessary contents to acquire the learning outcomes:



CONTENT BLOCK	Contents
1	ICT impact in education
2	New technologies in education
3	Good practices 2.0: sensitivity and prevention
4	Journals, congresses, journeys, TIC projects

Temporary organization of learning

BLOCK OF CONTENT/DIACATIC UNIT	Number of sessions	Hours
ICT impact in education	Week 1	20
New technologies in education	Week 2	25
Good practices 2.0: sensitivity and prevention	Week 3	15
Journals, congresses, journeys, TIC projects	Week 4	15



References

- Acosta-Corporan, R., Martín-García, A. V., & Hernández-Martín, A. (2022). Nivel de satisfacción en estudiantes de secundaria con el uso de aprendizaje colaborativo mediado por las TIC en el aula. *Revista Electrónica Educare*, 26(2), 23-41.
- Area-Moreira, M., Hernández-Rivero, V., & Sosa-Alonso, J. J. (2016). Modelos de integración didáctica de las TIC en el aula. *Comunicar: Revista Científica de Comunicación y Educación*, 24(47), 79-87.
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- Graells, P. M. (2013). Impacto de las TIC en la educación: funciones y limitaciones. *3 c TIC: cuadernos de desarrollo aplicados a las TIC*, 2(1), 2.
- Hernández Ortega, J., Prennesi Fruscio, M., Sobrino López, D., & Vázquez Gutiérrez, A. (2014). Tendencias emergentes en Educación con TIC.
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- Martín, A. G., González, R. P., & Puente, C. G. (2022). Competencias TIC y mediáticas del profesorado.: Convergencia hacia un modelo integrado AMI-TIC. *Comunicar: Revista científica iberoamericana de comunicación y educación*, (70), 21-33.
- Ortega, J. H., Fruscio, M. P., & López, D. S. (2012). *Tendencias emergentes en Educación con TIC*. Asociación Espiral, Educación y Tecnología.
- Pérez, A. G., & Pons, J. D. P. (2015). Factores que dificultan la integración de las TIC en las aulas. *Revista de investigación educativa*, 33(2), 401-417.
- Valdez, G. S. (2022). TIC en el aula y motivación para el aprendizaje. Un estudio exploratorio en una carrera técnico-profesional en la Provincia de Misiones.



Addendum to the teaching guide of the subject

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