



Information about the subject

Degree: Master's Degree in Technological Innovation in Education

Faculty: Education and Teacher Training

Code:1360005 **Name:** Design of Digital Activities

Credits: 6 **ECTS** **Year: 1 Semester: 1**

Module: Digital Content Design

Subject Matter: Design of Digital Activities **Type:** Compulsory

Department: General Didactics, Educational Theory and Technological Innovation

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
Digital Content Design	15	Creation of Digital Resources	6	1/1
		Digital animation	3	1/1
		Design of Digital Activities	6	1/1



Recommended Knowledge

Not applicable.

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 learn about educational repositories and develop search and selection skills for interactive digital content.
R2	The students design the training action by previously carrying out a needs analysis, proposing appropriate methodologies, correctly applying ICT depending on the context.
R3	Students learn how to use authoring tools to generate teaching materials and develop creativity to apply these in the classroom.
R4	Students design and adapt ICT programs and resources aimed at students with different disabilities.



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
CG1	That students are able to create digital materials appropriate to the teaching-learning processes using ICT tools.				X
CG2	That students are able to adapt to new technological situations by updating content and skills.				X
CG3	That students are able to innovate their teaching methodology by incorporating digital competence in the classroom.				X
CG4	That students are able to work as a team with other professionals inside and outside the classroom through ICT.		X		
CG5	That students are able to work autonomously, synthesizing content and making judgments for debate and subsequent analysis in the virtual classroom.		X		
CG7	That students are able to generate, share and disseminate academic and professional knowledge.			X	

Code	Basic	Weighting			
		1	2	3	4
CB6	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.		X		
CB7	That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts. related to your area of study.			X	
CB8	That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.			X	



Code	Specific	Weighting			
		1	2	3	4
CE5	That students develop search and selection skills for interactive content and resources			X	
CE6	That students are capable of introducing innovative methodological changes through ICT..				X
CE7	That students are able to learn the management and configuration of authoring tools for the generation of digital teaching materials adapted to the different educational stages and classroom contexts.				X
CE8	That students are able to promote meaningful learning through the interactivity offered by the use of ICT.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R-1 Students learn about educational repositories and develop search and selection skills for interactive digital content.	20	Rubric
R-2 The students design the training action by previously carrying out a needs analysis, proposing appropriate methodologies, correctly applying ICT depending on the context.	20	Rubric
R-3 Students learn how to use authoring tools to generate teaching materials and develop creativity to apply these in the classroom.	30	Rubric
R-4 Students design and adapt ICT programs and resources aimed at students with different disabilities.	30	Rubric

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	Supervised group work sessions led by the professor. Case studies, problem-solving, field study, data collection, program analysis, etc. Meaningful construction of knowledge through student interaction and activity
M2	Personalized student attention, both virtually and in-person online using the university's platform
M3	Training sessions through a videoconferencing tool integrated into the virtual campus, involving real-time participation and/or presentations by the teacher and the class group
M4	Online debates or discussions supervised by the teacher, allowing students to express their ideas, opinions, and comments based on the content studied
M5	Personalized student attention, both virtually and individually. Instruction or guidance periods conducted by a teacher to review and discuss materials and topics addressed, assist in carrying out continuous assessment activities, etc.
M6	Content presentations by the teacher, competence analysis, explanation, and demonstration of skills, abilities, and knowledge in the virtual classroom that require student feedback and participation at different times.
M7	Comments, summaries, critical analyses, reviews, glossaries, webquests, tests, etc., individually or in teams, to evaluate the acquisition of learning outcomes.
M8	Student study: Individual preparation of readings, essays, problem-solving, seminars, papers, reports, etc., to submit in theoretical classes, practical classes, and/or small group tutorials.



In-class learning

Activity	Learning Outcomes	Methodology	ECTS
PRACTICAL CLASSES	All Results	M1	1.10
Total			1.10

On-line learning

Activity	Learning Outcomes	Methodology	ECTS
VIDEOCONFERENCE	All Results	M3	0.10
VIRTUAL FACE-TO-FACE TUTORIALS	All Results	M2	0.10
Total			0.20

Activity	Learning Outcomes	Methodology	ECTS
Discussion Forums	All Results	M4	0.18
Virtual Tutoring	All Results	M5	0.10
Project	All Results	M6	0.82
Total			1.1

Autonomous work



Activity	Learning Outcomes	Methodology	ECTS
Continuous Assessment Activities	All Results	M7	0.5
Autonomous work	All Results	M8	2.5
Asynchronous virtual session	All Results		0.60
Total			3.60

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
1	Search and evaluation of digital educational activities.
2	Methodologies and Instruments of Information Collection for the integration of ICT in teaching-learning processes.
3	Design of learning objects with web 2.0 tools and author.
4	Types of activities with ICT: Geolocation, timelines, infographics, Treasure Hunts, etc.
5	Innovative educational projects through ICT.

Temporary organization of learning

BLOCK OF CONTENT/DIACATIC UNIT	Number of sessions	Hours
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Search and evaluation of digital educational activities.	Week 1	25
Methodologies and Instruments of Information Collection for the integration of ICT in teaching-learning processes.	Week 2	25
Design of learning objects with web 2.0 tools and author.	Week 3	25
Types of activities with ICT: Geolocation, timelines, infographics, Treasure Hunts, etc.	Week 4	25
Innovative educational projects through ICT.	Week 5 Week 6	50



References

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Addendum to the teaching guide of the subject



