



COURSE DATA

DATA SUBJECT

Code: 35001
Name: ICT as a Teaching Resources in Arts and Humanities
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	4	First quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	4	

SUBJECT-MATTER

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

COORDINATION

HERNANDEZ GASSO HECTOR
MASCARELL PALAU SALVADOR DAVID
COLOMER RUBIO JUAN CARLOS

SUMMARY

The subject ICT as a teaching resources in Arts and Humanities, in the 4th year of the Degree, can be taken either in the Specialist in Arts and Humanities or in the Specialist in ICT itinerary. In the first case, students will have taken the subjects Didactic proposals in Art education, Didactic proposals in history and thought and Didactic proposals in Language and Literature in the 3rd year, and in the 4th year History of ideas and the curriculum of Arts and Humanities. In the second case, students will have taken the subjects Education and ICT, Software and Hardware in educational contexts and Design of educational materials in 3rd year, and in 4th year, ICT in Science and Mathematics.

The subject ICT as a teaching resources in Arts and Humanities, in the 4th year of the Degree, aims to deepen the development of skills in Information and Communication Technologies (ICT) as a teaching resources in Arts and Humanities. The aim is to provide students with knowledge and resources through applications, audiovisual narratives, methodologies, use of software and the latest portable technologies.



In this line, Mobile Learning or Learning in Mobility promotes the use of smartphones, digital tablets... to work with ubiquitous mobile devices in line with the social and technological reality of the 21st century.

ICT contribute to the development of educational experiences from communication and expressiveness, with interdisciplinary approaches such as social, literary and artistic aspects, which are addressed by the subject.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

1305 - Degree in Primary School Education

Obligation to have previously passed the subject(s)

1339 - Grado en Maestro/a Educación Primaria

Obligation to take the subject(s) simultaneously

33692 - Teaching proposals in art education

33693 - Teaching proposals in history and thought

33694 - Teaching proposals in language and literature

OTHER REQUIREMENTS

- Linguistic and communicative competence, oral and written, in the official languages of the Valencian Community.
- Ability to produce oral and written discourse in the language in which the subject is taught in a coherent and appropriate manner for the academic environment.
- Basic computer skills and the ability to retrieve and analyse information from different bibliographic and computer sources.
- Basic skills in the use and knowledge of the possibilities of capturing and processing images using technological devices.

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

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.

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



contexts.

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 processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

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.

Use information and communication technologies as a teaching resource for arts and humanities in the primary school classroom.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Teaching the Arts and Humanities in computer environments. Software for teaching the Arts and Humanities

- 1.1. Teaching-learning processes using ICT
- 1.2. Software for teaching the Arts and Humanities
- 1.3. Digital Competence for Teachers in Arts and Humanities

2. Technology, literature, film and the arts

- 2.1. The technical elements of cinematographic
- 2.2. Selection of ideas and themes: the preliminary script
- 2.3. Revision of the script and storyboard
- 2.4. Recording devices: possibilities and limitations
- 2.5. Location, framing, lighting and sound



- 2.6. Recording formats and converters
- 2.7. Editing and first editing: towards the final cut
- 2.8. Didactic transposition of the audiovisual project

3. Teaching the Arts and Humanities in virtual environments

- 3.1. Interaction and collaboration in e-learning in the Arts and Humanities: gamification and Augmented Reality (AR)
- 3.2. Personalising teaching strategies for the Arts and Humanities in virtual environments
- 3.3. Digital skills, critical and ethical thinking to successfully interact with AI

4. Computer-supported teaching units in the Arts and Humanities

- 4.1. Good practice in teaching with technology in the arts and humanities
- 4.2. Critical analysis of the implications of technology for artistic and humanistic practices

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

Collaborative learning will be fostered through audiovisual projects in groups from which the three disciplines will converge: Visual and Plastic Expression, Social Sciences, and Language and Literature Didactics. A critical and reflective spirit will be encouraged through the development of resources and discussion of the theoretical concepts derived from the work and concepts used throughout the course.



An active and collaborative methodology will be used, encouraging learning through action and the ability to work in teams, while reflecting on the use of ICT resources and audiovisual projects in the education system.

EVALUATION

The specific competences of the subject will be assessed. As for the common competences, they may also be assessed provided that it is clear that they form an inseparable part of the subject's object of assessment.

Assessment will be continuous and quantitative in relation to the treatment of the objects of assessment. It will be formative in nature, for which it will be global and qualitative.

At the end of the course, students will have to be able to:

- Possess an adequate level in the acquisition of skills and knowledge specific to the subject.
- Be proficient in the methods, techniques and other skills and abilities of a student teacher.
- Have demonstrated an appropriate attitude towards the subject and respect for fellow students, attendance and participation in classes, interest and perseverance in order to achieve positive progress, and the ability to work in a group.
- To have a linguistic and communicative competence, both oral and written, in relation to level C1 of the European Framework of Reference for Languages, especially in the language in which the subject is taught.

The grade, in terms of its profile as a numerical representation of the assessment process, will be the result of both individual learning and collaborative learning. In relation to learning, the process of intellectual and behavioural changes that students must demonstrate as a result of their progress in acquiring knowledge will be assessed.

The assessment instruments (with assessment percentages totalling 100%) will include these basic parameters so as not to distort either the methodology or the objectives of this subject:

- Production of one or more audiovisual projects of a digital nature with a maximum duration of approximately ten minutes (between 50% and 60% of the final mark).
- Preparation of non-recoverable practical work in the classroom on the contents taught in the subject (between 30% and 40% of the final mark).
- Preparation of a work report in digital format in which, in addition to a general assessment of the progress of the subject and the different sessions, a reflection is made on ICT in teaching-learning contexts (between 10% and 20% of the final mark).

On the other hand, given the desire to learn by doing, the use of professional resources and/or Artificial Intelligence (AI) in the development of audiovisual projects will not be an added value: one of the



objectives of this subject is to learn how to make videos from the resources available to schools and individuals not professionally related to the audiovisual world. Therefore, external aids or the use of AI will not only not be taken into account, but will also be penalised in the final grade.

Those students who, due to lack of attendance, do not attend 80% of the classes will lose their right to continuous assessment and will be able to take a theoretical-practical exam in which they will be assessed on all of the subject's recoverable activities at the second call.

REFERENCES

- ALBALADEJO, M. (2007). *La comunicació més enllà de les paraules: què comuniquem quan creiem que no comuniquem*. Barcelona: Graó.
- AMBRÒS, A. y BREU, R. (2007). *Cinema i educació: el cinema a l'aula de primària i secundària*. Barcelona: Graó.
- APARICI, R. y GARCÍA MATILLA (2008). *Lectura de imàgenes en la era digital*. Madrid: Ediciones de la Torre.
- AREA, M. (2008). *Introducción a la tecnología educativa*. La Laguna: Universidad de La Laguna. Disponible en: <http://issuu.com/manarea/docs/tecnologiaeducativa>
- AREA, M. (dir.) (2020). *Escuel@ Digita@l. Los materiales didácticos en la Red*. Barcelona: Graó.
- ASINSTEN, J. C. *El sonido. Edición de sonido en computadora, para proyectos en Clic, multimedia y otras actividades educativas. Teoría y práctica*. Ministerio de Educación y Ciencia. Disponible en: <http://coleccion.educ.ar/coleccion/CD13/contenidos/materiales/archivos/sonido.pdf>
- ATLER, A. (2018). *Irresistible: ¿quién nos ha convertido en yonquis tecnológicos?* Madrid: Paidós.
- Área de Tecnología Educativa de la Dirección General de Ordenación de las Enseñanzas, Inclusión e Innova Artificial (IA) en el ámbito educativo. (s.f.). Consejería de Educación, Formación Profesional. (Nota: Se ha añadido un (s.f.) al no especificar año y una mención de que es una sección de una dirección general, no una publicación con autoría nominal.)
- BALLESTEROS-REGAÑA, C. (2013). El video en la enseñanza y la formación. En J. Barroso y J. Cabero (coords.), *Nuevos escenarios digitales: Las tecnologías de la información y la comunicación aplicadas a la formación y desarrollo curricular* (pp. 167-186). Pirámide.
- BAZALGETTE, C. (1991). "Los medios audiovisuales en la educación primaria". Madrid: Morata, MEC.



- BONILLA, M. y AGUADED, I. (2018). La escuela en la era digital: Smartphones, apps y programación en educación primaria y su repercusión en la competencia mediática del alumnado. *Pixel-Bit. Revista de Medios y Educación*, 53, 151-163. <https://doi.org/10.12795/pixelbit.2018.i53.10>
- BORDWELL, D. y THOMPSON, K. (2002). *El arte cinematográfico*. Barcelona: Paidós.
- BRAZUELO, F. y GALLEGO, D. (2011). *Mobile Learning. Los dispositivos móviles como recurso educativo*. Sevilla: Mad (Eduforma).
- CABERO, J. y BARROSO, J. M. (2016). El vídeo educativo. En J. Sánchez, J. Ruíz y M. Gómez (coords.), *Tecnologías de la comunicación y la información aplicadas a la educación* (pp. 81-90). Madrid: Síntesis.
- CARR, N. (2011). *Superficiales. ¿Qué está haciendo Internet con nuestras mentes?* Madrid: Taurus.
- CEBRIÁN DE LA SERNA, M. (coord.) (2002). *Experiencias educativas con la imagen y el vídeo digital*. Málaga: Universidad de Málaga.
- CLINE, E. (2015). *Ready player one*. Barcelona: Ediciones B.
- DE LARA, A. y GARCÍA, J. A. (2019). Estudio de la calidad del vídeo online en la comunicación de la ciencia. *Perspectivas de la Comunicación*, 12(1), 185-207. <http://revistas.ufro.cl/ojs/index.php/perspectivas/article/view/1908>
- DESMURGET, M. (2020). *La fábrica de cretinos digitales*. Península.
- DÍAZ, J. (2010). El vídeo como herramienta didáctica, educ@contic. Disponible en: <http://www.educacontic.es/blog/el-video-como-herramienta-didactica>
- EGGERS, D. (2014). *El círculo*. Madrid: Random House.
- FERNÁNDEZ, A., GARCIA, I. y PEREZ, M. (2018). Entorns digitals a les classes de llengua. Canvis tecnològics i innovacions educatives. *Articles de Didàctica de la Llengua i la Literatura*, 77, 21-28.
- GÓMEZ, D. y GARCÍA, G. (2023). ¿Cómo preguntar a la IA? UOC. Disponible en: <https://openaccess.uoc.edu/handle/10609/147885>
- HERFT, A. (2023). *Una guía rápida para docentes sobre ChatGPT alineada con 'What Works Best'*. Disponible en: <https://ramiro.cat/formacio/wp-content/uploads/2023/03/Chatgpt-EN->

[EDUCACIO.pdf](#)

- JOHNSON, S. (2001). *Sistemas emergentes. O qué tienen en común hormigas, neuronas, ciudades y software*. Madrid: Turner Publicaciones.
- KEEN, A. (2016). *Internet no es la respuesta*. Catedral.
- MARTÍ, A. y GARCIA, P. (2021). El videoling: uso educativo del vídeo en la enseñanza de la gramática. *Tejuelo*, 33, 75-102.
- MASCARELL, D. (2020a). El telèfon mòbil: dimensió i recurs educatiu. Treballar amb imatges en el context de les arts visuals. *Temps d'Educació*, 58, 97-110. Disponible en: <https://raco.cat/index.php/TempsEducacio/article/view/376889>.
- MASCARELL, D. (2020b). Percepción de los estudiantes universitarios ante una actividad audiovisual con dispositivos móviles: un estudio de caso. *Temps d'Educació*, 13(2), 140-162. <https://doi.org/10.35699/1983-3652.2020.24375>
- MASCARELL PALAU, D. y BLASCO MAGRANER, J. S. (2021). Escenarios tecnológicos con dispositivos móviles para la acción educativa. Tendencias y vínculos con la imagen. *Dedica Revista Educação e Humanidades*, 19, 289-310. DOI: <http://doi.org/10.30827/dreh.vi19.21704>
- MCKEE, R. (2006). *El Guión. Sustancia, estructura, estilo y principios de la escritura de guiones*. Alba.
- ROVIRA, J. (2017). Booktrailer y booktuber como herramientas LIJ 2.0 para el desarrollo del hábito lector. *Investigaciones sobre Lectura*, 7, 55-72.
- SAURA, A. (2011). *Innovación educativa con TIC en Educación Artística, Plástica i Visual. Líneas de investigación y estudios de casos*. Sevilla: Mad, Eduforma.
- SCOLARI, C. A. (ED.) (2018). *Adolescentes, medios de comunicación y culturas colaborativas. Aprovechando la competencia transmedia de los jóvenes en el aula*.
- SUAREZ, R., GRANÉ, M. y TARRAGÓ, A. (Eds.) (2019). *APPS4CAV Creación audiovisual con dispositivos móviles*. Barcelona: Learning, Media and Social Interaction. Universitat de Barcelona.