

**COURSE DATA****DATA SUBJECT**

Code: 33740
Name: Educational technology
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

| Degree | Center | Acad. year | Period |
|---------------------------|--|------------|---------------|
| 1307 - Degree in Pedagogy | Facultat de Filosofia i Ciències de l'Educació | 4 | First quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|---------------------------|------------------------|-----------|
| 1307 - Degree in Pedagogy | Educational technology | ELECTIVES |

COORDINATION

GABARDA MENDEZ VICENTE

SUMMARY

This course aims to approach the changes that have resulted from the integration of technology in the different spheres of life, with special emphasis on the educational sphere.

To this end, we propose an analysis of the characteristics of communication mediated by technology and the construction of cyberculture through new formats of audiovisual content.

It also studies how technology helps to create new learning scenarios, through the design of didactic materials or even the generation of a specific modality mediated by it. The aim, therefore, is to find out how technology can condition the way in which training processes are designed, implemented and evaluated.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

OTHER REQUIREMENTS



Enrolment restrictions with other subjects in the curriculum have not been specified.

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Be able to advise on the pedagogical use and curricular integration of teaching media.

Be able to analyse, design and evaluate the ICT applications associated with educational and training processes.

Be able to evaluate educational policies, institutions and systems.

Develop strategies and techniques to promote participation and lifelong learning.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

DESCRIPTION OF CONTENTS

1. Communication in cyberculture and its agents.

2. Communication in cyberculture and its agents.

3. Reception as pedagogical creation.

4. Criteria for the evaluation and didactic articulation of electronic materials.

5. Didactic models and tools for distance learning.



6. Structure of virtual networks in education.

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------|--------------|
| Theory | 30,00 |
| Classroom practices | 15,00 |
| Total hours | 45,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 0,00 |
| Individual or group project | 20,00 |
| Independent study and work | 25,00 |
| Preparation of lessons | 0,00 |
| Preparation for assessment activities | 22,50 |
| Resolution of case studies | 0,00 |
| Total hours | 67,50 |

TEACHING METHODOLOGY

A dialogical methodology will be followed where debate and group discussion will form part of the daily work. The aim is to develop a critical awareness of the work. We understand that critical reflection on the daily work and the future of education in the technological society in which we live is very important in the work of pedagogues.

Among other possibilities, the development of a portfolio, debates, reflections or exhibitions are envisaged.

EVALUATION

Class attendance is essential to address the three areas of activity. Students who are unable to attend regularly may apply for a non-attendance mode, the assessment of which will be determined in the lecturer's programme.

Assessment will be based on different modalities, also to be specified in each teacher's programme.

Among others:

- Group work
- Individual tests
- Class diaries or portfolios



- d) Presentations
- e) Attendance to group tutorials and monitoring of the work.

University of Valencia regulations on fraudulent practices in the use of artificial intelligence

The fraudulent completion of evaluation tests and plagiarism in evaluation assignments will be considered in accordance with the University of Valencia's Regulations on Evaluation and Grading (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that involves impersonation of the student or the automated generation of content in tests, exams, or evaluation assignments, when not expressly authorized by the teaching staff, will be considered a fraudulent practice and therefore subject to sanction.

REFERENCES

Basic references

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- San Martín, Ángel (2009); La escuela enredada. Formas de participación en la Sociedad de la Información; Barcelona; Gedisa.
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Complementary references



- CASTELLS, MANUEL (2012); REDES DE INDIGNACIÓN Y ESPERANZA; MADRID; ALIANZA.
- GERBAUDO, PAOLO; (2012); TWEETS AND THE STREETS; LONDON; PLUTOPRESS.
- GUTIERREZ, ALFONSO (2003); ALFABETIZACIÓN DIGITAL. ALGO MÁS QUE RATONES Y TECLAS; BARCELONA; GEDISA.
- JENKINS, HENRY Y OTROS (2015); CULTURA TRANSMEDIA; BARCELONA; GEDISA
- RAMONET, IGNACIO (2015); EL IMPERIO DE LA VIGILANCIA; MADRID; CLAVE INTELECTUAL
- RODRIGUEZ DIÉGUEZ; JOSE LUÍS (1977); LAS FUNCIONES DE LA IMAGEN EN LA ENSEÑANZA; BARCELONA
- GUSTAVO GILI. - ROSZAK, THEODORE (2005); EL CULTO A LA INFORMACIÓN; BARCELONA; GEDISA
- LEUNG, LINDA (2007); ETNICIDAD VIRTUAL. RAZA, RESISTENCIA Y WORLD WIDE WEB; BARCELONA; GEDISA.
- San Martín, Ángel (1995); La escuela de las tecnologías; Valencia; Universitat de València. retos educativos, nuevas prácticas docentes en DE PABLOS, J (coord.) Políticas educativas y buenas prácticas con TIC. Barcelona. Graó
- Silva, Mauro (2005); Educación interactiva. Enseñanza y aprendizaje presencial y on-line; Barcelona; Gedisa
- Viché, Mario (2013); @Ciberanimación; Valencia; Edición de autor.
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