

**Course Unit: CourseCodes - CourseUnitTitle**

Year 1 Semester 1 ISCED Code: 143 ECTS: 2

**Type of Course Unit:** Compulsory **Delivery Mode:** Face-to-face **Language of Instruction:** Portuguese

**COURSE COORDINATOR:** Vito José de Jesus Carioco

**HOURS OF WORK**

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
50		30							20

Prerequisites (if applicable):

**LEARNING OUTCOMES (knowledge, skills and competence)**

- 1) Recognize the educational value of ICT (computer, software and Web Education);
- 2) Understand the main concepts of the emerging relational paradigm Technology-Educational Environment;
- 3) Relate child's development and the use of technology in his/her own activity;
- 4) Recognize the new roles that the teacher must take to use ICT in the classroom;
- 5) Develop educational strategies that integrate ICT in the classroom environment;
- 6) Develop simple educational products using free tools available on the web;
- 7) Evaluate and select educational software to be used in the classroom;
- 8) Evaluate and select educational websites and online educational resource centers;

**CONTENTS**

- 1) General introduction to the subject of Educational Technology
- 2) Education and Digital Communication (ICT-Educational Dimensions - computer, educational software and Web)
- 3) Information Technologies in Education (School Organisation of technological resources and their pedagogical management ; Designing educational strategies that make use of computer and educational programs)
- 4) Construction of educational products using simple tools
- 5) Technology and interdisciplinary knowledge (Collection of information on the WWW; Evaluation and selection of educational software; evaluation of educational websites and online educational resource centers)
- 6) Multimedia technology and educational practices (Provision of knowledge - school webpage and Weblog; Use of platforms in education)
- 7) Evaluation by digital portfolio as Educational Practice

**DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES**

- 1) General introduction to the subject of Educational Technology (objs. 1 and 2)
- 2) Education and Communication-size digital educational ICT (objs. 1-4)
- 3) Information Technologies in Education (School Organisation of technological resources and their pedagogical management ;

Designing educational strategies that make use of computer and educational programs) (objs. 4-6)

4) Construction of educational products using simple tools (obj.6)

5) Technology and interdisciplinary knowledge (Collection of information on the WWW; Evaluation and selection of educational software evaluation of educational websites and online educational resource centers) (objs.7 and 8)

6) Multimedia technology and educational practices (Provision of knowledge-school webpage and Weblog; Use of platforms in education) (obj.8)

7) Evaluation by digital portfolio as Educational Practice (objs. 3 and 5)

## **TEACHING METHODOLOGIES**

Lectures, literature search online, presentation and discussion of research; debate and synthesis of ideas; guided study.

The evaluation has the following elements:

-Definition and Typology of Educational Software (20% weighting)

-Lesson-planning involving the use of a piece of educational software (20% weighting)

-Construction of a small educational application (20% weighting)

-Development of a rating scale of educational software and the application to software used in the planning of the lesson (20% weighting)

-Digital Portfolio (20% weighting)

## **DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES**

- Lectures (Objs. 1,2,3,4)

- Research Literature Online (Objs. 3 and 4)

- Presentation and discussion of research papers (Objs. 3-6)

- Discussion and summary of ideas (Objs. 2, 7 and 8)

- Study oriented (Objs. 5 to 8)

## **EVALUATION METHODS**

Individual and group essays

## **MAIN BIBLIOGRAPHY**

ALÀS, A et al. (2002). Las tecnologías de la información y de la comunicación en la escuela. Editorial GRAÓ.

CABERO, J. (1999). Análisis, selección y evaluación de medios didácticos. Artigo on-line

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GRANIERI, G. (2006). Geração Blogue. Lisboa: Editorial Presença.

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