ICT in Education Degree in Primary Education

UNIVERSIDAD NEBRIJA

TEACHING GUIDE

Subject: ICT in Education

Degree: Degree in Primary Education

Character: Mandatory

Language: Spanish/ English

Modality:

Classroom/Distance

Credits: 6

Grade: 2nd

Semester: 4th

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

1. COMPETENCIES AND LEARNING OUTCOMES

1.1. Competencies

Core competencies

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 Students are able to apply their knowledge professionally to their work or vocation and possess the skills typically demonstrated through the development and defense of arguments, as well as the resolution of problems within their 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 competencies

CG1 Ability to make use of intellectual work skills (understanding, synthesizing, schematizing, explaining, exposing, organizing).

GC2 Ability to use a basic methodology for researching sources: analysis, interpretation and synthesis.

CG3 Ability to manage information.

CG4 Ability to present clearly, orally and in writing, complex problems and projects within their field of study.

CG5 Ability to learn and work independently.

CG6 Ability to work in teams, integrate in multidisciplinary groups and collaborate with professionals from other fields.

CG7 Capacity for self-initiative, self-motivation and perseverance.

CG8 Heuristic and speculative capacity for creative and innovative problem-solving.

CG9 Ability to carry out new projects and action strategies in real situations and in different areas of application, from a humanistic perspective.

CG10 Interpersonal communication skills, awareness of one's capabilities and resources.

CG11 Ability to adapt to new situations.

CG12 Ability to recognize diversity and respect multiculturalism.

CG13 Sensitivity to environmental issues and to cultural and linguistic heritage.
CG14 Ability to document one's own culture and acquire the knowledge and ability to communicate with other cultures.
CG15 Ability to develop and uphold a professional ethical commitment.

CG17 Ability to use new information and knowledge technologies for the organization, planning and development of academic and professional activities.

Specific competencies
CEC1 Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge about the respective teaching and learning procedures.
CEC2 Ability to design, plan, and evaluate teaching and learning processes, both independently and in collaboration with other teachers and professionals within the institution.
CEC4 Encourage the reading and critical commentary of texts from the diverse scientific and cultural domains contained in the school curriculum.
CEC14 Value individual and collective responsibility in achieving a sustainable future.
CEC16 Acquire habits and skills for autonomous and cooperative learning and promote it among students.
CEC17 Know and apply information and communication technologies in the classroom.
CEC18 Selectively discern audiovisual information that contributes to learning, civic education and cultural enrichment.
CEM24 Understand the basic principles and fundamental laws of experimental sciences (Physics, Chemistry, Biology and Geology).
CEM25 Know the school curriculum of these sciences.
CEM26 Pose and solve problems associated with science in everyday life.
CEM27 Value science as a cultural fact.
CEM28 Recognize the mutual influence between science, society and technological development, as well as the relevant citizenship behaviours, to ensure a sustainable future.
CEM66 Develop and evaluate curriculum content through appropriate didactic resources and promote the corresponding competencies in students.

1.2. Learning outcomes

At the end of this course, the student must:

- Value science and be able to communicate its value to elementary students through problem-solving techniques applicable to everyday life.
- Consider the sciences in their social and cultural context.
- Know the learning processes of the referred school stage.
- Know the basic characteristics of students at this stage.
- Know the motivations and social contexts of the students.
- Understand the evolution of the students' personality and to know how to identify dysfunctions.
- Be able to identify learning difficulties and know how to deal with them.
- Be able to plan the teaching to the different learning paces of the students.

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 area

- Interactive learning and teaching models
- Teaching media and resources

2.3. Training activities

In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF ATTENDANCE
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. Evaluation activities	5	100%
TOTAL NUMBER OF HOURS	**150**	

Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF ATTENDANCE
AF2.Asynchronous theoretical classes.	14	0%
AF3. Practical classes. Seminars and workshops	10	0%
AF4 Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7 Evaluation activities	2	100
TOTAL NUMBER OF HOURS	**150**	

2.4. Teaching methodologies

The teaching staff will be able to choose among one or several of the following methodologies detailed in the verified report of the degree:

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 students 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

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

Mode: On-site

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%

Participation	10%
Final exam	50%

Mode: Distance

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

Extraordinary call

Modality: On-site

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance

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 the assignment.

3.4. Plagiarism warning

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. BIBLIOGRAPHY

Basic bibliography

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

Latorre, M. (2018). History of the webs, 1.0, 2.0, 3.0 and 4.0. *Marcellin Champagnat University*, *1*.

Mellado Moreno, P. C., Sánchez Antolín, P., Ramos Pardo, F. J., and Blanco García, M. (2023). Digital didactic materials in Early Childhood Education from the teacher's perspective. *Revista Fuentes, 25 (2), 206-215.*

Resolution of May 4, 2022, of the Directorate General for Evaluation and Territorial Cooperation, which publishes the Agreement of the Sectorial Conference of Education, on the update of the reference framework of digital teaching competence. Official State Gazette No. 116. https://www.boe.es/eli/es/res/2022/05/04/(5)

Salinas, J. (Coord.) (2008). *Educational innovation and use of ICT*. International University of Andalusia.

Recommended bibliography

Del Moral, Mª.E. and Rodríguez, R. (Coords.) (2010). *Teaching experiences and ICT*. Octaedro Universidad.

De Haro, J. J. (2010). *Redes sociales para la educación*. Anaya Multimedia.

Goldstein, B., (2013). *The use of images as a teaching resource*. MEdinumen.

5. TEACHING STAFF DATA

The e-mail addresses of the professors and the academic and professional profiles of the teaching staff can be consulted at https://www.nebrija.com/carreras-universitarias/grado-educacion-primaria/#masInfo#profesores.