

**COURSE DATA****DATA SUBJECT****Code:** 44450**Name:** Applications of educational technology**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**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 course Educational Technology Applications (3 ECTS credits) aims to develop students' ability to integrate Information and Communication Technologies (ICT) into the professional practice of educational psychologists.

To this end, the course provides students with the knowledge, tools, and strategies required to identify, select, and use ICT resources that best support psychoeducational intervention. Students will design technology-enhanced innovation projects from a collaborative perspective in response to identified educational needs. They will also learn to connect these projects with professional learning networks and online communities of practice. In addition, the course addresses the opportunities and risks associated with Internet use from the perspectives of both users and education professionals.

All the technological tools and applications used throughout the course are based on open-source software or are available under Creative Commons licences whenever possible.

The course also promotes an understanding of the legal framework and the fundamental principles of Organic Law 10/2022 of 6 September on the Comprehensive Guarantee of Sexual Freedom. It addresses



issues related to equality and the gender perspective, and examines strategies for the prevention, awareness, and early detection of sexual violence in educational settings. In addition, the course incorporates teaching practices aimed at preventing and identifying sexual violence, in coordination with the institutional resources and protocols established by the University of Valencia.

Finally, the course contributes to the achievement of the United Nations Sustainable Development Goals (SDGs), particularly those related to Quality Education (SDG 4), Gender Equality (SDG 5), and Reduced Inequalities (SDG 10).

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. Open-source software for psychoeducational practice

- Educational applications and digital tools for psychoeducational intervention.
- Examples of open-source software for assessment, guidance, intervention, and educational support.

2. Digital applications for academic and career guidance

- Self-assessment tools for identifying students' interests, abilities, and career aspirations.
- Digital platforms and online resources to support academic and career exploration and decision-making.

3. Presentations and multimedia resources for academic and career guidance

- Design of effective presentations for meetings with students and families.
- Integration of multimedia resources, including video, audio, and interactive content, to enhance communication and guidance activities.

4. Development of multimedia resources for tutorial activities

- Design and production of educational videos and other digital learning resources.
- Creation of interactive educational materials, including quizzes, learning activities, and educational games.

5. Digital technologies to support students with Special Educational Needs (SEN)

- Assistive technologies and digital tools that promote accessibility, participation, and inclusion.
- Adaptation of digital educational resources to meet diverse learning needs and support inclusive educational practice.

6. Digital competence and innovation in psychoeducational practice

- Digital competence frameworks for education professionals.
- Design and implementation of technology-enhanced psychoeducational innovation projects.
- Professional learning networks and digital collaboration for continuous professional development.
- Ethical, legal, and responsible use of digital technologies in educational settings.



7. Artificial Intelligence in psychoeducational practice

•Introduction to Artificial Intelligence (AI) and generative AI in education

- AI tools for educational assessment, academic and career guidance, intervention, and the creation of educational resources.
- Critical evaluation of AI-generated content and its educational applications.
- Ethical, legal, and data protection considerations in the use of AI in educational contexts.
- Responsible and transparent use of AI in accordance with institutional policies and principles of academic integrity.

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 attentio

EVALUATION

Assessment of students' achievement of the intended learning outcomes will be based on evidence gathered through the different learning activities undertaken throughout the course. The final grade will be determined according to the following assessment components:

- Written and/or oral examination: 50% of the final grade.
- Portfolio: compilation of the coursework and learning activities completed throughout the course. 20% of the final grade.
- Oral presentation: presentation of the work carried out during the course. 20% of the final grade.
- Class participation: active participation in class activities and discussions. 10% of the final grade.

The final grade will be expressed on a numerical scale in accordance with Royal Decree 1125/2003 of 5 September, which establishes the European Credit Transfer and Accumulation System (ECTS) and the grading system for official university qualifications in Spain.

Please note the following:

- The assessment procedure is identical for both the first and second examination periods (ACGUV 108/2017, Article 6.1).
- The assessment components that may be retaken during the second examination period are the written and/or oral examination and the portfolio. Together, these components account for more than 50% of the final grade, thereby guaranteeing students the possibility of passing the course during the second examination period (ACGUV 108/2017, Articles 6.5 and 6.6).
- Class attendance is not a compulsory requirement for assessment, although it may be considered as part of the assessment process (ACGUV 108/2017, Article 6.8).

Academic Integrity and the Use of Artificial Intelligence

Fraudulent conduct in assessment activities and plagiarism in coursework will be dealt with in accordance with the University of Valencia Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of digital technologies, including Artificial Intelligence (AI) tools, to generate assessment work without the prior explicit authorisation of the teaching staff will mean that such work cannot be considered the student's own. Such cases will be handled in accordance with the applicable regulations and the



University of Valencia Code of Coexistence and Good Practices (ACGUV 300/2023; DOGV No. 9747, 18 December 2023).

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