

BASIC DETAILS:

Subject:	NEW TECHNOLOGIES IN EDUCATION		
Id.:	32519		
Programme:	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)		
Module:	ITINERARIO OPTATIVO EN DISEÑO, DESARROLLO Y EVALUACIÓN DE MATERIALES EDUCATIVOS		
Subject type:	OPTATIVA		
Year:	4	Teaching period:	
Credits:	6	Total hours:	150
Classroom activities:	0	Individual study:	0
Main teaching language:		Secondary teaching language:	
Lecturer:		Email:	

PRESENTATION:

A través de esta materia se dotará al futuro docente de un conocimiento didáctico teórico/ práctico en el uso de las tecnologías de la información y la comunicación (TIC) aplicadas a la educación. Se le formará en el uso de las nuevas herramientas como fuentes de información y recursos didácticos, pero insistiendo en el enfoque de las TIC como recurso y no como fin de la enseñanza.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

General programme competences	G01	Capacity to analyse and synthesise information from different sources.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G04	Capacity to apply information technologies critically and constructively as tools to promote learning.
	G05	Capacity to work in a team and cooperate with other professionals from the same or a different sector.
	G06	Capacity for oral or written interpersonal communication in Spanish to different audiences and using suitable means. (Should foreign students require accreditation at a minimum B2 level - per the Common European Framework of Reference for Languages - to adapt to the academic and professional requirements of the Degree.)
	G07	Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
	Specific programme competences	E01
E02		Know the advances in childhood psychological development for the 0-3 and 3-6 age range.
E03		Know the basics of early care.
E04		Recognise the identity of this stage and its cognitive, psychomotor, communicative, social and affective characteristics.
E21		Know how to work on assistance for each pupil in a team with other professionals inside and outside the school, in addition to the planning of learning sequences and organising the work being done in the classroom and play area - identifying the characteristics of the 0-3 and 3-6 age groups.
E30		Participate in the creation and monitoring of preschool educational projects within the framework of projects at the school and cooperating with the region and other teachers and social agents.
E33		Know the scientific, mathematical and technological foundations of the curriculum at this stage as well as the theories on acquisition and development of the corresponding material learned.
E39		Create didactic proposals connected to scientific, technical, societal and sustainable development interaction.
E41		Foster the first steps into information and communication technologies.
E53		Know the musical, manual and body language foundations of the curriculum at this stage as

		well as the theories on acquisition and development of the corresponding material learnt.
	E54	Know and use songs to favour auditory, rhythmic and vocal learning.
	E55	Know how to use play as a didactic resource, and to design learning activities based on recreational principles.
	E56	Create didactic proposals that encourage musical perception and expression, motor skills, drawing and creativity.
	E57	Analyse the audiovisual languages and their educational implications.
	E58	Encourage sensitivity towards manual expression and artistic creation.
Regulated profession competences	P01	Know the objectives, curricular content and assessment criteria for Preschool Education.
	P02	Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects.
	P03	Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights.
	P07	Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values.
	P08	Know how language develops in early childhood, know how to identify possible learning disabilities and strive to correct these.
	P09	Effectively address language learning situations in multicultural and multilingual situations.
	P10	Express oneself orally and in writing and master the use of different expressive techniques.
	P11	Know the educational implications of information and communication technologies and, particularly, television in early childhood.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.
P18	Understand the function, possibilities and limits of education in modern society and the fundamental competences that affect preschools and their employees.	
P19	Find quality improvement models that can be applied to educational establishments.	
Learning outcomes	R01	Know the technological educational software, applications and resources available for education.
	R02	Critically analyse the applicability and limitations of the technological resources used in educational practice.
	R03	Analyse the use of technological resources from a teaching theory angle.
	R04	Design a didactic proposal using the ICTs applied to a specific activity.
	R05	Develop attitudes of research and innovation among the pupils which will help to consider the educational practice as a process of permanent questing.

SUBJECT PROGRAMME:

Subject contents:

BIBLIOGRAPHY AND DOCUMENTATION:

Recommended bibliography:

Basic bibliography:

Recommended websites:

* Guía Docente sujeta a modificaciones