Universidad Zaragoza

Academic Year/course: 2021/22

26519 - Didactic Material and Resources

Syllabus Information

Academic Year: 2021/22
Subject: 26519 - Didactic Material and Resources
Faculty / School: 107 - Facultad de Educación
202 - Facultad de Ciencias Humanas y de la Educación
301 - Facultad de Ciencias Sociales y Humanas
Degree: 301 - Degree in Nursery School Education
302 - Degree in Nursery School Education
303 - Degree in Nursery School Education
ECTS: 6.0
Year: 2
Semester: Second semester
Subject Type: Compulsory
Module:

1. General information

1.1. Aims of the course

The subject and its foreseen results respond to the followingconsiderations and objectives:

Know the specific vocabulary, concepts and theories of education technology
Know the main technological elements that can be used as didactic resources for teaching
Know the applications of the cited didactic resources, and how to suitably use them and put them to the best use in teaching

Prepare didactic material that considers the integrated use of information and communication technologies (ICT)
Master searching and selecting didactic resources on the Internet
Distinguish between suitable and unsuitable digital proposals for teaching
Know how to use computer tools that can offer an educational purpose

These approaches and objectives are aligned with the Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (https://www.un.org/sustainabledevelopment/es/). In this subject, different ways of understanding and developing early childhood education are analyzed through its didactic resources, this analysis contributes to reflecting on how the school can contribute to sustainable development and transformative education, as well as the complexity of socio-educational discourses. . All of this is related to the very purpose of the SDGs. More specifically, with the following Sustainable Development Goals: SDG 3 Health and Well-being, SDG 4 Quality Education, SDG 5 Gender Equality, SDG 16 Peace, Justice and Strong Institutions.

1.2. Context and importance of this course in the degree

The importance of teachers knowing ICT is fundamental in today?s schools. Apart from conventional technologies, classrooms tend to be equipped with digital blackboards, students tend to permanently use laptops, and teachers tend to include in the curriculum of their subjects, activities and contents for which PCs, the Internet or other ICT are necessary. Public administrations share this view. Those who are more adventurous believe that a PC should replace the traditional notebook and text books in class. Teachers must also learn audiovisual languages, make them understandable for their students, and help students develop suitable attitudes and values so that ICT are used civically and responsibly by encouraging their use to approach learning and to fight any undesirable consequences of not using them properly.

1.3. Recommendations to take this course

Take an attitude that favours reflection, creativity and critical constructive thinking in relation to the contents of this subject to help achieve profound learning.
As a practical part exists and expects technologies to be used, specifically educational computer science, it is necessary to start this subject after having mastered basic computer use skills.

2. Learning goals

2.1. Competences

Having passed this subject, students will be morecompetent to...

(CG 7). Know the educational implications of ICT
(CG 11). Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning, and promote them among students and teachers. Select the most suitable educational resources for each situation
(CT 9). Use and apply ICT to learn, communicate and share knowledge in different contexts
(CE 21) Know how to work in teams with other professionals inside and outside the school to attend to each student, and how to plan teaching-learning sequences and to organise work situations in class and the playground by identifying the peculiarities of period 0-3 and period 3-6
(CE 28) Know international experiences and examples of innovative practicals in Early Childhood Education
(CE 41) Promote experiences of starting to use ICT
(CE 54) Know how to use games as a didactic resource, and to design learning activities based on ludic principles
(CE 56) Analyse audiovisual languages and their educational implications. Promote sensitivity to plastic expression and artistic creation
(CE 66) Know how to use ICT in both the personal and educational domains

CG.- General Competences (Report verifying the title)
CT.- Transversal Competences
CE.- Specific Competences

2.2. Learning goals

To pass this subject, students, should obtain the following outcomes...

1. Contextualise the ludic model in educational intervention by evaluating it using different game theories, their evolution and importance in child development
2. Perform specific practical applications with technology both inside and outside classrooms that refer to areas and games in Early Childhood Education
3. Seek and find efficient educational resources on the Internet and analyse their different aspects
4. Prepare educational learning resources by using the Learning and Service methodology
5. Analyse the applications used and experiences acquired with ICT from the educational or social perspective and apply them to the context of your classroom

2.3. Importance of learning goals

Apart from the importance that ICT have on today?s society and children living with them from very early ages, this subject includes all kinds of resources, particularly those with a ludic potential to learn by playing.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Students should demonstrate that they have achieved the foreseen learning outcomes by the following evaluation activities:

All the activities performed by students will be evaluated in this subject. In one way or another, they will go towards their final mark.
Below the activities to be evaluated:

Teoric exam:
- A semi-structured question that includes the subject?s contents.
- An objective exam that will bear in mind the random factor

Porfolio:
- Presenting Teaching-Research staff.
- Preparing material for Learning-Service Practicals.

By an agreement reached by the Department?s Board on 06/06/14, at least 50% of the written exam will be the same for all groups in the same centre learning this subject.

Evaluation criteria

The evaluation that is proposed is formative, that is, the student will be informed of his achievements of how many activities he qualification of the subject will be made in a summative way.

Marking criteria and requirements to pass the subject

Passing both parts is necessary (written exam and portfolio) to pass the subject.
Below we show the activities to be evaluated and the percentage towards the final mark:

Written exam (50%): - A semi-structured question that includes the subject's contents (1 point).
- An objective exam that will bear in mind the random factor (4 points).

Portfolio (50%): - Reaching-Research staff (0.5 points).
- Preparing material for Learning/Service (3 points).
- Practicals (1.5 points).

Overall Test and Second Call

The subject evaluation corresponds to only one type, and no distinction is made between the continuous evaluation and the overall test. The evaluation outcomes, criteria and requirements set out above shall apply to all students, regardless of their circumstances to learn the subject (regular attendance, irregular attendance or absenteeism).
Maintaining the subject evaluation outcomes between the first and second calls shall be established in the planning and design of the subject done by the teachers in charge in order to take into account the situations and specificities to carry out teaching for each academic year.

Fifth and sixth calls

Students of the fifth and sixth calls must be aware that their evaluation shall be made before a Board of Examiners, and this right cannot be renounced. Nonetheless, students can opt in advance to do the test with the other students in the group and then place it inside an envelope to hand it in to the Board of Examiners (Art. 23 of the Agreement of 22 December 2010, of the Governing Board, by which the Regulation on Evaluation Norms for Learning of the Universidad de Zaragoza was passed).
In either case, the same evaluation criteria and requirements shall apply, which shall be specified as ordinary and general for the subject.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process designed for this subject is based on the following:

- Studying the subject matter
- Research into educational resources on the Internet
- Preparing digital materials with suitable software
- Having read readings on the subject matter
- Having performed the series of digital literacy practicals

4.2. Learning tasks

The syllabus offered to students to help them achieve the foreseen outcomes comprises the following activities:

Face-to-face activities (40% of working hours/WH) = 60 hours
Theoretical classes and discussion (A) (24% of WH) = 36 hours
Practical classes (B) (6% of WH) = 2 hours
Presentations: teaching-research staff (E) (8% of WH) = 3 hours
Compulsory individual or group tutorials (1%) = 1 hour
Final exam (1%) = 1 hour

Non-face-to-face activities (60% of WH) = 90 hours
Autonomous and individual study (G) = 40 hours
Preparing group works (C+E) = 30 hours
Preparing the practicals portfolio (D) = 10 hours
Readings and reviewing specific books or documents about the subject (AB) = 10 hours

Placements at schools are considered to analyse and propose materials within the Learning-Service methodology framework and will involve travelling

4.3. Syllabus

Theme 1.- Standard concepts and classifications of resources (10 hours)
Theme 2.- Games. Games and childhood development. Game Theories. Objectives and types of childhood animation. Classification of games. Classic games, video games, etc. Implementing ludic activities (10 hours)
Theme 3.- Space. Corners. Designing and organising corners and areas for inside/outside play (10 hours)
Theme 4.- Knowledge society. ICT and Education. Multimedia educational products for classrooms, presentations, interactive tutorials, digital videos, podcasts, blogs, wikis, social networks and collaborative environments, shared knowledge, and work platforms for storing and sharing multimedia contents (10 hours)
Theme 5.- Screens. Video games and social networks. Values. Addictions and dependences (10 hours)
Theme 6.- Tablets, teaching-research staff. Interactivity and collaboration (10 hours)
Theme 7.- Tablets, teaching-research staff. Interactivity and collaboration (10 hours)

4.4. Course planning and calendar

- Theoretical classes as a large group (complete): 3 h/week throughout the 4-monthly period to complete 36 hours
- Practical classes in small groups (half the group): 2 consecutive hours/week to complete 24 hours
- Hand in work (preparing didactic digital material). Deadline: the end of the 4-monthly study period
- Hand in practicals. Deadline: the end of the 4-monthly study period
- Present the prepared materials (preferably by teaching-research staff). Deadline: the last hours in the 4-monthly study period
- Final exam: June (first call) and September (second call).

4.5. Bibliography and recommended resources

http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26519