

## BASIC DETAILS:

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

## 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:

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|--------------------------------------|---------------------------------------|---|
| <b>General programme competences</b> | 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.  |
|                                      | <b>Specific programme competences</b> | 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   |

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|   |  | 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.   |
| <b>Regulated profession competences</b> | 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.   |  |
| <b>Learning outcomes</b>                | 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