



COURSE DATA

DATA SUBJECT

Code: 35726
Name: ICTs applied to the Italian language
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

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 Italian)	ELECTIVES

COORDINATION

RODRIGUEZ GOMEZ JUANA INES

SUMMARY

This course is offered in the first year of the Degree in Modern Languages and Literatures, aimed at students pursuing the major track in Italian Language.

It is a compulsory subject for students following the Italian track and is provided at the beginning of the degree program with the aim of equipping students with digital training from the very first year. In addition, it offers guidance on the use of ICT in teaching, and more broadly, in professional contexts related to the Italian language, so that students can develop their information and communication technology skills as early as possible. These skills will be valuable throughout their studies in Modern Languages and Literatures as well as in their future professional careers.

The course also provides students with essential digital skills for their degree studies, teaching them to work collaboratively, conduct information searches, filter results, and use software for presenting assignments and the final degree project (TFG).

Through its content and methodologies, the course contributes transversally to Sustainable Development Goals (SDGs) 4, 5, 8, 9, 10, 12, and 17, fostering the development of responsible, critical, creative students who are prepared to face the challenges of a digital and sustainable society.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



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

OTHER REQUIREMENTS

No prior knowledge is required

COMPETENCES / LEARNING OUTCOMES

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A capacity for teamwork and interpersonal relationship skills.

Concern for the quality of the work.

Familiarity with information and communication technologies, local or online computer tools and the ability to apply them.

The ability to adapt to different work environments.

The ability to find, handle and synthesise bibliographic information on different local or online supports in the area of modern languages and their literatures.

The ability to make decisions and solve problems.

The ability to produce and understand oral and written texts in a foreign language.

The ability to produce a scientific description in a foreign language applying grammatical knowledge.

The ability to work alone and learn on ones own and skills in planning and time management.

DESCRIPTION OF CONTENTS

1. The UV Corporate Website: Online Resources and Institutional Information

1. Presentation and navigation of the University of Valencia's official website.
2. Location of academic, administrative, and student service resources.
3. Access to regulations, calendars, teaching guides, and institutional platforms.
4. Use of institutional communication platforms (UV email, intranet, announcement board).



1. Digital Competencies: Search, Filtering and Digital Identity

1. Introduction to basic and advanced digital competencies.
2. Strategies for efficient searching of academic and professional information.
3. Filtering techniques and evaluation of digital source reliability.
4. Use of digital tools for information management (password managers, cloud storage).
5. Collaborative tools.
6. Building and managing digital identity: online reputation, privacy and digital footprint.

3. ICT in Teaching and New Educational Modalities

1. Overview of Information and Communication Technologies (ICT) applied to teaching.
2. Innovative teaching modalities: hybrid learning, flipped classroom, gamification, project-based learning.
3. Virtual learning platforms (Virtual Classroom, Moodle, Teams).
4. Virtual learning environments.
5. Integration of multimedia resources and interactive tools in teaching.

4. Learning tools and collaborative work

1. Selection and use of applications for project management and group tasks (Trello, Slack, Asana, Miro, Notion, Padlet, Google Workspace or even LMS environments (Moodle, Edmodo)).
2. Techniques for coordination and planning of work teams with schedules, use of agile methodologies (such as Kanban or Scrum at a basic level).
3. Applications for collaborative editing and content creation (Google Docs, Google Sites, Etherpad, Jamboard, Canva in collaborative mode, Genial.ly, Prezi, etc.)
4. Online collaboration dynamics, collaborative review and co-writing: forums, wikis, shared documents.



5. Effective communication in digital environments: netiquette, digital assertiveness, constructive feedback.

5. Online Tools for Bibliographic Research and Citation Systems

1. Advanced search in academic databases (Dialnet, Scopus, Google Scholar).
2. Use of library catalogs and institutional repositories.
3. Introduction to bibliographic managers (Zotero, Mendeley, EndNote).
4. Academic citation standards (APA, MLA, Chicago): elaboration and management of bibliographic references.
5. Plagiarism prevention and best practices in academic writing.

6. Artificial Intelligence, Co-creation, Ethics and Critical Thinking

1. Basic concepts of artificial intelligence and its application in academic and professional fields.
2. AI tools for content generation and research support.
3. Co-creation practices with AI: collaboration between humans and machines.
4. Ethical reflection on the use of AI: biases, privacy, copyright and responsibility.
5. Development of critical thinking when facing AI-generated information and the challenges of digital society.
6. Projects or practical activities with AI in the classroom.

These contents will lead to the following learning outcomes

1. Proficiency in the use of instrumental computer tools for the Degree.
2. Development of student autonomy through skills for planning personal work, self-learning, and monitoring one's own knowledge and competencies.
3. Introduction to project-based learning techniques.



4. Enhancement of communicative skills in Language B (Italian).
5. Ability to make decisions and solve problems.
6. Knowledge of information and communication technologies and the ability to apply them.
7. Strengthening teamwork abilities and interpersonal skills.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Seminar	15,00
Computer classroom practice	45,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	36,00
Independent study and work	4,00
Preparation of lessons	12,00
Preparation for assessment activities	25,00
Resolution of case studies	8,00
Total hours	90,00

TEACHING METHODOLOGY

The subject "ICT Applied to the Italian Language" has a distinctly practical approach, aimed at the acquisition of digital skills applied to the linguistic and literary field. However, each thematic unit will begin with a theoretical explanation of the resources, tools, or programs to be used, contextualizing their application within the field of study.

Teaching Methodology

The teaching methodology is structured around the following axes:

- Theoretical exposition of key concepts and analysis procedures.

- Presentation and guided use of specific digital tools.

- Completion of practical exercises in the computer lab and/or online.

The methodological approach seeks to provide students with up-to-date knowledge on the use of ICT and various models of digital learning. Autonomous and critical use of resources, methodologies, and digital tools will be encouraged, with the goal of enabling students to operate in digital educational and professional environments, achieving an appropriate level of competence.

Students will work on the creation of digital and multimedia materials, which will not only allow them to become familiar with the main trends in the field of ICT but also to develop their own products and adapt to various content creation platforms and programs.

Active methodologies will be applied, including the use of artificial intelligence, as well as the creation of different types of multimedia content. These methodologies are aligned with the principles of the SLATES



Teaching Innovation Project, recognized by the Teacher Training Service of the University of Valencia (SFPIE) and registered in the Registry of Teaching Innovation Projects with the code GCID23-2575656.

Mandatory Assignments

During the course, students must complete the following mandatory assignments:

Individual video: On a free topic but related to Italian major studies, with a duration of 4 to 5 minutes, and of original creation.

Podcast in pairs: Focused on the creation, recording, and editing of audio content, with special attention to Italian women authors up to the 16th century from a critical perspective.

Collaborative work in groups of four: Creation of a digital educational resource as a team.

Personal blog: To serve as a portfolio and learning journal throughout the semester.

The characteristics and evaluation criteria for each of these assignments are detailed in the corresponding section of the course guide.

Additionally, collaborative presentations using digital tools will be carried out to foster teamwork and oral presentation of results. The use of the Virtual Classroom will be essential for the development of the subject, as it will allow for deeper exploration of content and facilitate active student participation.

Analytical, synthesis, and autonomous learning abilities will be encouraged, as well as the production of work with academic and scientific rigor. Plagiarism is strictly prohibited and will be severely penalized: any work with a similarity level above 25% will receive a grade of 0, with no possibility of recovery, and will not count toward continuous assessment.

Timely submission of assignments will be an evaluation criterion. Once the submission deadline has passed, no further submissions will be accepted. Some in-class assignments are non-recoverable, so failure to complete them will result in the loss of the corresponding grade.

Attendance is fundamental due to the practical nature of the subject. However, in duly justified cases, and provided the student communicates with the instructor, alternative task submissions may be enabled to complete the continuous assessment components.

Contribution to the Sustainable Development Goals (SDGs)

This subject contributes transversally to several Sustainable Development Goals (SDGs) of the 2030 Agenda, especially the following:

SDG 4. Quality Education: Promotes the acquisition of digital skills, critical thinking, and 21st-century abilities.

SDG 5. Gender Equality: Encourages equal opportunities in access to digital technologies and highlights Italian women authors through activities such as the podcast.

SDG 8. Decent Work and Economic Growth: Improves student employability through digital skills training.

SDG 9. Industry, Innovation, and Infrastructure: Drives educational innovation through the use of emerging technologies and artificial intelligence.

SDG 10. Reduced Inequalities: Helps reduce the digital divide by promoting equitable access to technological resources.

SDG 12. Responsible Consumption and Production: Encourages the ethical and responsible use of digital resources and information.

SDG 17. Partnerships for the Goals: Strengthens collaborative work and the use of digital platforms as spaces for cooperation between students and teachers.

EVALUATION

The assessment will consist of several distinct components:

Type of Assessment

Assessable Activities 100%

a) Continuous assessment of work completed during the course $\hat{=}$ 20%

Proposed activities and exercises completed during class or as homework. Creation and presentation of assignments carried out with collaborative tools (each one is mandatory).

**b) Creation of multimedia activities and tasks, and understanding and reflection on them ; 80%****b.1) Individual video:** up to 20%**b.2) Podcast, produced in Italian and in pairs:** up to 20%**b.3) Collaborative work, in groups of four students:** up to 20%**b.4) Blog:** Creation and maintenance of a blog as a reflection on ICT and what has been learned, including tools and methodologies: 20%**Explanation of the mandatory requirements for the objects to be created:**

Individual video: The topic is open but must be related to the Italian language, literature, or culture in general, and should last 4 to 5 minutes. It must be an original creation. It is mandatory for the video to include the student's name, the course code and name, and the academic year in which it was produced. If these requirements are not met, the video cannot be assessed or graded. Additionally, the video must combine images, music, written text (captions), and voice. Technical aspects must be carefully considered, as these will indicate the level of skill and digital competence in video creation. Mistakes will be penalized. Creativity will be rewarded.

Podcast in pairs: This will be a podcast or radio program in Italian, including intro and outro music, as well as original advertisements for invented products created for the program. It is mandatory to edit and integrate different sounds into the work: voice, music, applause, laughter, special effects, etc. The format is an interview. The main topic will be communicated by the instructor in class and will be mandatory. Each technical or unresolved error will reduce the assignment's grade.

Collaborative work in groups of four: Students will work in groups to create an educational project on a topic of their choice, in the format indicated by the instructor and as practiced in class.

Blog: Created by the students, the blog will serve as both a portfolio and a learning journal, as it should include reflections on the process of acquiring new tools, learning methods, difficulties, and learning outcomes. Everything learned related to the subject and ICT should be included. This is a personal and individual assignment that should be updated regularly with content reflecting on, explaining, and documenting the student's learning process. There is no need to mention class sessions. Since it is a personal project, the instructor will not remind students to post entries; students are responsible for this. The final grade for the blog will depend on the number of entries, content quality, depth of topics covered, clarity and correctness of explanations, and visual composition. If there are not enough entries, the blog will not be considered valid.

In this course, class attendance is REQUIRED, and no alternative forms of assessment or specific activities are provided for students who cannot attend. This is a highly practical subject: failure to attend means missing out on learning the tools and methodologies covered in class, which are assessed as part of continuous evaluation. Furthermore, since group work is involved, the absence of a member negatively affects the rest of the team, so lack of attendance will be penalized.

Absences must ALWAYS be justified in writing and supported with the appropriate documentation. If a student, for duly justified and certified reasons, is unable to attend class, they must inform the instructor to arrange an individualized work plan that allows for monitoring and assessment under conditions equivalent to those of the rest of the students. Provided that such a plan is agreed upon and the student rigorously fulfils all tasks and deadlines, they may be evaluated in the first assessment period.

Students who do not attend class, do not arrange a work plan with the instructor, and do not submit the required assignments on time must be aware that it is ESSENTIAL TO COMPLETE EACH AND EVERY ONE OF THE MANDATORY ASSIGNMENTS (that is, all of them) within the same deadlines as the rest of the class. Absences, even when justified, must be properly documented.

Assignments submitted AFTER THE DEADLINE will not be accepted under any circumstances and will not count towards the final grade. These evaluation criteria apply equally in the second assessment period.

The overall grade for the course will be calculated by averaging the scores of the different assessment components, provided that at least 50% of the score has been achieved in each part. To calculate the final average, it is essential to obtain at least 5 out of 10 in each evaluable item (continuous assessment, blog, podcast, video, webquest). If the minimum score is not achieved in any section, the final grade cannot be calculated, and the record will state either Not Presented or Failed, as appropriate.



As this is a course based on continuous assessment and practical work, there is NO FINAL EXAM as such, but it is NECESSARY AND COMPULSORY to complete EACH AND EVERY ONE of the proposed activities and present them in class on the official exam date.

Any parts of the course that have been passed will retain their grade until the second assessment period. In the second assessment period, classroom attendance is not required; only the outstanding assignments must be submitted to complete the grade. In the exceptional case of students who have not attended class during the course, this does not exempt them from submitting all required assignments, which must be completed and submitted via the Virtual Classroom, either in the first or second assessment period.

All assignments and activities must be submitted exclusively through the Virtual Classroom platform; submissions by email will not be accepted.

Plagiarism constitutes theft of intellectual property and is therefore strictly prohibited and will always be penalized severely. Any assignment found to contain plagiarism, even if it is just a single sentence, will receive a grade of 0.

The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on 30 May 2017. ACGUV 108/2017.

REFERENCES

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