Digital Activities Generation

(6 ECTS)

MASTER IN TECHNOLOGICAL INNOVATION IN EDUCATION

Catholic University of Valencia

Course 2023/2024

COURSE SYLLABUS

		ECTS
SUBJECT: Digital Activity Design		6
Area: Digital Activity Design		6
Module: Digital Content Design		15
Type of training[1]: blended learning	**COURSE**: 1º **Semester**: 2º	
Professor: Dra.Sara Cebrián Cifuentes	**Department:** Education	
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MODULE ORGANISATION

DIGITAL CONTENT DESIGN	**Nº ECTS 15**
Duration and temporal location within the curriculum: This module is located as a continuation of Module I which is the introductory module of the master and will be taught in the first semester. The module, of 15 ECTS credits, will begin on October 2018 and will last until February 2019. It is the very first module of practical nature and consists of three subjects. The first one, ***Digital Content Design***, aims to make the students become familiar with the different multimedia file formats and to introduce them to the different repositories used to look for multimedia resources. Moreover, students are expected to be able to acquire strategies to organize and share these resources on different repositories of the web. Finally, the students will be taught some strategies and programs, not only in offline version but also on the web 2.0 in order to teach them how to create their own multimedia resources, images, sounds and videos. Following on from the multimedia resources generation, the second subject of this	

[1]

module, ***Digital Animation,*** enables the students to go further in the digital resources generation and to develop small digital animations as well as to acquire the necessary strategies to create vector animation by computer.

Finally, once the students are capable to generate resources, in the following area, ***Digital Activities Generation*** (to which this syllabus refers), students are expected to know the different repositories to look for activities and complete learning units and to generate activities by using resources of third parties, duly licensed, or by using their own resources. Moreover, the students are intended to know methodological strategies in order to make an efficient use of the digital contents that have been developed such as activities typology. Lastly, the students will be taught innovative didactic and methodological strategies for an efficient use of the educative contents in PDI, tablets and other emerging technologies.

Module and Subjects

Area	ECTS	SUBJECT	ECTS	Course/ semester
DIGITAL CONTENT DESIGN	15	Digital Content Design	6	1/1
		Digital animation	3	1/1
		Digital Activity Design	6	1/2

COURSE SYLLABUS: Digital Activity Design

OVERALL OBJECTIVES

a. To know educational repositories and to develop skills of search and selection digital content and analyze the peculiarities of their use depending on the different technologies in the classroom (PDI, tablets , etc.)

b. To know different developer tools for generating digital content and educational strategies to acquire the autonomous management of other unknown based on the technical documentation provided.

c. To design specific training activities, previously conducting a needs analysis to assess the appropriate methodologies and applicability of ICT for each context.

d. To design teaching proposals to methodological and technical level to adapt ICT programs and resources for students with different disabilities.

BASIC AND GENERAL SKILLS	Assessment criteria			
	1	2	3	4
CB6 - knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas , often in a research context		x		
CB7 – To know how to apply acquired knowledge and solve problems in new or unfamiliar situations in broader contexts (or multidisciplinary) related to their area of study.			x	
CB8. To integrate knowledge and form opinions on the basis of limited information, including reflections on social responsibility and ethics.			x	
CG1. To have the ability to create digital materials adequate to the teaching-learning processes using ICT tools.				x
CG2 - Students should be able to adapt to new situations technological content and skills upgrading.				x
CG3 – To have the ability to innovate their teaching methodology by integrating digital skills into the class.				x
CG4 – To have the ability to work in teams with other professionals within and outside the classroom through ICT tools.		x		
CG5 - That students are able to work autonomously, performing synthesis of content and making judgments for later discussion and analysis in the virtual classroom.		x		
CG7 - To be able to generate, share and disseminate academic and professional knowledge.			x	

SPECIFIC SKILLS[2]				
	1	**2**	**3**	**4**
CE5 - To have the ability to develop skills to search and select content and interactive educational resources.			**x**	
CE6 - Students should be able to introduce innovative methodological changes through ICT.				**x**
CE7 - That students are able to learn the management and configuration of developer tools for generating digital teaching materials adapted to the different educational levels and contexts of the classroom.				**x**
CE8 - Students should be able to promote meaningful learning through interactivity offered by the use of ICT.				**x**

LEARNING OUTCOMES [3]	skills
R1. Students meet educational repositories and develop research skills and interactive digital content selection	**CB7, CG2, CE5**
R2. The students designed the training previously conducting a needs analysis, proposing appropriate methodologies correctly applying ICT in different contexts.	**CB6, CB7, CB8, CE6, CE8**
R3. The students learn the management of tools ICT for generating educational materials and develops creativity to apply these in the classroom	**CE7, CE8**
R4. Students designe and adapt ICT resources aimed at students with different disabilities	**CE6, CE7**

[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.

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	0,10
PARTICIPATIVE MASTER LECTURE	Exposition of contents on the part of the professor, analysis of competences, explication and demonstration of skills, abilities and knowledge in the classroom, which require feedback and student's participation.	All learning outcomes	0,10
ONLINE OFFICE HOURS	Virtual and individual personalised attention through the virtual campus (https://campusvirtual.ucv.es). An instruction or guidance period is carried out by a professor in order to revise and discuss the content of a lesson, help the student with the continuous evaluation activities, etc.	All learning outcomes	0,10
OFFICE HOURS	Face-to-face personal attention, individually or in small groups. An instruction or guidance period is carried out by a tutor in order to revise and discuss the content of a lesson.	All learning outcomes	0,10

[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 suit able 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.

PRACTICAL CLASSES	Group work in groups session supervised by the professor. Study of cases, problems, field study, data research, diagnostic analysis, etc. Significant construction of knowledge on the interaction and activity of the student.	All learning outcomes	1
PROJECT	Practical work supervised by a professor in order to produce a final project where various objectives, previously set, are meant to be reached by the students. The project includes a set of interrelated activities for the achievement of the objectives. It implies the application of knowledge, skills, tools and techniques previously learned in order to satisfy the development of the project.	All learning outcomes	1
		Total	2,40

AUTONOMOUS WORK TRAINING ACTIVITIES OF THE STUDENT			
ACTIVITY	**Learning-teaching methodology**	**In relation with learning outcomes**	**ECTS**
INDIVIDUAL WORK	Study of the student: Individual preparation (or in groups) of readings, tests, resolution of problems, seminaries, works, memories, conceptual maps, etc. in order to expose or to give in the theoretical classes, practical exercises and/or positions of a guardian of small group. Work made in the platform of the university (www.plataforma.ucv.es)	All learning outcomes	2,5
CONTINUOUS ASSESSMENT ACTIVITIES	Comments, book summaries, critical analysis, writing texts, glossaries, webquest and other activities that are designed to be done individually or in teams, to evaluate the acquisition of learning outcomes from different subjects using the virtual campus (https://campusvirtual.ucv.es)	All learning outcomes	0,5

ASYNCHRONOUS VIRTUAL SESSION	Exhibition contents Professor, analysis skills, explanation and demonstration of skills, abilities and knowledge in the classroom, which require feed-back and student participation.	All learning outcomes	0,60
		Total	3,60

EVALUATION SYSTEM FOR THE ACQUISITION OF SKILLS AND GRADING SYSTEM		
Assessment tool	**ASSESSED LEARNING OUTCOMES**	**Percentage**
Participation (face-to-face class/virtual class)	ALL	**10%**
Electronic Portfolio that will collect the tasks carried out throughout the course	ALL	**20%**
Headings for the systematic observation of the execution of tasks	ALL	**70%**

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.

BLOCK CONTENT / TEACHING UNIT	Skills
1. Search and evaluation of digital educational activities	CE5
2. Methodologies for the integration of ICT in teaching and learning processes: TPACK y SAMR.	CB8,CG5, CE6, CE8
3. Design tools learning objects author.Diseño de objetos de aprendizaje con herramientas autor.	CG1, CE7
4. Tipos de actividades con TIC: Geolocalización, líneas del tiempo, infografía Types of activities with ICT : Geolocation , time lines , graphics, Webquests , treasure hunts , etc.,	CB6, CB7, CG1, CG2, CG3, CE7
5. Innovative educational projects through ICT.	CB6, CB7, CG1, CG2, CG3, CG7

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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:

☒ 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.