COURSE DATA

DATA SUBJECT

Code: 33682
Name: Education and ICT
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	3	Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	Second quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	3	

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Specialist in information and communication technologies	ELECTIVES
1305 - Degree in Primary School Education	Specialist in information and communication technologies	ELECTIVES
1339 - Grado en Maestro/a Educación Primaria	Specialist in information and communication technologies	ELECTIVES

COORDINATION

SUAREZ GUERRERO CRISTOBAL NICO

HUERTA RAMON RICARD VICENT

SUMMARY

Under a triple pronged technology-didactic-visual, this module provides students with an approach to pedagogical and scientific principles based on the media included under the heading of new information technologies (ICT), developing in general, educational possibilities, and in particular its projection from the world of images, all in the field of formal education.

Thus, the whole subject forms a body of theoretical and practical knowledge about TIC, which,

based on digital technology knowledge, try to provide valid guidance to

future and prospective teachers on why and what means are the most appropriate technology in the areas

of intervention where they operate and what materials can design, create and / or implement on

them. So that they can develop more effective and efficient work in formal educational scenarios.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Working with PC computers. Also, use both Internet and office applications.
Basic knowledge of digital programs to manage data files and edited multimedia files.

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

Advise the members of the educational community as users of information and communication technologies.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Be able to use the devices that support information and communication technologies, at the user level, in the educational environment.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Develop a critical spirit towards information and communication technologies and towards the discourses that are generated from them.

Express oneself orally and in writing correctly and appropriately in the official languages of the

autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the anthropological principles of the information and communication society, based on the interaction with screens.

Know the processes of interaction and communication in the classroom.

Programme pedagogical interventions taking advantage of the possibilities offered by information and communication technologies.

Promote autonomy in the processes of teaching and learning among students and encourage collaboration in educational actions among both teachers and students.

Promote cooperative work and individual work and effort.

Promote positive, yet critical attitudes towards the use of information and communication technologies.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Understand the influence of information and communication technologies and television on early childhood.

Use information and communication technologies effectively as usual working tools.

Use technologies as creativity enhancers to generate educational resources.

DESCRIPTION OF CONTENTS

1. New technologies in the knowledge society.

- The role of TIC in the XXI century
  - Information and communication through TIC
  - Technological media in early childhood education and primary

- Social, cultural and educative questions in the connecting society
- Visual Culture as a communicative engineering from ICT
- Digital School of Emergency: Lessons about digital inedits for school post COVID-19

• Educational challenges and dilemmas with Artificial Intelligence.

2. Technology and curriculum

- Digital competences in the curriculum
- Pragmatic uses of technology for teachers in education centers
- Use of ICT in educational organizations
- The digital teaching competences

3. Theories and models in ICT and Education

- Educative ecosystems and technology
- Emergencies in Pedagogy
- e-Learning and online teaching
- Open learning

4. Critical analysis of audiovisual discourse

- Theoretical approximation to the concept of audiovisual discourse
- Critical analysis of media and other cultural industries
- The audiovisual language. Introduction to its characteristic features and structural
- Basic phenomenology of digital audiovisual work

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

Teaching is structured around theoretical sessions and practical activities through the project methodology that follow the following criteria:

The course assumes that the pupil knows and handles competently type environments PC and the Windows operating system in its different versions, Internet browsers, email and various office software for creating and digitizing textual or graphical information.

The performance of the proposed tasks in different subjects and nuclei; search and download materials, follow the subject, etc.., REQUIRED, MUST, continuous access to Internet and not just the hours assigned to the subject.

The School of Education offers students a classroom with free access. Book early and not wait the last minute. Also in the various faculties and campus, such as Tarongers there computer labsavailable to students.

For its part, the teacher of the course provides a virtual classroom environment on-line work. This environment, integrated into the teacher's website, accessible from any computer with Internet connection and allows download documentation and course materials and provided the files needed for the implementation of activities, to track individual jobs and group; know the calendar of the course, students raise various proposed works, maintaining control of access by students and write the blog. It also has a forum for the exchange of information between students and teacher.

Practices that are proposed for each core subject or theme will be developed, according to their characteristics, both individually and in groups (technical project). The groups, in the case constituted, will consist of a maximum of four to five people. Optional practices are not mandatory and are evaluable. According to their characteristics, the latter will be carried out on face time, well in time to be agreed within the range set for the course weekly.

The practices are designed to introduce students to real situations of application of ICTs in educational settings: learning platforms do not face, design, creation and launch of a website, multimedia materials development, assessment of technological means. ..

EVALUATION

The evaluation will be continuous and for educational purposes. The referent fundamental will be the learning objectives, as well as the competences, foreseen for the subject. The qualification will be the product of a broad, permanent and globalized process of assessment of individual performance, for the most part, through various activities and evaluation instruments, but also of a collective nature.

In addition, as indicated in the university's evaluation regulations, the students have the opportunity to be evaluated in a first and a second call, respecting article 6.10 of that regulation which states that once a subject has been passed in a first call, the student cannot re-examine it in a second call in order to improve his grade.

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