

**COURSE DATA****Data Subject**

<b>Code</b>	33740
<b>Name</b>	Educational technology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	4	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1307 - Degree in Pedagogy	85 - Educational technology	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
GABARDA MENDEZ, VICENTE	270 - Research Methodology, Educational Diagnosis and Assessment

**SUMMARY**

This course aims to approach the changes that have resulted from the integration of technology in the different spheres of life, with special emphasis on the educational sphere.

To this end, we propose an analysis of the characteristics of communication mediated by technology and the construction of cyberculture through new formats of audiovisual content.

It also studies how technology helps to create new learning scenarios, through the design of didactic materials or even the generation of a specific modality mediated by it. The aim, therefore, is to find out how technology can condition the way in which training processes are designed, implemented and evaluated.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Enrolment restrictions with other subjects in the curriculum have not been specified.

## OUTCOMES

### 1307 - Degree in Pedagogy

- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Develop strategies and techniques to promote participation and lifelong learning.
- Be able to evaluate educational policies, institutions and systems.
- Be able to advise on the pedagogical use and curricular integration of teaching media.
- Be able to analyse, design and evaluate the ICT applications associated with educational and training processes.

## LEARNING OUTCOMES

- They are familiar with the basic concepts related to information and communication technologies in their educational applications. -
- Reflect on the influence of educational technologies on the educational system in the knowledge society.
- Develop applied creative skills in relation to the design of educational materials.

## DESCRIPTION OF CONTENTS

### 1. 1. Communication in cyberculture and its agents.

### 2. 1. Communication in cyberculture and its agents.

**3. 3. Reception as pedagogical creation.****4. 4. Criteria for the evaluation and didactic articulation of electronic materials.****5. 5. Didactic models and tools for distance learning.****6. 6. Structure of virtual networks in education.****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Development of group work	20,00	0
Study and independent work	25,00	0
Preparation of evaluation activities	22,50	0
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY**

A dialogical methodology will be followed where debate and group discussion will form part of the daily work. The aim is to develop a critical awareness of the work. We understand that critical reflection on the daily work and the future of education in the technological society in which we live is very important in the work of pedagogues.

Among other possibilities, the development of a portfolio, debates, reflections or exhibitions are envisaged.

**EVALUATION**

The assessment of the course will include both class attendance and participation in the dialogue dynamics, as well as the tasks that form part of the portfolio and the exam.



## REFERENCES

### Basic

- Aparici, Roberto (Coordindor) (2011); Conectados en el Ciberespacio: Madrid; Universidad Nacional de Educación a Distancia.
- San Martín, Ángel (2009); La escuela enredada. Formas de participación en la Sociedad de la Información; Barcelona; Gedisa.
- V.V.A.A. (2010); Educomunicación: más allá del 2.0; Barcelona; Gedisa.

### Additional

- CASTELLS, MANUEL (2012); REDES DE INDIGNACIÓN Y ESPERANZA; MADRID; ALIANZA.
- GERBAUDO, PAOLO; (2012); TWEETS AND THE STREETS; LONDON; PLUTOPRESS.
- GUTIERREZ, ALFONSO (2003); ALFABETIZACIÓN DIGITAL. ALGO MÁS QUE RATONES Y TECLAS; BARCELONA; GEDISA. -
- JENKINS, HENRY Y OTROS (2015); CULTURA TRANSMEDIA; BARCELONA; GEDISA
- RAMONET, IGNACIO (2015); EL IMPERIO DE LA VIGILANCIA; MADRID; CLAVE INTELECTUAL
- RODRIGUEZ DIÉGUEZ; JOSE LUÍS (1977); LAS FUNCIONES DE LA IMAGEN EN LA ENSEÑANZA; BARCELONA
- GUSTAVO GILI. - ROSZAK, THEODORE (2005); EL CULTO A LA INFORMACIÓN; BARCELONA; GEDISA
- LEUNG, LINDA (2007); ETNICIDAD VIRTUAL. RAZA, RESISTENCIA Y WORLD WIDE WEB; BARCELONA; GEDISA.
- San Martín, Ángel (1995); La escuela de las tecnologías; Valencia; Universitat de València. retos educativos, nuevas prácticas docentes en DE PABLOS, J (coord.) Políticas educativas y buenas prácticas con TIC. Barcelona. Graó
- Silva, Mauro (2005); Educación interactiva. Enseñanza y aprendizaje presencial y on-line; Barcelona; Gedisa
- Viché, Mario (2013); @Ciberanimación; Valencia; Edición de autor. -
- Viché, Mario (2015); Ciberciudadanía. La acción sociocultural en la sociedad digital; Valencia; Edición de autor.