



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162053 **Name:** Digital technology and its application in education

Credits: 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:** 2

Module: Qualifying Mention in Information and Communication Technologies

Subject Matter: Digital technology and its implication in education **Type:** Elective

Field of knowledge: Social and legal sciences

Department: General Didactics, Theory of Education, and Technological Innovation

Type of learning: Classroom-based learning / Online

Languages in which it is taught:

Lecturer/-s:



Module organization

Qualifying Mention in Information and Communication Technologies

Subject Matter	ECTS	Subject	ECTS	Year/semester
New Technologies and Education	6,00	New technologies and education	6,00	This elective is not offered in the academic year 25/26
Digital technology and its implication in education	6,00	Digital technology and its application in education	6,00	This elective is not offered in the academic year 25/26
Design and evaluation of educational didactic materials	6,00	Design and evaluation of educational materials	6,00	This elective is not offered in the academic year 25/26
ICT as a didactic resource in Primary Education	6,00	ICTs as a teaching resource in primary education	6,00	This elective is not offered in the academic year 25/26
Management and innovation in new technologies in the school center	6,00	Management and innovation in new technologies in schools	6,00	This elective is not offered in the academic year 25/26

Recommended knowledge

None



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 The student is familiar with audiovisual media and educational resources for use in educational contexts
- R2 The student integrates digital imagery in educational contexts
- R3 The student integrates digital sound in educational contexts
- R4 The student integrates digital video in educational contexts



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
CG1 Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.				x
CG2 Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.			x	
CG5 Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			x	
CG10 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.			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	
CG12 Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.			x	
SPECIFIC	Weighting			
	1	2	3	4
ETIC3 To understand the educational implications of information and communication technologies and television in early childhood.				x



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ETIC4 To analyse and critically incorporate the most relevant issues of the social and educational impact of audiovisual languages and screens. X

ETIC10 Be able to train and advise the rest of the members of the educational community as users of information and communication technologies. X





Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	40,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4	10,00%	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	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	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	30,00%	Projects. Development and/or design works.

Observations

Sistema de evaluación única

De forma excepcional podrán optar a este sistema de evaluación aquellos alumnos que no puedan someterse al sistema de evaluación continua por no asistir a un mínimo del 60% de las clases.

Uso de inteligencia artificial

Solo se permite el uso de Inteligencia Artificial en las tareas indicadas para ello.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.



R1, R2, R3, R4	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4	20,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	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	50,00%	Projects. Development and/or design works.

Observations

Sistema de evaluación única

Se encabezará este apartado con el siguiente texto:

De forma excepcional podrán optar a este sistema de evaluación aquellos alumnos que no puedan someterse al sistema de evaluación continua por no asistir a un mínimo del 60% de las clases. En dicho caso se evaluará de la siguiente manera: (a concretar en cada asignatura)

Uso de inteligencia artificial

Solo se permite el uso de Inteligencia Artificial en las tareas indicadas para ello.

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
- M7 Cooperative/Collaborative Work
- M11 Participatory Master Class
- M15 Project-based Learning
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring



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IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M3, M7	R1, R2, R3, R4	3,00	0,12
Theoretical Class M1	R1, R2, R3, R4	20,00	0,80
Practical Class M1, M3, M7	R1, R2, R3, R4	30,00	1,20
Tutoring M1	R1, R2, R3, R4	4,00	0,16
Evaluation M3	R1, R2, R3, R4	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M1, M3, M7	R1, R2, R3, R4	30,00	1,20
Individual work M1, M3, M7	R1, R2, R3, R4	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3, R4	20,00	0,80
Practical class (e-learning mode) M15, M18	R1, R2, R3, R4	33,00	1,32
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4	4,00	0,16
Evaluation (e-learning mode) M19, M20	R1, R2, R3, R4	3,00	0,12
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M11, M15, M18, M19	R1, R2, R3, R4	60,00	2,40
Group Work (e-learning mode) M15, M18	R1, R2, R3, R4	12,00	0,48
Discussion Forums (e-learning mode) M20	R1, R2, R3, R4	3,00	0,12
Asynchronous Tutoring (e-learning mode) M19	R1, R2, R3, R4	15,00	0,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
B1	Digital literacy and its educational implication: new digital media
B2	Digital imaging in educational contexts
B3	Digital sound in educational contexts
B4	Digital video in educational contexts

Temporary organization of learning:

Block of content	Number of sessions	Hours
B1	6,00	12,00
B2	8,00	16,00
B3	8,00	16,00
B4	8,00	16,00



References

- Almiral, R. (2019). Del padre al ipad: familias y redes en la era digital. Madrid. NED Ediciones.
- Cacheiro González, M. L. (2018). Los videojuegos: aprender en mundos reales y virtuales Madrid. Editorial UNED.
- Lacasa, P. (2011). Educación y tecnología: estrategias didácticas para la integración de las TIC. Madrid. Editorial Morata.
- Mominó, J. M. y Sigalés C. (coords.) (2016). El impacto de las TIC en la educación: más allá de las promesas. Barcelona. Editorial UOC.
- Pérez, A. (2018). Alfabetización mediática, TIC y competencias digitales. Barcelona. UOC.
- Romero del Castillo, J. A. (2015). Menores en la red: manual de seguridad para padres y educadores. Madrid. Editorial Toromítico.
- Vázquez-Cano, E. y Sevillano, M. L. (Edits.) (2019). Dispositivos digitales móviles en educación. El aprendizaje ubicuo. Madrid. Narcea.