# SUBJECT SYLLABUS

| Degree | | | | Academic year |
|---|---|---|---|---|
| **141.1 BACHELOR'S DEGREE IN SOCIAL EDUCATION** | | | | **2011/12** |
| Subject code and title | | | | Duration |
| **41124 Educational Resources, Information and Communication Technologies** | | | | **Semester 1** |
| Type | Language | UD Credits | ECTS Credits | Group/Language |
| **COMPULSORY** | **SPA** | **6** | **6** | **01 / Spanish** |
| Lecturer | | | | |
| **Bezanilla Albisua, María José** | | | | |

## DESCRIPTION

The Information and Communication Technologies (ICT) are playing an increasing greater role in society and in educational processes. The social educator must be aware of the educational opportunities of the ICTs, along with the risks and problems arising from their incorrect use in order to establish appropriate intervention strategies and criteria. This subject is within the area of the Information and Communication Technologies (ICT) and education. It introduces basic concepts relating to a multimedia, web 2.0, social networks, e-learning, etc, and it prepares students to know how to analyse the educational opportunities of these technologies, and reflect on the social opportunities and problems raised by their use. It also introduces students to designing simple applications on digital medium to be used in socio-educational contexts. It contributes to the profile of the social educator, by providing the attitudinal, procedural and conceptual knowledge of ICT and education and stimulating discussion on the educational role of the ICT in the social arenas and the social educator of the role in the prevention of non-appropriate conduct as regards the ICTs (cyberbullying, dependency...) and in the design of socio-educational intervention positive strategies.

## PREREQUISITES

None.

## LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

SPECIFIC COMPETENCES
¿ SC1: Analysing the educational opportunities of the ICTs in socio-educational intervention, along with the risks and problems arising from their incorrect use in order to establish appropriate intervention strategies and criteria.
¿ SC2: Preparing teaching material on digital medium (website, blog, multimedia, video, etc.) to be used in a socio-educational context, along with a teaching-technical guide that provides a detailed step-by-step process to design the material and its socio-educational use.

GENERIC COMPETENCE
USE OF THE ICTs: Level 2: Editing text documents of certain complexity, creating slides using simple websites and the presentation programme.

## CONTENTS

THEME 1: The knowledge society; Social contributions and limitations of the ICTs; The use of the ICTs in the training processes; New educational challenges; Digital literacy; Web 2.0 and the social networks. Assessment of socio-educational materials on digital medium.

THEME 2: Intervention of the social educator in new socio-educational problems: social exclusion, cyberbullying, dependency on / addiction to the ICTs.

THEME 3: Different techno-educational resources: multimedia presentations, videos, websites, blogs, wikis, interactive games: their design and socio-educational application.

## TEACHING-LEARNING STRATEGY

To develop Specific Competence 1: The lecturer will begin with a discussion activity on how ICTs influence our social and personal lives. She will then set out the most important contents of the subject using Power Point presentations and will take this opportunity to clarify concepts, expand information and foster participation and debate. The students will also delve into the fundamental concepts of the subject by means of reading documents selected for that purpose, and will complete different activities that enable them to consolidate the most important concepts of the subject, along with reflecting on their role as educators in terms of the ICTs.

To develop Specific Competence 2 and the Generic Competence: The lecturer will introduce different socio-educational materials on digital medium, of better and poorer quality, to allow the students to analyse the important aspects of the material to be taken into consideration and recognise the importance of designing appropriate socio-educational intervention strategies and materials. The lecturer will then present the basic characteristics of the different techno-educational tools: presentation, multimedia, videos,
websites, blogs, wikis, interactive games... along with guidelines to prepare them and key URLs to enable students to work by themselves and expand their knowledge on designing different applications. Students will carry out individual research into how to use online spaces video-tutorials, blogs, etc., on the use of the different computer tools. They will work in groups to produce teaching material on digital medium (site, blog, multimedia, video...) to be used in a leisure-educational

context, along with a teaching-technical guide that provides a detailed step-by-step process to design the material and its socio-educational use. Each group will explain in class the procedure to design the selected tool. The teaching material will be produced progressively, following set steps and handing into the lecturer partial deliveries of the coursework, according to the specified schedule in the Work Plan. Each course will assess its coursework (self-assessment) following the assessment indicators set by the lecturer and will present its socio-educational material prepared to the other students.

The student's time organisation will be distributed as follows:

¿ In-class time: 42 hours.
- Presentations and debates: 10 hours.
- Practical activities: 23 hours.
- Monitoring and assessment: 9 hours.

¿ Outside-class time: 108 hours.
- Completing Practical Activities: 30 hours.
- Preparing teaching material and Guide: 68 hours
- Preparing the exam: 10 hours

## ASSESSMENT SYSTEM

Assessment can be summarised as:
Generic Competence: 20%
¿ Specific competence 1: 25 %
¿ Specific competence 2: 55%

Attainment of the generic and specific competences will be assessed through the following procedures:
¿ WRITTEN TEST 25%
¿ PARTIAL ELEMENTS OF THE FINAL PAPER (MATERIAL AND GUIDE) 10%
¿ SOCIO-EDUCATIONAL MATERIAL ON DIGITAL MEDIUM 35%
¿ TEACHING-TECHNICAL GUIDE 30%

Any students who cannot attend class should talk to the lecturer.
The marking criteria and procedures will be the same in the ordinary and extraordinary exam session.

## BIBLIOGRAPHY

Documentación básica·
- Contenidos y enlaces de contenidos curriculares colgados de la plataforma ALUD 2.0
- Programa de la asignatura (puede accederse desde la plataforma)
- Normas para la realización de los trabajos (puede accederse desde la plataforma)
- Guia de Aprendizaje del estudiante (puede accederse desde la plataforma)
- Area Moreira, M. (2009). Introducción a la Tecnología Educativa. Manual Electrónico. Universidad de La Laguna. Recuperado de: http://webpages.ull.es/users/manarea/ebookte.pdf
- Marques, P. (2010). Las TIC en la educación social: http://peremarques.pangea.org/educacionsocial.htm

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- Ararteko (2008): Guía Rápida para la prevención del acoso por medio de las nuevas tecnologías. http://www.ararteko.net/RecursosWeb/DOCUMENTOS/1/1_1218_3.pdf
- Ararteko (2008): Manual de ayuda sobre internet y sus riesgos http://www.ararteko.et/RecursosWeb/DOCUMENTOS/1/1_1504_3.pdf

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Fernandez, C. (2006). Menores, TIC y Sociedad del Conocimiento. Innovación Educativa, 16, 73-86.
Marqués, P. (2004). Plantilla para la catalogación y evaluación multimedia. [Documento www]. Dirección en internet: http://dewey.uab.es/pmarques/evalua.htm
Munuera, F. (2005). Nuevas Tecnologías y exclusión: Hay vida mas allá de internet. Pixel-Bit. Revista de Medios y Educación, 26, 69-78.
Pavón, F. (2000). Nuevos yacimientos de empleo, nuevas tecnologías y educación social. Los ámbitos de las personas Mayores. En J. García; A. Romero Y E. Fernández (Coords) Los nuevos yacimientos de empleo y Educación social. Granada: Grupo Editorial Universitario (285-298)
Ruiz, M. (2003). Educación para la ciudadanía y Nuevas Tecnologías en el marco de las nuevas alfabetizaciones.[Documento www]. Dirección en internet: http://web.udg.es/tiec/orals/c67.pdf
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Soto, F. J. Y Fernández, J. J. (2004). Los retos de a educación ante la exclusión digital. [Documento www]. Dirección en internet: http://www.tecnoneet.org/docs/2004/1-62004.pdf#search=%22exclusion%20digital%20soto%20fernandez%202004%22