



1. Course details

1.1. The Course

Academic Year	2019/2020
Degree	GRADO EN EDUCACIÓN PRIMARIA
Course Title	RESOURCES IN EDUCATION AND ICT
Code	5438
Year	FIRST
Type	FORMACIÓN BÁSICA
Number of groups	6
ECTS	6
Estimated student workload	150
Term taught	Term 2
Language	ENGLISH : Group 1 SPANISH : Group 2,3,4,5,6
Type of teaching	Campus-based course

1.2. The Teaching Staff

Course Coordination	Area/Department	DIDÁCTICA Y ORGANIZACIÓN ESCOLAR			
LINDA JOHANNA CASTAÑEDA QUINTERO	Staff position	PROFESORES TITULARES DE UNIVERSIDAD			
Teaching Group: 1 Group Coordination:1	E-mail Address /	lindacq@um.es			
	Website / Online	http://www.lindacastaneda.com			
	office hours	Online office hours: YES			
	Phone number,	Term	Day	Office Hours	Location
	Office hours and	Term 2	Monday	12:30- 14:00	
	Location	Term 2	Tuesday	12:30- 14:00	



JOSE LUIS SERRANO SANCHEZ Teaching Group: 2 Group Coordination:2	Area/Department	DIDÁCTICA Y ORGANIZACIÓN ESCOLAR				
	Staff position	PROFESOR CONTRATADO DOCTOR TIPO A (DEI)				
	E-mail Address /	jl.serranosanchez@um.es				
	Website / Online	www.jlserranosanchez.es				
	office hours	Online office hours: YES				
	Phone number,	Term	Day	Office Hours	Location	
Office hours and	Terms 1 and 2	Wednesday	11:30- 14:30	868889517,		
Location				Facultad de Educación B2.2.015		
JOSE BLAS GARCIA PEREZ Teaching Group: 5 Group Coordination:5	Area/Department	DIDÁCTICA Y ORGANIZACIÓN ESCOLAR				
	Staff position	ASOCIADO A TIEMPO PARCIAL				
	E-mail Address /	joseblas.garcia@um.es				
	Website / Online	www.jblasgarcia.com				
	office hours	Online office hours: YES				
	Phone number,	Term	Day	Office Hours	Location	
Office hours and	Terms 1 and 2	Tuesday	18:00- 21:00			
Location	Terms 1 and 2	L	17:00- 18:00			
	Terms 1 and 2	L	19:00- 21:00			
PATRICIA MARTINEZ CANO Teaching Group: 6 Group Coordination:6	Area/Department	DIDÁCTICA Y ORGANIZACIÓN ESCOLAR				
	Staff position	ASOCIADO A TIEMPO PARCIAL				
	E-mail Address /	p.martinezcano@um.es				
	Website / Online	Online office hours: YES				
office hours						



	Phone number, Office hours and Location	Term	Day	Office Hours	Location
		Term 1	Monday	16:00- 18:00	Debe seleccionar una ubicación
		Term 1	Tuesday	20:00- 21:00	Debe seleccionar una ubicación
		Term 2	Monday	16:00- 19:00	Debe seleccionar una ubicación
FRANCISCO	Area/Department	DIDÁCTICA Y ORGANIZACIÓN ESCOLAR			
JAVIER	Staff position	ASOCIADO A TIEMPO PARCIAL			
SOTO PEREZ	E-mail Address /	fjaviersoto@um.es			
Teaching Group: 5	Website / Online office hours	http://www.um.es/web/didactica-organizacion-escolar/ Online office hours: YES			
	Phone number, Office hours and Location	Term	Day	Office Hours	Location
		Term 1	Monday	16:30- 18:00	
		Term 2	Tuesday	19:00- 20:30	

2. Course Description

This course tries to be, in the initial training of Primary Education teachers, the central subject dedicated to starting developing competencies that convert students into competent teachers in the contemporary technological context.

However, we have to bear in mind that those competencies cannot be developed in a finalist way (i.e., that are never fully developed), so it is vital to be aware that the goal of this subject is:

To offer students information tools, learning strategies and cognitive mechanisms that allow them to start developing their teaching competence for the digital world and continue developing it autonomously or guided - according to their needs- throughout their professional performance.

The teaching guide of the subject is presented with total flexibility, in such a way that the dynamics of the formative process will mark the design and the possible modifications to be made. It is an initial proposal that orients the content and work dynamics of the subject for all groups.



3. Course access requirements

3.1 Incompatibilities

Does not include

3.2 Recommended background

It is desirable that the student has group work skills, as well as a user level of computer skills.

4. Skills

4.1 Basic skills

- CB4. Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado
- CB5. Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía

4.2 Degree-specific skills

- CG1. Ser capaz de expresarse correctamente en español en el ámbito disciplinar de la Educación Primaria.
- CG3. Ser capaz de gestionar la información y el conocimiento en el ámbito disciplinar de la Educación Primaria, incluyendo saber utilizar como usuario las herramientas básicas en TIC.
- CG4. Considerar la ética y la integridad intelectual como valores esenciales de la práctica profesional.
- CG5. Ser capaz de proyectar los conocimientos, habilidades y destrezas adquiridos para promover una sociedad basada en los valores de la libertad, la justicia, la igualdad y el pluralismo.
- CG6. Capacidad para trabajar en equipo y para relacionarse con otras personas del mismo o distinto ámbito profesional.
- CG7. Desarrollar habilidades de iniciación a la investigación educativa en el ámbito disciplinar de la Educación Primaria.
- CG10. Ser capaz de coordinar y gestionar grupos: trabajo en equipo y colaborativo, entre profesores y con agentes sociales, para el ejercicio de las funciones docentes.
- CG11. Justificar y gestionar las habilidades interpersonales: relaciones entre profesores, alumnos y familias basadas en valores democráticos de inclusión social y del respeto a los derechos humanos, como principios básicos de la convivencia escolar.
- CE10. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes.
- CE11. Conocer y aplicar en las aulas las tecnologías de la información y la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural.
- CE12. Comprender la función, las posibilidades y los límites de la educación en la sociedad actual y las competencias fundamentales que afectan a los colegios de educación primaria y a sus profesionales. Conocer modelos de mejora de la calidad con aplicación a los centros educativos.
- MB11. Conocer los procesos de interacción y comunicación en el aula.
- MB16. Diseñar, planificar y evaluar la actividad docente y el aprendizaje en el aula.



- MB17. Conocer y aplicar experiencias innovadoras en Educación Primaria.
- CE4. Diseñar y regular espacios de aprendizaje en contextos de diversidad y que atiendan a la igualdad de género, a la equidad y al respeto de los derechos humanos que conformen los valores de la formación ciudadana.
- CE7. Colaborar con los distintos sectores de la comunidad educativa y del entorno social. Asumir la dimensión educadora de la función docente y fomentar la educación democrática para una ciudadanía activa.

4.3 Crossed and Subject skills

- Skill 1. To know the communicative characteristics of the media and resources in the teaching-learning processes, as well as their implementation processes.
- Skill 2. A critical attitude towards the use of audiovisual media and new screens in the teaching-learning processes
- Skill 3. Habits of continuous training in teachers and attitudes of inquiry in the use of educational resources.
- Skill 4. To know the processes of interaction and communication in the classroom
- Skill 5. To reflect regarding the conditions of integration of ICT in the field of Primary Education, as well as on the conditions of applicability of new resources and didactic strategies.
- Skill 6. Reflect and question teaching behaviour and encourage habits of continuous training through research and innovation activities and the use of ICTs

5. Course contents

UNIT 1. Communication processes and strategies in education

1.
 - Communication in the primary classroom
 - The media as tools for educational communication

UNIT 2. Educational Resources and Media

- Curricular integration of the media
- Critical study of classical educational media: Oral and visual presentations. Still image. School textbook. Radio and podcast. Video, educational TV and video on demand.

UNIT 3. ICT as resources in didactic communication processes.

1.
 - Potentials of ICT in the classroom
 - Models of integration of technology in teaching work: TPACK
 - Digital competence in Primary Education



- Accessible and inclusive ICTs

UNIT 4. Methodological strategies for the use of multimedia and networks in the primary school

1.

- Web 2.0 for teaching: characteristics, applications, and didactic implications.
- Strategies for the implementation of the Internet in the classroom: search, publication, communication, and collaborative construction.
- Methodologies and specific didactic strategies with telematic networks: Collaborative Networking, Treasure Hunt, WebQuest, and telecollaborative projects.

UNIT 5. Networked resources for teacher professional development

1.

- Teacher competence for the digital world.
- Networked tools and resources for teacher professional development.
- Personal Learning Environments

PRACTICES

Practice 1. Reflection, planning and evaluation of resources and methodological strategies in the primary classroom. Global ePortfolio: Related Content Unit 1, Unit 2, Unit 3, Unit 4 and Unit 5

During the four-month period, students will carry out a series of tasks in the classroom (at least one per subject), aimed at continuous work and reflection on their learning.

These tasks should be reflected in a web environment, as a portfolio, in which students work continuously and collaboratively during the development of the subject, and which will include evidences of learning. Emphasis will be placed on the importance of including reflections on the learning process and active participation in the designed web environment. The practices included in the portfolio will work on a theoretical-practical level the contents of the subject.



6. Teaching methods and contact hours

Learning Activity	Methodology	Attendance Hours	Independent Learning	Workload
Theoretical assignments	Seminars: the students work on a specific subject, which can integrate theoretical and practical content, carried out in small groups and supervised by the teacher, concluding with the preparation and written presentation of a report which, in some cases, can be made public by means of an oral presentation by the students and debate.	31	18	49
Practical assignments	Practical activities of problem-solving exercises, case studies, project-oriented learning, exposition and analysis of work, debates, simulations, etc. They involve the performance of tasks by students, directed and supervised by the teacher, regardless of whether they are performed individually or in small groups in the classroom.	16	22	38



Learning Activity	Methodology	Attendance Hours	Independent Learning	Workload
Autonomous work	<p>Written work: preparation and presentation of written reports by students, individually or in small groups, in response to a problem, project, task or question proposed by the teacher and which, in some cases, can be made public and debated.</p> <p>Search and selection of information: consultation of books, scientific journals, articles, press and informative publications, publications on the Internet, reports on practical experiences, etc. and selection of relevant information related to the subject of study.</p> <p>Reading of articles and documents: comprehensive and critical reading by means of a summary, a conceptual map or a brief review, including its evaluation from different criteria (interests, compatibility of ideas, viability in practice, usefulness for training...).</p> <p>Individual study: which the student carries out in order to understand, re-elaborate and retain a scientific-disciplinary knowledge, as well as its possible application in the professional field.</p> <p>Use of the aula virtual and other online resources to take advantage of the elements available in digital networks that make possible the study and work of the subject and subjects.</p>		30	30



Learning Activity	Methodology	Attendance Hours	Independent Learning	Workload
Exam Sessions	SE. 1. Written exams: that could use a qualitative or quantitative approach (test, long or short answers, task execution, attitude scale tests... or others) carried out by students to show the theoretical and practical knowledge acquired. SE. 3. Written reports, works and projects: written works, portfolios... regardless of whether they are carried out individually or in groups. SE. 5. Procedures for observing the student's work: records of participation, activities' performance, compliance with deadlines, participation in forums, etc.	5	24	29
tutoring	Medium and small group work sessions, practical work related to the proposed activities, seminars with computers.	2	2	4
	Total	54	96	150

7. Course Timetable

<http://www.um.es/web/educacion/contenido/estudios/grados/educacion-primaria/2019-20#horarios>

8. Assessment

Methods / Instruments	Pruebas escritas (exámenes): pruebas objetivas, de desarrollo, de respuesta corta, de ejecución de tareas, de escala de actitudes realizadas por los alumnos para mostrar los conocimientos teóricos y prácticos adquiridos.
Evaluation Criteria	
Weight	45



Methods / Instruments	Informes escritos, trabajos y proyectos: trabajos escritos, portafolios con independencia de que se realicen individual o grupalmente
Evaluation Criteria	
Weight	40
Methods / Instruments	Procedimientos de observación del trabajo del estudiante: registros de participación, de realización de actividades, cumplimiento de plazos, participación en foros
Evaluation Criteria	
Weight	15

Exam date

<http://www.um.es/web/educacion/contenido/estudios/grados/educacion-primaria/2019-20#examenes>

9. Learning Results

10. Reading list

Required Reading list



Castañeda, L. y Adell, J. (eds.). (2013). Entornos personales de aprendizaje: claves para el ecosistema educativo en red . Alcoy: Marfil.



CASTAÑEDA, L.; GONZÁLEZ, V. y SERRANO, J. (2011) Donde habitan los jóvenes: precisiones sobre un mundo de redes sociales. En MARTÍNEZ, F. y SOLANO, I.M. (Coords.) Comunicación y relaciones sociales de los jóvenes en la red. Alicante: Marfil.



Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.



Teaching with graphic organizers







Lemke, C. (2010) Innovation through technology, in Bellanca, J. A. & Brandt, R. (eds.) 21st century skills: Rethinking how students learn. Bloomington, Solution Tree Press, 243-274








The graphic Classroom



-  Castañeda, L. y Adell, J. (2013). *The Anatomy of PLEs*. En L. Castañeda y J. Adell (Eds.), *Entornos Personales de Aprendizaje: Claves para el ecosistema educativo en red* (pp. 11-27). Alcoy: Marfil.
-  Bernard R. (2008) *Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom*, *Theory Into Practice*, 47:3, 220-228, DOI: 10.1080/00405840802153916
-  Akçayır, M. & Akçayır, G. (2016). *Advantages and challenges associated with augmented reality for education: A systematic review of the literature*, *Educational Research Review*, doi: 10.1016/j.edurev.2016.11.002.
-  Lockwood, J., & Mooney, A. (2017). *Computational Thinking in Education: Where does it fit? A systematic literary review*. arXiv preprint arXiv:1703.07659

Recommended Reading list

-  BARTOLOMÉ, A. (2008) *Vídeo Digital y Educación*. Madrid: Síntesis
-  TPACK in 3 minutes by Royce Kimmons
-  Comics in Education
-  Comic in the Classroom
-  Churches, A. (2009) *Blooms Digital Taxonomy*.

11. Additional information

- a) In the case of the English group, the final exam will be taken in the form of an oral exam. The evaluation criteria shall be identical.
- b) Passing the subject implies the acquisition of all the competences that are evaluated in all the instruments, for the same reason, to pass the course it is NECESSARY to pass with a score NOT LESS than 5 out of 10, both the parts of the "final exam" and the part of "written reports of work and projects".
- c) Only when the final exam of the course is passed, will the corresponding score of the other two evaluation methods (written reports, works and projects and procedures for observing the student's work) be added together. If the subject is partially passed, the partial grades will be maintained only during the current academic year.



d) In the evaluation procedures that include the evaluation of the student's attendance, those students who do not attend will not be able to be evaluated of the corresponding competences using other methods, therefore it will be understood that this part is qualified with a zero.

e) SPECIAL EDUCATIONAL NEEDS. Students with disabilities or special educational needs may contact the Diversity and Volunteer Service (ADYV; [http:// www.um.es/adyv/](http://www.um.es/adyv/)) to receive guidance on how to make better use of their training process and, where appropriate, the adoption of equalization and improvement measures for inclusion, by virtue of Rectoral Resolution R-358/2016. The treatment of information about this student body, in compliance with the LOPD, is strictly confidential.