Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162045 **Name:** Information and communication technologies applied to music education

Credits: 6,00 **ECTS Year:** 4 **Semester:** 2

Module: Qualifying Mention in Music Education

Subject Matter: ICTs in Music Education **Type:** Elective

Field of knowledge: Social and legal sciences

Department: Teaching and Learning of Physical Education, Plastic Arts, and Music

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OMU3A16	Vicente Alejandro March Lujan	**(Responsible Lecturer)**	alejandro.march@ucv.es
OMU3Z16	Vicente Alejandro March Lujan	**(Responsible Lecturer)**	alejandro.march@ucv.es
OMUEXT	Vicente Alejandro March Lujan	**(Responsible Lecturer)**	alejandro.march@ucv.es

Module organization

Qualifying Mention in Music Education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Didactics of Musical Education	6,00	Teaching of music education	6,00	3, 4/1
Sound spaces of diversity and interculturality	6,00	Sound spaces for diversity and interculturality	6,00	3, 4/2
ICTs in Music Education	6,00	Information and communication technologies applied to music education	6,00	4/2
Rhythm and movement	6,00	Rhythm and movement	6,00	4/2
Development of musical creation and improvisation	6,00	Development of musical creation and improvisation	6,00	4/2

Recommended knowledge

Not required

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   Develop creative and multidisciplinary activities, coordinating and/or collaborating in small and large groups

R2   Individually or collectively select information related to the musical phenomenon within different formal and non-formal contexts, to build one's own didactic material

R3   Actively participate through a work group for the development of practical musical activities

R4   Develop musical practice in the classroom (score editing, instrumental accompaniments, music recording and editing) based on the mastery of necessary basic computer resources

R5   Integrate appropriate resources for musical practice in the classroom in different digital and written media, with the aim of producing knowledge through a critical attitude towards them

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.			x	
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				x

SPECIFIC		Weighting			
		1	2	3	4
EM3	Acquire resources to encourage participation in activities, valuing musical experiences in a positive way within the framework of an active and participative didactic, inside and outside the school.			x	
EM11	Acquire the necessary computer resources for the development of musical practice in the classroom, both for editing scores, instrumental accompaniment and recording and editing music.				x
EM12	Learning to search for, select and integrate appropriate resources for musical practice in the classroom in different media, digital and written, with the aim of producing knowledge through a critical attitude towards them.				x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	5,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4, R5	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4, R5	5,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5	15,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5	35,00%	Projects. Development and/or design works.
	20,00%	Reports/Practice reports.

Observations

The previous assessment systems will be integrated into the following assessment blocks:
  ·Individual and/or group work (written assignments, practical work carried out in the classroom by the student, etc.), worth 80% of the final mark. Learning outcomes assessed: R1-R2-R3-R4-R5
  ·Attendance at face-to-face sessions and active participation in theoretical-practical classes, worth 10% of the final mark. Learning outcomes assessed: R1-R2-R3-R4-R5
  ·Follow-up: submission of assignments in a timely manner, worth 10% of the final grade. Learning outcomes assessed: R1-R2-R3-R4-R5

Additional information:

The final grade will be the weighted average of the results obtained in each of the above blocks, provided that all of them have been passed with a minimum grade of 5.

Single assessment:

Students who are unable to undergo continuous assessment because they have not attended at least 80% of the classes will be eligible for this assessment system. In this case, communication with the teacher for monitoring purposes will be essential. During this monitoring, the teacher will

set partial and final deadlines, if necessary. In the case of this assessment method:

   ·communication with the teacher responsible for monitoring progress will be essential. During this monitoring, the teacher will set partial and final deadlines, if necessary.

   ·Learning Outcomes (LO) and the percentage value of the tasks to achieve them will be the same as in the face-to-face format, with the exception of the assessment tool 'Attendance at face-to-face sessions and active participation in theoretical-practical classes'. This section will include the results of an objective test taken through the UCV virtual campus, with multiple-choice questions. This test will cover all the content published on the UCV virtual campus and will be taken in person on the date and time set by the Dean's Office as the official exam date.

Use of Artificial Intelligence:

The use of AI is permitted:

   ·as a study aid (to generate alternative explanations, concept maps or self-assessment exercises)

   ·to improve the clarity and coherence of texts created by the student, or to receive feedback on them.

The use of AI is not permitted for:

   ·The completion of assessable tasks, unless required in a specific activity and indicated by the teacher.

If AI is used in any of the activities under the permitted conditions, it must be cited in the references, also indicating in a footnote in which part of the activity it has been used, which AI tool has been used and for what purpose.

Under no circumstances will Artificial Intelligence be allowed to replace the work and personal effort of students in completing tasks and assignments that demonstrate the Learning Outcomes (LO) required for the acquisition of knowledge.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M3	Project-based Learning
M5	Seminar Work
M6	Problem-based Learning
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M3, M6, M7, M9	R1, R4, R5	15,00	0,60
Theoretical Class M1	R4, R5	5,00	0,20
Practical Class M3, M5, M6, M7, M9, M10	R3, R4, R5	20,00	0,80
Tutoring M5, M9, M10	R4, R5	10,00	0,40
Evaluation M6, M7	R1, R2, R3, R4, R5	10,00	0,40
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M5, M6, M7, M9	R1, R2, R3, R4, R5	40,00	1,60
Individual work M3, M5, M6, M7, M10	R2, R4, R5	50,00	2,00
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual tutoring (e-learning mode)		60,00	2,40
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work		90,00	3,60
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK 1	Learning and use of basic computer programmes and applications for the development of general teaching practice.
BLOCK 2	Computer applications and programmes applicable to the music education classroom: ·score editing, ·instrumental accompaniment, ·audiovisual creation, recording and editing, ·collaborative work using a digital music environment.
BLOCK 3	Application in the primary music classroom of technological resources and innovation through active teaching methodologies: ·flipped classroom, ·expert groups, ·Aronson's puzzle technique, ·gamification and gymkhanas.

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1	7,50	15,00
BLOCK 2	15,00	30,00
BLOCK 3	7,50	15,00

References

Calvillo, A.J., y Martín, D. (coords.) (2017). *The Flipped Learning: Guía "gamificada" para novatos y no tan novatos*. UNIR Editorial.

Díaz, M., y Giráldez, A. (coords.). (2007). *Aportaciones teóricas y Metodológicas a la Educación Musical.* Ed. Graó.

Fidalgo-Blanco, Á., Sein-Echaluce, M. L., y García-Peñalvo, F. J. (2020). *Ventajas reales en la aplicación del método de Aula Invertida-Flipped Classroom*. Grupo GRIAL. http://doi.org/10.5281/zenodo.3520014

Giráldez, A. (2005). *Internet y educación musical.* Ed. Graó.

Giráldez, A. (coord.). (2015). *De los ordenadores a los dispositivos móviles. Propuestas de creación musical y audiovisual*. Ed. Graó.

Montoya, J. C. (2010). Música *y medios audiovisuales. Planteamientos didácticos en el marco de la Educación Musical.* Colección Vítor, ediciones Universidad de Salamanca.

Navarro, A. (2020). *El uso de las nuevas tecnologías en el área de música.* Editorial Procompal.

Richmond, F. (2014). *Learning Music with Garage Band on the iPad: The Essential Classroom Guide to Music production, Performance an Educacion with iOS Devices*. Alfred Music ed.

Sales, C. (2009). *El método didáctico a través de las TIC: un estudio de casos en las aulas.* Ed. Nau Llibres.

Segovia, J.P. (2014). Las TIC en música. En Peña, R. (coord.). *Nuevas tecnologías en el aula: 20 proyectos para aplicar en clase* (pp. 361-374). Ediciones de la U, Publicaciones Altaria.

RECOMMENDED WEB LINKS

http://educamusica.es/informatica_musical.html

http://informatica.bilbaomusika.net/introduccion-a-la-informatica-musical

http://recursostic.educacion.es/artes/rem/web/index.php/es/dossier-educativo/item/226-fundamentos-de-las-tic-en-educaci%C3%B3n-musical-planteamientos-iniciales

http://soundcool.org/es/

http://www.academia.edu/3074766/Las_TIC_aplicadas_a_la_educaci%C3%B3n_musical._Contenidos_educativos_abiertos._Aplicaciones_de_la_Web_2.0_para_la_ense%C3%B1anza_musical_WeBlog_wiki_sindicaci%C3%B3n_y_agregaci%C3%B3n_podcast..._

http://www.aprendomusica.com

http://www.auladelpedagogo.com/2011/02/tecnologias-de-la-informacion-y-la-comunicacion-en-la-musica/

http://www.filomusica.com/filo52/tic.html

http://www.ite.educacion.es/formacion/materiales/88/cd/curso_mos/modulo_1/bloque_1_3.htm

http://www.jamstudio.com/Studio/index.htm

https://app.genial.ly/

https://intef.es/observatorio_tecno/wallame-jugar-al-escondite-en-realidad-aumentada/

https://moises.ai/es/
https://musescore.com/
https://www.audacityteam.org/
https://www.noteflight.com/
https://www.soundtrap.com/
https://www.theflippedclassroom.es/

MOS - Área de Música del Ministerio de Educación http://www.recursos.cnice.mec.es/musica/

Red social docente, respaldada por INTEF Instituto Nacional de Tecnologías Educativas y de formación del profesorado, http://internetaula.ning.com/

Revista electrónica complutense de investigación en educación musical
http:/www.ucm.es/info/reciem/

Revista Eufonía: Didáctica de la Música
http://www.eufonia.grao.com/revistas/presentación.asp?ID=7

Web sobre uso de TIC en las aulas, respaldada por INTEF Instituto Nacional de Tecnologías Educativas y de formación del profesorado, http://www.educacontic.es/