VNIVERSITAT ÖID VALÈNCIA

COURSE DATA

Data Subject

Code	35726
Name	ICTs applied to the Italian language
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	1	Second term

Subject-matter

Degree	Subject-matter	Character
1008 - Degree in Modern Languages and Literatures	58 - ICT applied to language B (CO Italian)	Optional

Coordination

Name	Department
RODRIGUEZ GOMEZ, JUANA INES	160 - French and Italian

SUMMARY

This subject is taught during the second semester of the first course and therefore in the initial training period the student. It also has compulsory for students of Italian maior. The course is an introduction to Information and Communication Technologies, always in relation to the field of language, literature and culture in Italy. It is therefore a core subject directly applicable to other Grade subjects (Italian maior). This subject will be taught in Italian (the required output level will be CEFR A2). There are no prerequisites, but every student's computer skills will obviously be useful. To measure them, there will be a separate entrance test for skills and competences.

This course also provides students with skills that will be useful in their undergraduate studies, as they will learn to work collaboratively and to search for information, filtering results and using programs to exhibit work.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No prior knowledge is required

OUTCOMES

1008 - Degree in Modern Languages and Literatures

- The development of knowledge in the area of linguistic, literary and cultural studies.
- A capacity for teamwork and interpersonal relationship skills.
- The ability to adapt to different work environments.
- Concern for the quality of the work.
- The ability to make decisions and solve problems.
- Familiarity with information and communication technologies, local or online computer tools and the ability to apply them.
- The ability to work alone and learn on ones own and skills in planning and time management.
- The ability to produce a scientific description in a foreign language applying grammatical knowledge.
- The ability to produce and understand oral and written texts in a foreign language.
- The ability to find, handle and synthesise bibliographic information on different local or online supports in the area of modern languages and their literatures.

LEARNING OUTCOMES

- Possess knowledge and understanding in the field of linguistics, literary and cultural.

- Ability to make decisions and solve problems.

- Understand information technology and communication and know how to apply.

- Capacity of teamwork and interpersonal skills.

- Ability to work individually, independent learning and planning and time management.

- Ability to adapt to different environments.

- Ability to adapt to different tools.

- Preparation and adaptation to future employment and the knowledge society.

- Updating of knowledge extended network.

- Acquisition of knowledge related to multimedia and digital environment.
-Skills connected

DESCRIPTION OF CONTENTS

1. New technologies applied to education

New technologies applied to education. Why do we have to know ICT? ICT resources. Modalities on-line in teaching and tutoring: E-learning and learning typologies. On-line modalities in teaching and tutorials (MOOCs, 3D platforms, augmented classroom, social networks applied to teaching, the cloud, meaningful learning, formal and informal teaching, etc.).

2. Virtual platforms. The corporate website of the University of Valencia. Online resources

Virtual Classroom. Analysis of the virtual platform of the University of Valencia. Virtual Classroom resources. Information and use of corporate resources to support and complement the classes. Search the net material and information sources. Dictionaries, classes and virtual exercises. Italian Grammar online. Italian literature in the network. BIDI codes and QR codes applied to teaching.

3. We work on the texts and bibliography

Text editing. Word rudiments for text editing. Types of bibliographic citations. How to cite. We create texts and bibliographies to practice.

4. ICT in teaching. New teaching modalities

Serious games and gamification. The flipped classroom. Visual thinking. Augmented reality, virtual reality, mixed reality, immersive reality.

5. Usos y recursos web en la enseñanza-aprendizaje

El blog en los estudios de la lengua y la literatura italianas. Visita de diferentes blogs especializados en la lengua, la literatura y la cultura italianas, análisis y creación. Visita de diferentes blogs dedicados a temas TIC. El/la wiki utilizada para el estudio de la lengua y la literatura italianas. Aprendizaje constructivista y cooperativo. Trabajo colaborativo en red.

6. Learning tools and collaborative wor

Collaborative work. Project-based learning. Use of webquests in teaching-learning. Application of webquest work in Italian language and literature studies. Methodologies, examples and creation. Challenge-based learning.
What is the micro digital story. Use of creative resources applied to the study of the Italian language and literature. Technique, programs and creation.

WORKLOAD

ACTIVITY	Hours	% To be attended
Computer classroom practice	45,00	100
Without teaching	15,00	100
Attendance at events and external activities	25,00	0
Development of group work	18,00	0
Development of individual work	12,00	0
Readings supplementary material	10,00	0
Resolution of case studies	10,00	0
Resolution of online questionnaires	15,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

This subject has a practical orientation, but each topic will be introduced with an explanation of each resource or program on which it will be worked. It will explain what it is, what it is, how it works and what is its use applied to teaching and learning so that, with all the data, students can develop their practice and are trained to create learning objects.
The first topic of the course will introduce students to the current landscape of the use and development of ICT, allowing them a panoramic view of all the e-learning typologies that are used and explaining how communication and information technology favor Continuous learning (long life learning).
The methodology is based on offering students all the information on the current use of ICT and different learning models and practice various resources to train them in the use and adapt their skills with respect to educational and professional resources.
In addition, the students will work on the creation of digital and multimedia material so that they not only know the current topic of ICT, but also produce different materials so that they are able to adapt to the different digital and multimedia creation programs.

Video: it will be a free theme, it will last from 2'30 to 3 minutes. They will be of original creation. Obligatory that bears the name of the student or student, code and name of the subject and the academic course in which it was carried out. In the video you must combine image, music, written text and voice.
Podcast: it will be a radio program in italian with music of beginning and end and with original announcements created for the program, of invented products. The editing of different sounds should be worked on integrating them in the work: the voice, music, applause, laughter, etc. The central theme will be communicated by the teacher in class and will be mandatory.
Webquest: students will work in groups to create an educational webquest of the topic they choose.
Blog: created by the students, it will serve as a learning notebook and in it they will reflect on their process of acquiring new tools, their way of learning, their difficulties and results. Likewise, they will also create presentations in collaborative tools to deepen the way of working in groups and in the presentation of results.

EVALUATION

The evaluation shall consist of several distinct parts:

Type of evaluation.

Evaluation	100%
a) Continuous evaluation of the work done during the course	40%
a.1.) Proposed activities and exercises carried out during the classes or work to be done at home; creation and presentation of work with collaborative tools.	up to 20%
a.2.) Blog. Creation and maintenance of a blog as a learning diary	up to 20%
b) Creation of multimedia activities and tasks	60%
b.1) Individual video	up to 20%
b.3.) WebQuest, done in groups up to 20%.	up to 20%
b.2.) Podcast, made in Italian language and in pairs	up to 20%

Each of these assignments is MANDATORY and failure to submit any of them will mean that the average mark cannot be found until each section is completed.

d) Attendance is compulsory and non-attendance must be justified in the appropriate manner. Class attendance is compulsory because it is a very practical subject, so in class each aspect that can be assessed will be explained and worked on, as well as the topics that will be covered and the guidelines for the use of ICT in teaching will be given. In addition, as we work in groups, non-attendance will have repercussions on the rest of the students, so it will be assessed negatively.The final mark for the subject will be obtained by obtaining the average mark for the different sections of the assessment.

In order to obtain the average mark for the subject, it is compulsory to achieve 50% in EACH of the assessable items (continuous assessment, blog, podcast, video, webquest). If any type of work is missing (from the continuous assessment, the blog, the individual video, the podcast in pairs or the group WebQuest), the average mark will not be obtained until that part is duly handed in and exceeds 50% of its grade. As this is a subject with continuous assessment and of a practical nature, there will be no exam, but it will be NECESSARY AND COMPULSORY to complete each and every one of the proposed activities.These evaluation criteria are applicable in the same way in the second sitting. In this subject, class attendance is COMPULSORY and no other type of evaluation or activities are foreseen for students who cannot attend class. Absences must ALWAYS be justified in writing and duly documented. If any student, for very justified and duly certified reasons, is unable to attend class, he/she must, in any case, inform the teacher in order to agree on a work programme to be developed during the course, so that the teacher can monitor and evaluate his/her work in the same way as the rest of the students who do attend class. As long as a work programme is agreed and the student complies with it rigorously and also meets the deadlines for the delivery of the activities, he/she may be assessed at the first sitting. In the case of those students who do not attend class, do not agree a work programme with the teacher of the subject and do not hand in the compulsory activities in due time and form, they MUST COMPLY ALL AND EVERY ONE OF THE ACTIVITIES AND WORK IN THE SAME MANNER AS THE REST OF THE STUDENTS AND WITH THE SAME DEADLINE AS THE REST OF THE STUDENTS.All work handed in AFTER THE DEADLINE will not be taken into account in any case. The completion of all compulsory activities gives the overall grade for the course in the percentages indicated provided that in each of the parts that make up the evaluation 50% of the grade has been achieved. If in any section the mark of 5 out of 10 is not reached, it will not be possible to give an average mark and it will appear in the report as "No presentesentado". The parts passed will keep the grade until the 2nd call.All assignments and activities must be handed in via the Virtual Classroom. Plagiarism is a theft of intellectual property and, therefore, is not allowed and will always be severely penalised. Each exercise in which it is verified that plagiarism has taken place, even if it is only a plagiarised sentence, will obtain a mark of 0.

REFERENCES

Basic

- Lazzari, M. et alii: Informatica umanistica (Milano, Mac-Grow-Hill, 2010)

- Ferran, Núria; Pérez-Montoro, M.: Búsqueda y recuperación de la información (Barcelona: UOC, 2009)

- Siemens, George, Conectivismo: Una teoría de la enseñanza para la era digital (se encuentra en http://es.scribd.com/doc/201419/Conectivismo-una-teoria-del-aprendizaje-para-la-era-digital)

Reig, Dolors, Socionomia, Barcelona, Ediciones Deusto, 2012

Salinas, Jesús, Innovación docente y uso de las TIC en la enseñanza universitaria, Revista Universidad y Sociedad del Conocimiento, UOC, vol. 1, nº 1, noviembre de 2004 (se encuentra en http://www.uoc.edu/rusc/dt/esp/salinas1104.pdf)

Se dará más bibligrafìa específica durante las clases