

| Degree | Type | Year |
|---------------------------|------|------|
| Social Education | OT | 3 |
| Social Education | OT | 4 |
| Education Studies | OT | 4 |
| Early Childhood Education | OT | 4 |
| Primary Education | OT | 4 |

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

To have at least an intermediate level of digital competence (level 4 of DigComp 2.0) to be able to adequately follow the subject is recommended.

To bring an electronic device to develop the classes (laptop or tablet) is recommended.

Objectives and Contextualisation

Purposes:

- Promote the use of digital resources in teaching and learning situations, based on the educational decisions
- Develop Educator's Digital Competence

Objectives:

- Reflect on the concepts of Educational Technology and its social and educational impact.
- Provide a broad view of the possibilities of use of digital technologies in the context of formal and non-formal education and in the work.
- Analyze, evaluate and design technological resources for educational challenges
- Develop projects that integrate the use of digital technologies in different educational contexts.

Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use ICT to learn, communicate and collaborate in educational contexts.

Education Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Early Childhood Education

- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know about international experiences and examples of innovative practices in infant education.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

Primary Education

- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
3. Demonstrate an understanding of the evolution of the educational implications of information and communications technologies to learn about and apply the same to the classroom.
4. Demonstrate an understanding of the evolution of the educational implications of the information and communications technology to know them and apply them in the classroom.
5. Propose new experience-based methods or alternative solutions.
6. Propose new methods or well-founded alternative solutions.
7. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
8. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
9. Propose projects and actions that incorporate the gender perspective.
10. Understand and apply effective and efficient innovative experiences to facilitate learning processes and knowledge construction among pupils.

Content

1. Digital technologies as a teaching learning mean.
 - 1.1. Different approaches about educational technology. Contributions of digital technologies.
 - 1.2. New roles of teachers and learners. Teaching and learning means with digital technologies
2. Digital Competence of Students and Educators.
 - 2.1. Learning and knowledge building with digital technologies.
 - 2.2. Implications of innovative education. New challenges and opportunities to improve education.
 - 2.3. Social responsibility with digital technologies in educational contexts: ethics, security and health.
3. Design, development and evaluation of educational proposes that integrate digital technologies as mean for teaching and learning.
 - 3.1. Analysis, assessment and creation of digital resources.
 - 3.2. Projects that promote educational improvement and change with the integration of digital technologies.

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---------------------------------------|-------|------|-------------------------|
| Type: Directed | | | |
| Lectures | 15 | 0.6 | 2, 10, 3 |
| Seminars | 28 | 1.12 | 2, 1, 3, 6 |
| Type: Supervised | | | |
| Tutoring and mentoring | 15 | 0.6 | 2, 1, 10, 3, 6, 7, 8, 9 |
| Type: Autonomous | | | |
| Creation of a group project | 17 | 0.68 | 1, 10, 6, 7, 8, 9 |
| Development of the learning portfolio | 25 | 1 | 2, 1, 10, 3 |
| Finishing peer-feedback activity | 2 | 0.08 | 2, 1, 6 |

The activities planned for the treatment of the contents include lectures, seminars, laboratories, workshops and tutorials as well as activities considered autonomous work (readings and practices).

Some activities that will be develop in class and autonomously are:

- Reading and discussion of the main concepts and, eventually, presentation of the teaching staff of critical aspects of the subject matter
- Provision of resources provided both by teachers as per the student. In some cases suggests its public presentation of some activities,
- Individual development of the learning portfolio by the student with strong component of self-reflective practice (autonomous work)

- Practice oriented group. Activity directed face-to-face with orientation in class and eventually out of it in tutoring.
- Digital resources creation for formal and informal learning environments.
- Self and peer assessment activities.

In this subject a class attendance of at least 80% is recommended.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|--------------------------------|-----------|-------|------|-------------------------|
| Group project | 35% | 15 | 0.6 | 2, 10, 6, 9 |
| Learning portfolio | 50% | 30 | 1.2 | 2, 1, 10, 4, 3, 6, 7, 8 |
| Peer-feedback of the Portfolio | 15% | 3 | 0.12 | 1, 10, 6, 5 |

The student could be assessed only if they accomplish the participation and attendance percentage (80%). The student who arrives late or leaves early (before developed at least 2h of class) systematically, won't achieve the minimum of attendance and participation.

Teachers will give the feedback of the evidences within 20 days after the delivery.

The continuous evaluation consists of three activities:

Activity 1: Individual. Digital learning portfolio, to be developed during the course of the subject in order to guide the learning process. The portfolio must include: class notes, reflections, schemes, summaries, audiovisual resources and hipertextual resrouces, the activities developed during the subject that th students think that demonstrate their competential development, as well as additional material that students find complementary. Final delivery: 13th January 2026. - 50%

Activity 2: Individual. Peer-feedback task of the digital learning portfolio. On 15th of november, students must present the state of their learning portfolio to be assessed by a peer. The assessment received by a peer won't be included in their final mark. The assessment made to another peer will be evaluated by the teacher and will be the mark to include in the 15% of the final mark. It is required that the student has their learning portfolio up to date in order to participate in the activity. Otherwise, the student won't participate in this activity and will have a 0, therefore, with no possibility to retake it. The students who won't attend for medical reasons (certified) will be offered an alternative solution. Date of the activity and delivery: 4th of november 2025. - 15%

Activity 3: Design of a group project. Creation of an educational proposal that integrates digital technology. The project will be developed,mainly, during the sessions but it will also be necessary autonomous work outside the class. The project must integrate the fundamental and pertinent contents worked in the subject, as well as the creation of digital resources. Date of delivery: 20th of January 2026. - 35%

Activities 1 and 3 must be pass with a grade of, at least, 5 out of 10 points. Otherwise the student will be able to reevaluate on 3rd of February 2026 in case that the student has delivered at least 2/3 of the activities and the mean between the three activities is 3.5 or higher. Otherwise, the student could not reevaluate and the subject will be failed. Activity 2 is developed in class the date assigned, in case that a student does not attend or does not pass that activity, it cannot be reevaluated.

To pass this subject, it is necessary for the student to also show good general communicative competence, both orally and in writing (Spanish or Catalan). In all activities (individual and group), therefore, linguistic correction, writing and formal aspects of presentation will be considered. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

Evidences must be elaborated by the student or the team exclusively. It is considered that it has not been elaborated exclusively by the student when the assignment has been created with non-original elements (as artificial intelligence programs like ChatGPT, copilot, etc.). Specific validations will be carried out to guarantee authorship and the acquisition of skills in case of suspicion of academic fraud.

Copying or plagiarism of material, both in the case of assignments and in the case of exams, constitutes a crime that will be sanctioned with a zero in the activity and the subject and will not have the right to re-evaluate it. Let us remember that a work that reproduces all or a large part of the work of one other colleague is considered a "copy". "Plagiarism" is the act of presenting all or part of an author's text as one's own, without citing the sources, whether on paper or in digital format. You can see the UAB documentation on "plagiarism" at: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in the correction of texts and in the activities proposed by the teacher that request their use during classroom activities. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency of the use of AI in the assessment activities will be considered a lack of academic honesty and will lead to a score of 0 and without the possibility of reassessment.

This subject does not offer single assessment

This subject does not offer a synthesis test.

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Software

Blogger

Canva

Delightex

Genially

Google drive

H5p

LearnLab

Thinglink

Mentimeter

Moodle

Mural

Padlet

Quizizz

Powtoon

Scratch

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

| Name | Group | Language | Semester | Turn |
|-------------|-------|----------|----------------|---------------|
| (TE) Theory | 4 | Catalan | first semester | morning-mixed |