

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

**Code:** 35725  
**Name:** ICTs applied to the French language  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1008 - Degree in Modern Languages and Literatures	ICT applied to language B (CO French)	ELECTIVES

**COORDINATION**

HUESO FIBLA SILVIA

MOLTO HERNANDEZ ELENA

**SUMMARY**

First-year course introducing Information and Communication Technologies (ICT) applied to learning French language and culture. Through project-based learning and guided research, students develop digital skills to create, manage and share online content. The course aligns with SDGs 4, 5, 9, 10, 11 and 17, fostering inclusion, innovation and sustainability in technology use.

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

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

**OTHER REQUIREMENTS**



#### Recommended requirements

- ¿ Basic handling of web browser, email and word processors.
- ¿ Elementary knowledge of digital file organization.

#### Relationship with other subjects

There are no enrollment restrictions with other subjects in the curriculum.

## COMPETENCES / LEARNING OUTCOMES

### 1008 - Degree in Modern Languages and Literatures

Adapt to different work environments in the field of modern languages and literatures.

Apply information and communication technologies and computer tools to modern languages and literatures.

Apply quality criteria to work in the field of modern languages and literatures.

Know the grammar and develop communicative competences in (a) foreign language(s).

Locate, manage and synthesise bibliographic information on various media in the area of modern languages and literatures.

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.

Work and learn autonomously, and plan and manage ones workload.

Work as a team in the environment of modern languages and literatures.

## DESCRIPTION OF CONTENTS

### 1. ICT at UV: Virtual Classroom

Presentation and management of course space, messaging, forums, web pages. Advanced Virtual Classroom configuration; internal messaging; rubrics; learning analytics and accessibility.

### 2. ICT resources in French language and literature

Access and management of information about language, literature and francophone cultures.



Corpus engines, BnF catalogs, digital libraries; filters, bibliographic managers, online multimodal resources.

### 3. Apps and autonomous work

Use of mobile applications and digital tools for self-directed French learning outside the classroom. Development of digital competencies for autonomous management of the learning process and guided research.

### 4. Creation and ICT

Content creation, multimedia material development, video editing, infographic creation and podcasting; WCAG accessibility principles and web publishing.

These contents will be reflected in the following **learning outcomes**

- ¿ Develop skills in the instrumental use of ICT tools relevant to the degree.
- ¿ Develop autonomy through information management and digital competencies.
- ¿ Implement learning and communication techniques oriented to network projects.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Seminar	15,00
Computer classroom practice	45,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	60,00
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>



## TEACHING METHODOLOGY

- ¿ Active methodology focused on student engagement.
- ¿ Face-to-face sessions: presentation and hands-on use of local and online ICT tools.
- ¿ Self-directed activities: application of digital resources in projects and exercises.
- ¿ Generative AI is integrated as a support tool under criteria of metacognition and responsible explanation of the use of the AIs used
- ¿ The activities are linked to SDGs 4, 5, 9, 10, 11, 17.

## EVALUATION

- ¿ Digital group work, which represents 40% of the grade in both the first and second call and is recoverable in the second call.
- ¿ Individual work (project-based learning), which also constitutes 40% of the grade in both calls and is recoverable in the second call.
- ¿ Course portfolio accounts for 20% of the grade in both calls and is also recoverable in the second call. Both in the exam and in the practical exercises, spelling and grammatical accuracy will be required. Each spelling, orthotypographic or expression error will result in a reduction of the grade obtained, which may lead to failure.
- ¿ Intellectual honesty: all work must be original; plagiarism or the use of generative AI without citation or faculty authorization will not be accepted.
- ¿ Applicable regulations: UV Assessment and Grading Regulation (ACGUV 108/2017).

## REFERENCES

### Basic referencies

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Imagina Formación. (2025, 28 de febrero). Cómo aprender Microsoft Word avanza-do. Imagina Formación. <https://imaginaformacion.com/tutoriales/como-aprender-microsoft-word-avanzado>

Pérez Tornero, José Manuel, y Tejedor, Santiago, comps. Innovación educativa y TICs: guía básica. Bogotá: Cooperativa Editorial Magisterio, 2017

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### **Complementary referencies**

Quatre Films. (2024, 29 de septiembre). Montaje audiovisual. Quatre Films. <https://quatrefilms.com/2024/09/29/montaje-audiovisual/>

Ripoll, O., & Pujolà, J.-T. (Eds.). (2024). La gamificación en la educación superior: Teoría, práctica y experiencias didácticas. Octaedro.

Sánchez, C. (08 de febrero de 2019). Normas APA ¿ 7ma (séptima) edición. Normas APA (7ma edición). <https://normas-apa.org/>

Satorre Cuerda, R. (Ed.). (2023). La docencia universitaria en tiempos de IA. Octaedro.

Vennage. (2025, 7 de enero). ¿Qué es una infografía? Ejemplos, plantillas y consejos. Vennage. <https://es.venngage.com/blog/que-es-unainfografia/>

Vergara Ramírez, J. J. (2016). Aprendo porque quiero: El aprendizaje basado en proyectos (ABP), paso a paso. Fundación SM.

InboundCycle. (s.f.). Cómo hacer un podcast en 7 pasos - Guía completa. In-boundCycle. <https://www.inboundcycle.com/blog-de-inbound-marketing/como-acer-un-podcast>

Olid, T. (s.f.). Google Sites Proyectos - Tutorial de Google Sites desde cero.