

**COURSE DATA****DATA SUBJECT****Code:** 33449**Name:** Technological resources for service in the face of diversity**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	Educational guidance and diversity	ELECTIVES

COORDINATION

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SUMMARY

The course Technological Resources for Educational Attention to Diversity aims to train future Social Education professionals in the critical, inclusive, and creative use of information and communication technologies (ICT) as tools for socio-educational intervention with individuals and groups in situations of diversity and/or social vulnerability.

Throughout the course, students will analyze the potential of ICT to promote inclusion, reduce the digital divide, and foster social participation. Topics such as accessibility, the adaptation of multimedia materials, the design of specific digital resources, and the use of assistive technologies for people with functional diversity will be addressed. Additionally, the course will reflect on the role of the social educator as a mediating agent in digital contexts, with particular attention to the ethical and pedagogical implications of using these technologies.

The course combines theoretical foundations with practical and applied proposals, fostering a critical, reflective, and committed attitude toward digital equity and social justice.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Students enrolling in this course are advised to have basic skills in commonly used digital tools (word processing, presentations, Internet browsing, email, etc.) and an interest in the use of technology for educational and social purposes.

Advanced technical knowledge is not required, but an active and participatory attitude, as well as willingness to work autonomously and collaboratively in virtual environments, is expected. The course includes practica and applied activities that require ongoing engagement throughout the term.

COMPETENCES / LEARNING OUTCOMES

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Be able to develop, promote and revitalise interpersonal communication skills.

Be able to use ICT in the field of study and in the professional context.

Demonstrate organisational and planning skills.

Design and manage means and resources for socio-educational intervention.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop innovation and creativity in professional practice.

Have capacity for analysis and synthesis.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

Show active ethical commitment to human rights, gender equality and sustainability.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

DESCRIPTION OF CONTENTS

1. Information and Communication Technologies: resources and services.



This unit introduces the main technological resources and services that can be used in socio-educational contexts. The most common digital tools (educational software, collaborative platforms, mobile devices, online resources, etc.) will be addressed, as well as the virtual environments that allow the management, creation and distribution of educational and social content. Its applicability in social intervention projects, community dynamization and training of diverse groups will be analyzed.

2. ICT in the framework of social diversity.

This unit introduces the main technological resources and services that can be used in socio-educational contexts. The most common digital tools (educational software, collaborative platforms, mobile devices, online resources, etc.) will be addressed, as well as the virtual environments that allow the management, creation and distribution of educational and social content. Its applicability in social intervention projects, community dynamization and training of diverse groups will be analyzed.

3. Social vulnerability, accessibility and digital divide.

This unit delves into the relationship between social vulnerability and unequal access to technology. The factors that affect the digital divide (economic, educational, cultural, gender or age) will be addressed, as well as strategies and policies aimed at universal accessibility, especially in socio-educational projects with people at risk of exclusion.

4. Internet applications in the social field.

This unit analyses different uses of the Internet in social and community intervention: support networks, citizen participation platforms, online guidance services, communication with at-risk groups, awareness campaigns, etc. Issues of cybersecurity, privacy and ethical use of information in socio-educational practice will also be addressed.

5. Elements for the design and development of multimedia materials adapted to social groups.

This unit provides guidelines for designing digital materials that respond to the needs of different groups: young people, the elderly, the migrant population, the homeless, among others. Principles of usability, accessibility and cultural adaptation will be worked on, as well as tools for the creation of interactive, audiovisual or hypertextual content from an inclusive perspective.

6. ICT and functional diversity: assistive technologies.

This unit studies assistive technologies (assistive products, technological adaptations, specific software) aimed at people with functional diversity. It will analyse how these tools improve autonomy, communication, access to information and social participation. The role of the social educator in the mediation and adaptation of these technologies in intervention contexts will also be addressed.

WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Computer classroom practice	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	40,00
Independent study and work	15,00
Preparation of lessons	5,00
Preparation for assessment activities	7,50
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY

The course methodology combines different active and participatory approaches aimed at fostering meaningful learning and the acquisition of professional competences relevant to the field of Social Education. The course alternates between individual and group work, in-class practice, and guided analysis and reflection activities.

The following methodological strategies will be used:

- Lectures to present core content and theoretical foundations, supported by digital resources and real-life examples.
- Text analysis, problem-solving, and case studies, especially related to the use of ICT in contexts of social vulnerability, digital divide, and functional diversity.
- Classroom practice through case analysis, structured debates, and multimedia resource evaluation.
- Project-based learning, involving the design of a digital resource or technological proposal adapted to a specific group, requiring planning, creativity, and applied knowledge.
- Individual and team work, combining autonomous tasks with collaborative activities that promote shared decision-making, co-creation, and the development of communicative and cooperative skills.
- Continuous and fluid communication between students and teaching staff via the Virtual Classroom, fostering interaction, guidance, and personalised support.

EVALUATION

The assessment of the course follows a continuous, formative, and participatory approach, considering both the work produced by students and their involvement throughout the term. The following assessment tools will be used:



- Learning portfolio: structured compilation and presentation of the activities completed (case analyses, material design, reflections, self-assessments, etc.), allowing the evaluation of the student's progress, content integration, and ability to apply learning to real-life contexts.
- In-class presentations of assignments and activities: oral and/or multimedia presentation of individual or group work, especially the final project or materials created during the course, assessing clarity, contextual relevance, and justification of decisions made.
- Attendance and active participation: regular attendance at classes, tutorials, and programmed activities, as well as thoughtful and collaborative participation in debates, dynamics, and class tasks.
- Interview or brief individual test: complementary tool to verify understanding of key course content and assess the student's level of engagement and personal reflection.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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