

**COURSE DETAILS****Title (of the course):** EDUCACIÓN MEDIÁTICA Y APLICACIONES DIDÁCTICAS DE LA TIC**Code:** 100824**Degree/Master:** GRADO DE EDUCACIÓN PRIMARIA**Year:** 2**Name of the module to which it belongs:** ENSEÑANZA Y APRENDIZAJE DE LA EDUCACIÓN MUSICAL, PLÁSTICA Y VISUAL**Field:** EDUCACIÓN MEDIÁTICA Y APLICACIONES DIDÁCTICAS DE LAS TIC**Character:** OBLIGATORIA**Duration:** SECOND TERM**ECTS Credits:** 4**Classroom hours:** 40**Face-to-face classroom percentage:** 40%**Study hours:** 60**Online platform:**<http://www.uco.es/dptos/educacionartisticaycorporal>; http://www.uco.es/departamento_educacion/**LECTURER INFORMATION****Name:** RUBIO GARCIA, SEBASTIAN (Coordinator)**Faculty:** Facultad de Ciencias de la Educación**Department:** DIDÁCTICA DE LAS CIENCIAS SOCIALES Y EXPERIMENTALES**Area:** DIDÁCTICA DE LAS CIENCIAS EXPERIMENTALES**Office location:** Planta Alta**E-Mail:** f62rugas@uco.es**Phone:** 8982**Name:** RUBIO GARCIA, SEBASTIAN (Coordinator)**Faculty:** Facultad de Ciencias de la Educación**Department:** DIDÁCTICA DE LAS CIENCIAS SOCIALES Y EXPERIMENTALES**Area:** DIDÁCTICA DE LAS CIENCIAS EXPERIMENTALES**Office location:** Planta Alta**E-Mail:** f62rugas@uco.es**Phone:** 8982**Name:** GARCÍA S BLANCART, MANUEL**Faculty:** FACULTAD CIENCIAS EDUCACIÓN**Department:** EDUCACIÓN ARTÍSTICA Y CORPORAL**Area:** DIDÁCTICA DE LA EXPRESIÓN PLÁSTICA**Office location:** Planta Baja. Módulo C-510**E-Mail:** eo1gablm@uco.es**Phone:** 957 218705**Name:** GARCÍA S BLANCART, MANUEL**Faculty:** FACULTAD CIENCIAS EDUCACIÓN**Department:** EDUCACIÓN ARTÍSTICA Y CORPORAL**Area:** DIDÁCTICA DE LA EXPRESIÓN PLÁSTICA**Office location:** Planta Baja. Módulo C-510**E-Mail:** eo1gablm@uco.es**Phone:** 957 218705**Name:** GONZÁLEZ LEÓN, NATALIA

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Specifics of the course
PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

None specified.

INTENDED LEARNING OUTCOMES

CU2	To know and improve the user level in the field of ICT.
CB2	Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
CB3	Students must possess the capacity to gather and interpret relevant information (usually in their field of study) in order to give opinions which include a reflection about relevant topics which are social, scientific or ethic in nature.
CB4	Students must transmit information, ideas, problems and answers to both specialised and not specialised publics.
CB5	Students must develop those necessary learning abilities to undertake subsequent studies with a high degree of autonomy.
CE1	To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, the body of didactic knowledge around the respective teaching and learning processes. In addition, to know and understand the contents that constitute these curricular areas and that allow the achievement of the basic competences in Primary Education.
CE2	To design, schedule and evaluate teaching and learning processes, both individually and in cooperation with teachers and professionals at the centre.
CE10	To think about the practices in the classroom in order to innovate and improve the educational work. To acquire habits and skills for the autonomous and cooperative learning and to promote it with students.
CE11	To know and apply the technologies of the information and communication in classrooms . Selectively distinguish audiovisual information that contributes to the learning processes, civic formation and cultural richness.
CE12	To understand the function, the possibilities and limits of education in the current society and the basic competences that concern primary education schools and their professionals. To know the models of improvement of the quality with application to educational institutions.
CM4.6	To develop and evaluate curriculum contents through appropriate didactic resources and promote the acquisition of basic competences among students.
CM5.7	To develop and evaluate curriculum contents through appropriate didactic resources and promote the acquisition of relevant competences among students (in social sciences).
CM6.6	To develop and evaluate curriculum contents through appropriate didactic resources and promote the acquisition of relevant competences among students (in musical, Visual Arts Education).
CM7.10	To develop and evaluate curriculum contents through appropriate didactic resources and promote the acquisition of relevant competences among students (in musical, Visual Arts Education).
CM7.11	To acquire decoding and critical analysis skills of audiovisual language.
CM8.4	To develop and evaluate curriculum contents through appropriate didactic resources and promote the acquisition of relevant competences among students (in musical, Visual Arts Education).
CM9.4	To develop and evaluate curriculum contents through appropriate didactic resources and promote the acquisition of basic competences among students.

OBJECTIVES

Critical knowledge and application the media literacy starts
Knowledge and application of basis audiovisual language
Training the students how prosumer with respecto to mass media
Training the students how educommunicator
Training to use mass media and informatics and audiovisula recourses in the development didactis units in Primary Education

CONTENT

1. Theory contents

Introduccion to media literacy and audiovisual languages
The audiovisual languages
Design eductives projects use ICT
Internet and 2.0 tools

2. Practical contents

Introduccion to media literacy and audiovisual languages
The audiovisual languages
Design eductives projects use ICT
Internet and 2.0 tools

METHODOLOGY

General clarifications on the methodology. (optional)

We promote design didactic situation approach since multidisciplinary perspectives, the use of different resources virtual and not virtual

We encourage the use of ICT how information and communication system

The final activity will be a design to e-portfolio, since an interdisciplinary view, destined to ICT school

Methodological adaptations for part-time students and students with disabilities and special educational needs

The same for complete time

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	-	2
<i>Group work (cooperative)</i>	-	10	10
<i>Lectures</i>	18	-	18
<i>Projects</i>	1	5	6
<i>Text analysis</i>	4	-	4
Total hours:	25	15	40

Off-site activities

Actividad	Total
<i>Analysis</i>	5
<i>Group work</i>	25
<i>Information search</i>	10
<i>Reference search</i>	5
<i>Self-study</i>	15
Total hours:	60

WORK MATERIALS FOR STUDENTS

Case studies
Dossier

EVALUATION

Intended learning outcomes	Tools					
	Assignments and projects	Attendance sheets	Group work	Multiple-choice test	Objective tests	Self-assessment
CB2	X	X	X	X		X
CB3	X	X	X	X	X	X
CB4	X	X	X	X		X
CB5	X	X	X	X	X	X
CE1	X	X	X	X		X
CE10	X	X	X	X		X
CE11	X	X	X	X	X	X
CE12	X	X	X	X		X
CE2	X	X	X	X		X
CM4.6	X		X	X	X	X
CM5.7	X		X	X		X
CM6.6	X		X	X		X
CM7.10	X		X	X		X
CM7.11				X	X	X
CM8.4	X		X	X		X
CM9.4	X	X	X	X		X
CU2		X		X		X
Total (100%)	30%	10%	30%	10%	10%	10%
Minimum grade.(*)	5	8	5	5	5	5

(*) Minimum grade necessary to pass the course

General clarifications on instruments for evaluation:

It's necessary to pass all the test

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Es necesario superar todas las pruebas parciales establecidas para calcular la nota media ponderada final. Para el cómputo de todas las partes, es obligatorio asistir a un mínimo del 80% de las sesiones (teóricas y prácticas).

It's necessary to pass all the partial test for to calculate the media note. By the count that all parts is 80% to go to class obligatory (theoretical and practic)

Qualifying criteria for obtaining honors: *El estudiante debe obtener la máxima nota en todas las partes /The student must be maximum score on each part*

¿Hay exámenes/pruebas parciales?: No

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2. Further reading:

- AREA, M. (2005) *La educación en el laberinto tecnológico. De la escritura a las máquinas digitales*, Barcelona, Octaedro.
- CASTELLS, M. (2009): *Comunicación y poder*. Madrid, Alianza Editorial.
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- REVISTA COMUNICAR, Huelva, Ed. Grupo Comunicar.
Colección: "Matemáticas. Cultura y aprendizaje", de Editorial Síntesis
- WEBGRAFÍA
Escuela
Tic2.0 http://www.juntadeandalucia.es/educacion/nav/contenido.jsp?pag=/Contenidos/TemasFuerza/nuevosTF/300909_Escuela

COORDINATION CRITERIA

- Common evaluation criteria
- Common tasks for different courses
- Tasks deadlines
- Tasks performance

SCHEDULE

Period	Activity				
	Assessment activities	Group work (cooperative)	Lectures	Projects	Text analysis
1# Fortnight	0	0	3	0	0
2# Fortnight	0	2	2	2	2
3# Fortnight	0	2	3	0	0
4# Fortnight	0	1	3	0	1
5# Fortnight	0	2	3	2	0
6# Fortnight	0	1	2	0	1
7# Fortnight	2	2	2	2	0
Total hours:	2	10	18	6	4