

A large, light gray, stylized profile of Nebrija, the founder of the University of Nebrija, is positioned in the upper right quadrant of the page. The profile is facing right and is rendered in a minimalist, geometric style with sharp lines and a textured, feathered collar.

ICT in Education
Degree in Early
Childhood Education



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject : ICT in Education

Degree: Degree in Early Childhood Education

Character: Basic

Language: Spanish / English

Modality: On-site / Distance

Credits: 6

Course: 2nd

Semester: 4th

Professors/ Teaching Staff: Dr.Mr. Jose Francisco Rocabado Rocha

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competencies

Basic skills

CB1 Students know how to possess and understand knowledge in an area of study that starts from the basis of general secondary education, and is usually found at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB2 Ability to apply knowledge professionally to work or vocation, demonstrate argumentation skills, and resolve problems within the field of study.

CB3 Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

CB4 Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5 Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

General skills

CG3 Understand the complexity of educational processes in general and teaching-learning processes in particular.

CG6 Ability to analyze and synthesize

CG7 Oral and written communication in the mother tongue and in a second language

CG13 Ability for criticism and self-criticism

CG15 Ability, initiative and motivation to learn, research and work independently.

CG17 Leadership skills

Specific skills

CEC5 Know the educational implications of information and communication technologies and, in particular, of television in early childhood.

CEC9 Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it in students.

CEC10 Ability to understand the role, possibilities, and limitations of education in today's society; to identify the fundamental skills relevant to early childhood education institutions and their professionals; and to apply knowledge of quality improvement models in educational centers.

CEM22 Understand that systematic observation is a basic tool for reflecting on practice and reality, as well as contributing to innovation and improvement in early childhood education.

CEM23 Master observation and recording techniques.

CEM24 Address field analysis through observational methodology using information, documentation and audiovisual technologies.

CEM25 Know how to analyze the data obtained, critically understand reality and prepare a report of conclusions.

1.2. Learning outcomes

Upon completion of this subject, the student must:

- Have a theoretical framework of reference for the knowledge, planning and evaluation of educational practice, developing a critical-reflective attitude.
- Understand the organisational aspects of nursery schools, identifying the peculiarities of the 0-3 year and 3-6 year stages, recognising the diversity of nursery schools.
- Identify activity as a teaching principle in early childhood education, developing the necessary methodological strategies and having criteria for selecting appropriate activities for children from 0 to 6 years of age.
- Know and manage the different educational options regarding authority and the establishment of limits and rules for coexistence.
- Understand early childhood education as a facilitating context for the acquisition of skills and abilities in children aged 0-6 years.
- Apply technologies to curriculum development.
- Know the different technological resources available for education.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of contents

- The Web 2.0 in the teaching and learning process.
- Multimedia contents in the educational field educational area.
- Interactive learning and teaching models.
- Teaching media and resources.

2.3. Training activities

In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	22	100%
AF3. Practical classes. Seminars and workshops	17	100%
AF4. Tutorials	14	100%
AF5. Work in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Assessment activities	5	100%

TOTAL NUMBER OF HOURS	150
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Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2. Asynchronous theoretical classes.	14	0%
AF3. Practical classes. Seminars and workshops	10	0%
AF 4. Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Assessment activities	2	100%
TOTAL NUMBER OF HOURS	150	

2.4. Teaching methodologies

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Teaching methodologies	Description
MD1	Expository method. Master lecture	Structured presentation of the topic by the teacher to facilitate information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate, discussion of cases, questions and presentations.
MD2	Individual study	Autonomous and reflective work of the student, to deepen the acquisition of the associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.).
MD3	Collaborative learning	Develop active and significant learning in a cooperative way.
MD4	Troubleshooting	Active methodology that allows to exercise, rehearse and put into practice previous knowledge.
MD5	Case studies	Analysis of a real or simulated case to learn about it, interpret it, solve it, generate hypotheses, contrast data, reflect, complete knowledge, etc.
MD6	Project-oriented learning	Carry out a project to solve a problem and apply acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. Face-to-face or through the use of technological tools such as forums, mail or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-evaluation	Assessment of one's own knowledge, skills and acquisition of competencies.

MD10	Heteroevaluation	Teacher's evaluation of the student
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3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with Article 5 of Royal Decree 1125/2003 of September 5 (BOE, September 18), which establishes the European Credit Transfer System (ECTS) and the official grading scale for university degrees, valid throughout the national territory.

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Good (NT)
- 9.0 - 10 Outstanding (SB)

The distinction of "**Matrícula de Honor**" (**Honors**) may be awarded to students who achieve a grade of 9.0 or higher. The number of Honors awarded may not exceed 5% of the students enrolled in a given course during the academic year. If fewer than 20 students are enrolled, only one Honors distinction may be granted.

3.2. Evaluation criteria

Ordinary call

Modality: In person

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Participation	10%
Final exam	50%

Modality: Distance learning

Evaluation systems	Percentage
Activities	30%
Participation	10%
Final exam	60%

Extraordinary call

Modality: In person

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance learning

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

Minimum qualification

To average the above weightings, it is necessary to obtain at least a grade of 5 in the final test.

Attendance

The student who, without justification, fails to attend more than 25% of the classes may be deprived of the right to take the exam in the ordinary call.

Writing standards

Special attention will be paid to the presentation and content of written assignments, practical exercises and projects, as well as to exams, considering grammar and spelling. Failure to comply with the minimum acceptable standards may result in points being deducted from said assignment.

3.4. Warning about plagiarism

Universidad Antonio de Nebrija will not tolerate plagiarism or any form of academic dishonesty under any circumstances. Plagiarism includes the reproduction of text from external sources (internet, books, articles, classmates' papers, etc.) without proper citation of the original source. The use of quotations must be appropriate and not excessive. Plagiarism constitutes a serious offense. If such practices are detected, they will be classified as Serious Misconduct, and the corresponding sanctions established in the Student Regulations may be applied.

4. LITERATURE

Basic bibliography

Fernández, J.C., Miralles, F. y Rainer. J.J. (2014). Elearning, TIC and the New Teaching. *Pensee Journal*, 76(12), 51-56.

Latorre, M. (2018). Historia de las webs, 1.0, 2.0, 3.0 y 4.0. *Universidad Marcelino Champagnat*, 1.

Mellado Moreno, P. C., Sánchez Antolín, P., Ramos Pardo, F. J., y Blanco García, M. (2023). Materiales didácticos digitales en Educación Infantil desde la perspectiva del profesorado. *Revista Fuentes*, 25 (2), 206-215.

Resolución de 4 de mayo de 2022, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el Acuerdo de la Conferencia Sectorial de Educación, sobre la actualización del marco de referencia de la competencia digital docente. Boletín Oficial del Estado nº 116. <https://www.boe.es/eli/es/res/2022/05/04/5>

Salinas, J. (Coord.) (2008). *Innovación educativa y uso de las TIC*. Universidad Internacional de Andalucía.

Recommended bibliography

Del Moral, M. E. y Rodríguez, R. (Coords.) (2010). *Experiencias docentes y TIC*. Octaedro Universidad.

De Haro, J. J. (2010). *Redes sociales para la educación*. Anaya Multimedia.
Goldstein, B., (2013). *El uso de imágenes como recurso didáctico*. MEInumen.

5. TEACHING STAFF DATA

You can consult the teachers' email and the academic and professional profile of the teaching team at: <https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3>