1. General information

Course: EDUCATIONAL TECHNOLOGIES	**Code:** 33307
Type: BASIC	**ECTS credits:** 6
Degree: 328 - UNDERGRADUATE DEGREE IN SOCIAL EDUCATION (CU)	**Academic year:** 2022-23
Center: 11 - FACULTY OF EDUCATIONAL SCIENCES AND HUMANITIES OF CUENCA	**Group(s):** 30
Year: 1	**Duration:** C2
Main language: Spanish	**Second language:** English
Use of additional languages:	**English Friendly:** Y
Web site:	**Bilingual:** N

Lecturer: **JOSE SANCHEZ SANTAMARIA** - Group(s): **30**

Building/Office	Department	Phone number	Email	Office hours
Ed. Gil de Albornoz/Despacho 2.07	PEDAGOGÍA	926053861	jose.ssantamaria@uclm.es	Tuesday from 11:00 a.m. to 12:00 p.m. and from 4:00 p.m. to 9:00 p.m.

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

JUSTIFICATION IN THE CURRICULUM:

According to the basic competences established in the Royal Decree 1393/2007, of October 29, and following the guidelines of the White Book of the Degree in Pedagogy and Social Education, the subject of "Information and Communication Technologies" (ICT-e), is integrated within the Module II: "Methodological bases, design, programming and evaluation of socio-educational programs and projects"; more specifically in the Subject: "Design, programming and evaluation" of the degree of Social Education of the UCLM . Thus, ICT-e is presented as a subject that aims to introduce the student in the field of technologies applied to Education, in the sense, fundamentally preventive, so that it intends to respond to the training requirements that the professional profile of social educator requires in a knowledge society in a globalized world, thanks in part to information technologies.

In short, the subject provides the essential theoretical references to understand the social and educational implications of the knowledge society and the development of information and communication technologies in social education, as a previous step to address issues of design, development and evaluation of technological resources, both telematic and computer.

RELATIONSHIP WITH OTHER SUBJECTS AND WITH THE PROFESSION:

ICT-e is integrated within module II on Methodological Bases, Design, Programming and Evaluation of socio-educational programs and projects. The subjects of the degree in Social Education with which it maintains direct links are:

- Intervention methods of educational research, and more specifically, with the didactic methodology of social education.
- Design, programs and evaluation: educational information and communication technologies and design and evaluation of educational projects.
- Final degree project and work placement.

4. Degree competences achieved in this course

Course competences

Code	Description
E17	Ability to identify, analyse and assess socio-educational demands reflectively
E18	Ability to design, implement and evaluate socio-educational strategies, plans, programmes, projects and actions in different contexts
E19	Ability to prepare, manage and evaluate means and resources aimed at socio-educational actions
G05	Creative and entrepreneurial capacity to design, implement, manage and evaluate socio-educational projects
G07	Ability to select information, manage knowledge and use the ICTs from a critical and reflective perspective
G08	Oral and written language skills at a professional level and ability to use and to speak other languages
T10	Ability to implement socio-educational programmes and actions that promote the recognition of cultural and linguistic diversity, universal access of disabled people and full equality between men and women

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Additional outcomes

- To reflect on the ICT and their social impact.
- To provide a wide scope of the possibilities of the use of ICT in the framework of Social Education.
- To evaluate the possibilities of audiovisual and computer media for education in general and for Social Education in particular.
- To develop a professional criterion of the students to facilitate decision-making on the use of ICT in the different contexts of Social Education

6. Units / Contents

Unit 1: Introduction of the subject ICT-e.

Unit 2: The ICT in the context of the current Society. Information Society, Knowledge Society and Education.

Unit 3: Digital divide and social exclusion. Socialization and digital literacy, implications for Social Education.

Unit 4: Media and didactic resources. Media dimensions. Technological resources in teaching and learning processes. Didactic means and resources for the Social Educator

Unit 5: ICT within the framework of non-formal education

Unit 6: Socio-educational use of the ICT for Social Education. Socio-educational use of telematic networks.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	E17 G07 G08 T10	1.2	30	Y	N	
Writing of reports or projects [OFF-SITE]	Combination of methods	E19 G05 G07	1.92	48	Y	N	
Class Attendance (practical) [ON-SITE]	Combination of methods	E17 G07 G08	0.7	17.5	Y	N	
Workshops or seminars [ON-SITE]	Guided or supervised work	E18 E19 G05 T10	0.5	12.5	Y	N	
Study and Exam Preparation [OFF-SITE]	Combination of methods	E17 G07 G08 T10	0.4	10	Y	N	
On-line Activities [OFF-SITE]	Assessment tests	E17 E18 E19 T10	0.16	4	Y	Y	
Practicum and practical activities report writing or preparation [OFF-SITE]	Problem solving and exercises	E17 E18 E19 G05 G07 G08 T10	1.12	28	Y	Y	
Total:			**6**	**150**			
Total credits of in-class work: 2.4				**Total class time hours: 60**			
Total credits of out of class work: 3.6				**Total hours of out of class work: 90**			

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Portfolio assessment	35.00%	0.00%	Continuous evaluation through research, analysis and personal reflection on the use of ICT in Education. There will be an individual evaluation of the competences through different works related to the content of the subject and the professional profile. The following activities will be compulsory and recoverable in the extraordinary call
Assessment of problem solving and/or case studies	35.00%	0.00%	Continuous assessment through the presentation of projects and results. These activities will not be recoverable in extraordinary call. In group, the students will carry out, through the use and application of ICT tools and applications, a work of dissemination and communication oriented to the work that from the profile of social educator is carried out connected to a simulated real context, specifically: the creation of a virtual environment for the promotion of citizenship from social education, where the use of various ICT resources is made. The working group will be supported and tutored by the teacher. These activities will not be compulsory and will not be recoverable.
Other methods of assessment	30.00%	100.00%	Global evaluation of the learning process and the acquisition of competences and knowledge. If the student chooses a non-continuous evaluation -a decision that is personal and exclusive to the student-, he/she will have to take a single final evaluation test, of a theoretical and practical nature, in which all the competences of the subject will be assessed.
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

Evaluation Criteria:

These criteria will be specified in a specific work document for each activity, where they will be related to the levels of competence development of the

subject.

1. For the elaboration of theoretical tasks. The nature of these theoretical activities is to situate the meaning and function of ICT in social education:
- Structure and systematization of the content.
- Clarity and expository coherence.
- Capacity for analysis, synthesis and criticism of information.
- Ability to use appropriate oral and written expression in relation to the professional profile.
- Incorporation and appropriate use of ICT.
- Creativity, originality and adequacy of the proposals to the problem/case object of work.

2. Problem solving. Creation of a virtual environment for the promotion of citizenship connected with the educational role that we, as educators, must carry out:
- Structure and systematization of the content.
- Competence development involved.
- Capacity for analysis, synthesis and criticism of the use of ICT.
- Ability to use appropriate oral and written expression in relation to the professional profile.
- Incorporation and adequate use of ICT according to the requirements of the activity.
- Creativity, originality and adequacy of the proposals to the problem/case object of work.

3. For the global test:
- Correct answers.
- Two incorrect answers will subtract one good.

It will not be necessary to pass the 3 evaluation systems to make average, the condition will be to obtain at least 40% of the total grade of each part to make average.

General Comments:

1. To make average between the three evaluation systems it is not necessary to pass all the activities and associated tests.
2. Failure to pass a test does not imply failure in the subject, it will result in a 0 that will be added to the rest of the scores obtained.
3. Following the provisions of Article 14.2 of the UCLM Student Evaluation Regulations of May 28, 2022, 5% of the student body may obtain the honorable registration in the subject according to the number of students enrolled in the same. Although the regulation establishes that honorary registration can be assigned from 9 or more, the professor will also value the excellent academic performance throughout the course, without this entails submitting additional activities by students who want to qualify for this recognition. In case of obtaining a 10, the assignment will be automatic.

Non-continuous evaluation:
Final assessment test, of theoretical and practical nature.

In the theoretical part there will be 40 questions of 3 closed options, where 2 wrong will subtract 1 right.
The practical part will consist of a practical case where the student will have to answer a series of questions, and will be evaluated according to these criteria.
- Structure and systematization of the content.
- Competence development involved.
- Capacity of analysis, synthesis and criticism of the use of ICT.
- Ability to use appropriate oral and written expression in relation to the professional profile.
- Incorporation and adequate use of ICT according to the requirements of the activity.
- Creativity, originality and adequacy of the proposals to the problem/case object of work.

Specifications for the resit/retake exam:
In both continuous and non-continuous evaluation, students will perform the same learning activities, including the evaluation test, as those foreseen in the ordinary call.

In the case of students who have opted for continuous evaluation, they must have completed the non-recoverable activities of the ordinary call. Therefore, for this type of evaluation and in this call, the student will only have to recover the learning activities that are not recoverable. In any case, of the approved activities, the teacher will keep the grades.

In the case of non-continuous evaluation students, the grade will not be kept, they will have to repeat all the tests, since the final exam has a global character of learning of all the competences involved in the subject.

Specifications for the second resit / retake exam:
It will be carried out by means of a single final test, of theoretical-practical nature. Value 100% of the final grade.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	**hours**
Study and Exam Preparation [AUTÓNOMA][Combination of methods]	10
On-line Activities [AUTÓNOMA][Assessment tests]	4
Practicum and practical activities report writing or preparation [AUTÓNOMA][Problem solving and exercises]	32
Unit 1 (de 6): Introduction of the subject ICT-e.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Combination of methods]	8
Unit 2 (de 6): The ICT in the context of the current Society. Information Society, Knowledge Society and Education.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Combination of methods]	8
Class Attendance (practical) [PRESENCIAL][Combination of methods]	3
Workshops or seminars [PRESENCIAL][Guided or supervised work]	2
Teaching period: February	
Unit 3 (de 6): Digital divide and social exclusion. Socialization and digital literacy, implications for Social Education.	

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Combination of methods]	8
Class Attendance (practical) [PRESENCIAL][Combination of methods]	3
Workshops or seminars [PRESENCIAL][Guided or supervised work]	2

Teaching period: February-March

Unit 4 (de 6): Media and didactic resources. Media dimensions. Technological resources in teaching and learning processes. Didactic means and resources for the Social Educator

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Combination of methods]	8
Class Attendance (practical) [PRESENCIAL][Combination of methods]	3
Workshops or seminars [PRESENCIAL][Guided or supervised work]	2

Teaching period: March

Unit 5 (de 6): ICT within the framework of non-formal education

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Combination of methods]	8
Class Attendance (practical) [PRESENCIAL][Combination of methods]	3
Workshops or seminars [PRESENCIAL][Guided or supervised work]	2

Teaching period: April

Unit 6 (de 6): Socio-educational use of the ICT for Social Education. Socio-educational use of telematic networks.

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Combination of methods]	8
Class Attendance (practical) [PRESENCIAL][Combination of methods]	4
Workshops or seminars [PRESENCIAL][Guided or supervised work]	2

Teaching period: May

Global activity

Activities	hours
Class Attendance (practical) [PRESENCIAL][Combination of methods]	16
Workshops or seminars [PRESENCIAL][Guided or supervised work]	10
On-line Activities [AUTÓNOMA][Assessment tests]	4
Practicum and practical activities report writing or preparation [AUTÓNOMA][Problem solving and exercises]	32
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Writing of reports or projects [AUTÓNOMA][Combination of methods]	48
Study and Exam Preparation [AUTÓNOMA][Combination of methods]	10
Total horas:	150

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Area Moreira, M.	Alfabetizaciones y Tecnologías de la Información y de la Comunicación.	Sínteis.	Madrid		2008	
Cabero Almenara, J. (Coord.)	Nuevas Tecnologías aplicadas a la Educación	Mc Graw Hill	Madrid		2007	
Coll, D. y Monereo, C, (Eds.)	Psicología de la Educación Virtual. Aprender y enseñar con las Tecnologías de la Información.	Morata	Madrid		2008	
Dans, E.	Todo va a cambiar: Tecnología y evolución. Adaptarse o desaparecer.	Deusto S.A-Ediciones	Barcelona		2010	
Hurtado, Mª D. y Soto, F.J.	La igualdad de oportunidades en el mundo digital	Servicio publicaciones C. Educación	Murcia		2008	
Ortega, J.A. y Chacón, A. (Coords.)	Nuevas tecnologías para la educación en la era digital.	Pirámide	Madrid		2009	
Pisano, I. y Piotet, D.	La alquimia de las multitudes: como la web esta cambiando el mundo.	Paidos	Barcelona		2008	
Salinas, J. y otros	Tecnologías para la Educación. Diseño, producción y evaluación de medios para la formación docente	Alianza Editorial	Madrid		2009	
Castell, M.	La era de la información. Economía, Sociedad y Cultura. La sociedad Red	Alianza			1997	
Peart, M., Cubo-Delgado, S., & Gutiérrez-Esteban, P.	Exploring the role of digital and socio-civic skills for promoting youth participation and digital citizenship https://doi.org/10.12973/eu-jer.11.2.697				2022	

Autor	Título	Editorial	Ciudad	ISBN	Año
Wan Ng	New Digital Technology in Education Conceptualizing Professional Learning for Educators https://doi.org/10.1007/978-3-319-05822-1	Springer Cham		978-3-319-35753-9	2015
González-Pérez, A. & Sosa Díaz, M. J.	spectos pedagógicos, tecnológicos y de interacción social del aprendizaje móvil: Revisión Sistemática de Literatura".				2021
Groves, T. & González-Pérez, A.	Women and knowledge: From the challenges of the past to empowerment for the future.	Aracne Editrice	Roma		2018
Ayuso del Puerto, D. y Gutiérrez Esteban, P.	Pautas para diseñar Recursos Educativos Abiertos inclusivos basadas en el Diseño Universal de Aprendizaje	Dykinson			2019
iménez, R., Rebollo, M. A., y García, R.	Aprendizaje con TIC para la inclusión digital. Las mujeres como tejedoras de las redes sociales.	Síntesis	Madrid		2016