



COURSE DATA

DATA SUBJECT

Code: 44450
Name: Applications of educational technology
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2211 - Master's Degree in Psychopedagogy	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2211 - Master's Degree in Psychopedagogy	Common training III	COMPULSORY

COORDINATION

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SUMMARY

The subject of "Educational Technology Applications" - 3 credits - has as its fundamental objective the use of ICT in the professional development of the educational psychologist.

To this end, the aim is to provide the student with the basic tools and strategies to access the most appropriate ICT resources for their educational intervention. The educational psychologist(s) will design technological innovation projects from a collaborative perspective that respond to the detected needs. Additionally, they will link the different projects to professional social networks. They will address the risks derived from the use of the Internet from the perspective of a user and an education professional.

All the technological tools covered in the course are creative commons and open-source software.

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 enrolment restrictions with other subjects in the curriculum have been specified.

COMPETENCES / LEARNING OUTCOMES

2211 - Master's Degree in Psychopedagogy

Actuar con profesionalidad y comportamiento ético en el desempeño de sus tareas.

Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos

Desarrollar la innovación y la creatividad en la práctica profesional y aplicar los conocimientos teóricos y los avances científicos a la práctica profesional y a la investigación.

Emitir informes técnicos, peritajes y auditorias relacionados con el puesto de trabajo y analizar, diseñar y promover procesos de enseñanza y aprendizaje mediante el uso de diferentes lenguajes, medios y recursos.

Mantener un comportamiento reflexivo y crítico ante la realidad social y educativa y favorecer los cambios, transformaciones e innovaciones que lleven a mejorar la calidad de vida individual y social.

Mejorar la calidad del ejercicio profesional y, en particular, la propia formación y desarrollar estrategias que faciliten la colaboración, la creación de redes, la implicación de los diferentes agentes educativos y/o sociales que participan en procesos psicoeducativos.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Usar las tecnologías de la información y la comunicación para obtener, elaborar y proporcionar información educativa y propia de las ocupaciones (bases de datos, programas informáticos).



DESCRIPTION OF CONTENTS

1. Use of open-source software in the field of educational psychology

Educational applications: Examples of open-source programs useful for psychopedagogical practice.

2. Use of applications for vocational and professional guidance

Self-assessment tools: Applications that help students assess their skills and interests.

Career exploration platforms: Online resources for researching different career and academic pathways

3. Presentations and multimedia resources for talks to parents and/or students within the scope of academic and vocational guidance

Designing effective presentations: Techniques and tips for creating impactful and informative presentations.

Integration of multimedia resources: Use of videos, audio, and other multimedia elements to enrich presentations and other resources.

4. Creation of multimedia materials for tutorial work

Creating educational videos: How to produce and edit videos for use in tutorial sessions.

Developing interactive tools: Tools for creating interactive educational materials, such as quizzes and educational games, etc.

5. Technological resources to support individuals with Special Educational Needs

Assistive technologies: Devices and applications designed to improve access to education for students with special needs.

Adapting content: Strategies for adapting educational materials to meet the individual needs of students.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	2,00
Theory	4,00



Group work	7,00
Computer classroom practice	9,00
Total hours	22,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	35,00
Independent study and work	8,00
Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	53,00

TEACHING METHODOLOGY

In the course, a project-based learning methodology will primarily be used for individual and collaborative work projects, so that students can propose and respond to situations within the field of educational psychology.

To this end, theoretical-practical classes will be held in which demonstrations and case studies will be conducted, aiming for students to acquire the basic knowledge that allows them to develop a socio-educational intervention project, integrating technological resources as elements for psychopedagogical practice.

Throughout the course, a schedule of individual and group tutoring will be established to supervise students, monitor training activities, and individually resolve any difficulties that some students may encounter during the course.

Therefore, the teaching methodologies that will be implemented are:

- Participatory lecture
- Cooperative learning
- Project management
- Student study and work
- Collaborative learning
- Individual and/or group attention

EVALUATION

The assessment of students' acquisition of competencies will be conducted by combining different types of information related to the various activities that students will develop in the module's subjects.

Different procedures may be used for this purpose:



- Portfolios, which will include the various works done by the student.
- Presentations in class of completed works.
- Interviews with the students.
- Participation in the different class activities.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Barriocanal, L. (2007) Internet como herramienta para la orientación educativa. Ponencia presentada en el III Encuentro Nacional de Orientadores (Zaragoza, marzo 2007) y en el I Encuentro Internacional Virtual de Orientación. Disponible en <http://www.orientaeduc.com/tics/194-internet-como-herramienta-para-la-orientacioneducativa>

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