



Universitat de Lleida

DEGREE CURRICULUM
**EDUCATIVE INNOVATION
THROUGH TIC IN PRESCHOOL-
LEARNERS**

Coordination: BRESCO BAIGES, ENRIC

Academic year 2023-24

Subject's general information

Subject name	EDUCATIVE INNOVATION THROUGH TIC IN PRESCHOOL-LEARNERS			
Code	100729			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Pre-School Education	4	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	1.8	4.2	
	Number of groups	1	1	
Coordination	BRESCO BAIGES, ENRIC			
Department	EDUCATION SCIENCES			
Teaching load distribution between lectures and independent student work	Face-to-face and online practice follow-up.			
Important information on data processing	Consult this link for more information.			
Language	Catalan			
Distribution of credits	100%			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BRESCO BAIGES, ENRIC	enric.bresco@udl.cat	6	Ask for tutoring at: enric.brescobaiges@udl.cat

Subject's extra information

The subject is developed:

- face-to-face with theory and practice sessions.
- virtually with the development of online practices.

For the online sessions, the use of a webcam and microphone is required. The videoconference system of the virtual campus will be used.

It is recommended to have a tablet device (in case it is not possible, a mobile device) for the realization of some practices.

The use of the different electronic devices in the classroom to carry out tasks unrelated to the subject is not permitted.

Learning objectives

Objectives:

- To find out about and locate school experiences focused on the innovative use of electronic toys, networks and other technological media and resources.
- To analyse innovative experiences of incorporating ICT, audiovisual media and other technological resources in national and international schools.
- Identify and systematise the technical, organisational and didactic elements present in innovative experiences based on the incorporation of technology in the early childhood education classroom, taking into account technical and didactic quality criteria.
- Design innovation projects based on the incorporation of ICT at the educational institution and/or classroom, meeting specific quality criteria and defining the implementation, monitoring and assessment processes.
- Design and plan innovation proposals at the centre and/or classroom based on the adaptation of traditional means and resources, the use of ICT, the use of electronic toys and the incorporation of new technological resources (augmented reality applications or digital whiteboards, among others).
- Designing proposals for playful activities that enhance children's creativity based on the use of computer and telematic applications.
- Design and build digital materials associated with playful and creative activities, foreseeing their implementation and evaluation.
- Design and build interactive and user-friendly hypermedia materials suitable for specific curricular contents and school contexts in early childhood education.
- Apply principles and resources of hypermedia and audiovisual design in the creation of materials according to the target audience, purpose and educational function of the material created.
- Distinguish between the different models for incorporating ICT in the classroom from the point of view of the management and organisation of technological resources.

Competences

The following competences are worked on:

- CG3 Mastery of Information and Communication Technologies.
- SC3 Designing and regulating learning spaces in contexts of diversity that meet the unique educational needs of students, gender equality, equity and respect for human rights.
- SC7 Knowing the educational implications of information and communication technologies and, in particular, of television in early childhood.
- SC11 Reflect on classroom practices in order to innovate and improve teaching work Acquire habits and skills for autonomous and cooperative learning and promote it in students.
- SC12 Understanding the function, possibilities and limits of education in today's society and the fundamental competences that affect early childhood education schools and their professionals. Knowing models of quality improvement with application to educational centres, promoting continuity between the educational cycles and stages of the school environment and other socio-educational, family and community contexts, and paying special attention to the characteristics of the rural environment.