ICT IN THE CLASSROOM
(3 ECTS)
UNIVERSITY MASTER IN TECHNOLOGICAL INNOVATION
IN THE CLASSROOM

Catholic University of Valencia

Modelo de Guía Docente

Year 2023/2024

TEACHING GUIDE FOR THE SUBJECT: ICT IN THE CLASSROOM

	ECTS
SUBJECT: ITC in the classroom	3
Area: ITCs for education	9
Module: ITCs for education	9

Type of training[1]: Semi-presential	**COURSE**: 1º **Semester**:1º
Professor: Soledad Gómez García	**Department:** General Didactics, Theory of Education and Technological Innovation
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ORGANIZATION OF THE MODULE

ICT in Education	**Nº ECTS**
Duration and temporal location within the curriculum: This module is located in the first semester. This is the initial module of the Master. The issues to be treated in the subject *ITC in the classroom* are the information and communication technologies. The present and the future of the use of ITCs in the classroom as well as the challenges of the integration of the new technologies will be analysed.	

[1]

The issues to be treated in the subjects *ITC and Inclusive Education* are New Technologies, and the advances in ITCs and Inclusive Education and in ITCs and personal autonomy.

The issues to be treated in the subject of *Free Software and Education are the different licenses used in the distribution of digital educative resources and contents.* Open educative resources: Creative Commons Licenses. Considerations to be taken into account when downloading programs and educative content of other authors as well as the creation of licensed of our own material. The module, of 9 ECTS credits, will begin on November and will last until November.

Module and subjects				
Module	**ECTS**	**SUBJECT**	**ECTS**	**Curso/ semestre**
ICT in the classroom	15	**TIC in the classroom**	3	1/1
		TIC and Inclusive Education	3	1/1
		Open Source and Education	3	1/1

COURSE: ITCs in the classroom

GENERAL OBJECTIVES

1. To know the impact of the ITC in education.
2. To think about the current use of new technologies in education and to know good practices for its introduction in the classroom.
3. Investigate about congress, projects and documents of interest on the use of ITC in the educational area.

BASIC AND GENERAL COMPETENCES	Assessment criteria			
	1	**2**	**3**	**4**
CG2 – To have the ability to adapt to the new technological situations by analysing contents and competences.		x		

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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
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

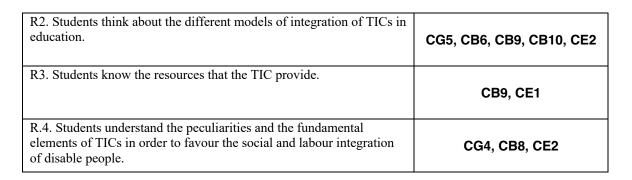| **SPECIFIC COMPETENCES** [2]				
	1	**2**	**3**	**4**
CE1 – To know the epistemological and/or the production of technological knowledge and to consider it application on the educational area.			X	
CE2 – To understand the peculiarities and the fundamental elements of ITCs to favour the social and labour integration of disable people.				X
CE4 – To know the risks and consequences of downloading illegal software.		X		

LEARNING OUTCOMES [3]	**COMPETENCES**
R1. Students know the key components of the TICs and its repercussions on the educative area.	**CG2, CG3, CB6, CE1**

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[2] Follow correspondingly with the above numbering. Specific competences are weighted 1 to 4 following criterion with the cross.

[3] Renumber the learning outcomes following the nomenclature proposed.
Important Note: The competencies are expressed in a generic sense of what is needed in the teaching guide learning outcomes. These results constitute a realization of one or more skills, making explicit the domain level or performance to be acquired by the student and the wording contained in the criterion which will be evaluated. Learning outcomes demonstrate what the student will be able to show the end of the course or subject and reflect also the degree of acquisition of competence or skill set.

R2. Students think about the different models of integration of TICs in education.	**CG5, CB6, CB9, CB10, CE2**
R3. Students know the resources that the TIC provide.	**CB9, CE1**
R.4. Students understand the peculiarities and the fundamental elements of TICs in order to favour the social and labour integration of disable people.	**CG4, CB8, CE2**

FACE-TO-FACE WORK TRAINING CLASSROOM ACTIVITIES			
ACTIVITY	**Teaching-learning methodology**	**In relation with learning outcomes**	**ECTS** [4]
VIDEO CONFERENCE	Formative session through video conference, integrated in the virtual campus. It involves participation and/or exposition in real time.	All learning outcomes	0.2
		Total	0.2

AUTONOMOUS WORK TRAINING ACTIVITIES OF THE STUDENT			
ACTIVIDAD	**Learning-teaching methodology**	**In relation with learning outcomes**	**ECTS**
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	All learning outcomes	0.1

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[4] Subject or matter is organized in **ON-SITE WORK TRAINING ACTIVITIES** and in **AUTONOMOUS WORK TRAINING ACTIVITIES**, with a percentage estimated at ECTS. A suitable distribution is as follows: 35-40% for the Presential formative activities and 65 - 60% for the autonomous work. (For a course of 6 ECTS: 2.4 and 3.6 respectively).

Teaching and learning methodology is described in this guide in a generic way, specifying in the teaching units of each subject or matter.

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	continuous evaluation activities, etc.		
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.	All learning outcomes	0.1
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/).	All learning outcomes	1.3
ACTIVITIES OF CONTINUOUS EVALUATION	Comments, book summaries, critical analysis, texts creation, reviews, glossaries, webquest, 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/).	All learning outcomes	0.3
WIKI	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 conserve all edited content. Users can create, modify and delate a shared document.	All learning outcomes	1
		Total	2.8

EVALUATION SYSTEM FOR THE ACQUISITION OF SKILLS AND GRADING SYSTEM

Assessment tool[5]	ASSESSED LEARNING OUTCOMES	Percentage
Individual monitoring of the active participation in face-to-face and virtual lessons,	All learning outcomes	**20%**

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[5] Assessment techniques and tools: oral exam-exposition, written tests (multiple choice tests, development tests, conceptual maps, etc.), supervised projects, projects, case studies, observation notebooks, portfolio, etc.

seminaries and tutoring.		
Objective theoretical and practical tests and practical works.	All learning outcomes	**80%**

CRITERIA FOR THE GRANTING OF DISTINCTION:

According to the general rules you can only give honours to 20 students per fraction rather than 20, with the exception of groups of fewer than 20 students in total, which can provide tuition. Distinction is awarded to a student who has obtained outstanding grades and has stood out for its active participation in class, attendance at tutorials, presentation and preparation of work and engagement on the subject.

DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of contents or thematic aggrupations. Development of the contents of the syllabus.	(Indicar, numéricamente, las competencias relacionadas)
1. ICT impact in eduction 2. New technologies in education. 3. Good practices 2.0: sensitivity and prevention. 4. Journals, congresses, journeys, TIC projects	CE1, CE2, CE4

BIBLIOGRAPHY
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Addendum to the Course Guide of the Subject

MÁSTER UNIVERSITARIO EN INNOVACIÓN TECNOLÓGICA EN EDUCACIÓN

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 |

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 |

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.