

**Course Syllabus 2021-2022. Innovative Collaborative Learning with ICT**

<b>Course</b>	Innovative Collaborative Learning with ICT		
<b>Module</b>	MODULE # 03: Competences in digital knowledge		
<b>Degree</b>	International Semester on Education		
<b>Plan Code</b>	904	<b>Course Code</b>	75043
<b>Teaching period</b>	Second semester	<b>Type</b>	Compulsory
<b>Level</b>	Degree	<b>Academic Year</b>	2021-2022
<b>ECTS</b>	2,5 ECTS		
<b>Language</b>	English		
<b>Lecturers</b>	Sara Villagr� Sobrino		
<b>Department</b>	Pedagogy		
<b>Contact (email &amp; phone)</b>	sarena@pdg.uva.es		

## 1. General scope

The development of key competences, their validation and the provision of competence-oriented education, training and learning should be supported by establishing good practices for better support of educational staff in their tasks and improving their education, for updating assessment and validation methods and tools, and for introducing new and innovative forms of teaching and learning.

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighborhood and other communities.

The key competences are all considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different contexts and in a variety of combinations. They overlap and interlock; aspects essential to one domain will support competence in another. Skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences.

### 1.1 Context

Nowadays, Information and Communication Technologies work as key element in the processes of innovation, expansion and job creation. Training in competences is a curricular imperative that in the case of digital competence has so far had a specification underdeveloped and diverse in their descriptors because there is no



a common reference framework. Developing digital competence in the education system requires that teachers have the necessary training in that competence. Likewise, different authors have written about the digital competences, which are considered necessary in the training of teachers in the current context.; Andersen, 2009; Unesco, 2008; Kope & Kalantzis, 2009; Moravec, 2011) has been identify a set of key elements that are important for teacher training, including instrumental as well as didactics and methodological competences. Complementarily to these competences, a series of attitudes are valued as relevant in the teaching staff of the school of the 21st century: Open attitude and critical towards the Information Society and ICT; predisposition towards continuous learning and permanent updating and acting with prudence in the use of ICT (INTEF, 2013). In this course students will have the opportunity to reflect on the role that ICT plays in our current society from a critical point of view as well as identify innovative ways of incorporate them in from the educational point of view.

## 1.2 Relation with other courses

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This course is included in the “set of subjects” oriented by the European Council Recommendation on key competences for lifelong learning (2018). The list of courses developed in this semester are interlinked, and everyone is part of the integrated project that every student have to develop as a whole. In this sense, this course is related into the international semester as a key competence for the building to the European citizenship through this integrated strategy of initial or permanent teacher training for the primary and/or secondary school.

## 1.3 Prerequisites

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Fluency in English is expected (B2 Level).

## 2. Competences

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### 2.1 General

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Designing and implementing collaborative learning with ICT is a challenge for pre-service teachers in face to face and online contexts. It requires a good understanding of social learning and hands on experience with relevant collaborative learning practices and ICT tools. This course targets primary and secondary pre-service school teachers who are interested in learning how to design and implement collaborative learning activities with the use of ICT as part of their everyday practice.

### Specific

#### 2.2

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The course will promote those competences that are specific to digital competence and media literacy.

## 3. Learning Outcomes

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The students will be able to:



- Understand the key elements of the digital culture: the networking, working and learning through virtual communities of practice, the new media, the open educational resources as well as the multiple literacies.
- Know and apply well-known strategies for structuring Collaborative Learning situations.
- Design “non-trivial” Collaborative Learning situations with the help of purpose-specific ICT tools.
- Implement (and test) Collaborative Learning situations using existing ICT tools
- Reflect and discuss about the barriers and emerging problems that arise when trying to apply Collaborative Learning strategies using ICT tools.

#### 4. Contents

1. Introduction to digital competence framework for teachers
2. Introduction to collaborative learning
  - a. Benefits and problems of collaborative learning
  - b. Planning for “good” collaborative interactions
  - c. Designing collaborative learning
  - d. Structuring collaborative learning flow with patterns
3. Collaborative learning and ICT
4. Designing and implementing collaborative learning with ICT

#### 5. Methodology

- Presence learning-Lectures: theoretical lessons held by teachers who will use different learning materials (presentations, papers, videos, multimedia).
- Hands on projects and practical lessons: a block of hours will be devote to a specific topic (sub-module), at the end of which students will be assigned collaborative or individual activities and to be performed over a certain period of time. Finally, their problem-solving results will be submitted to the other students and discuss. Peer-to peer activities will also be included.

#### 6. Student dedication to the course

Classroom activities	Hours	Outside the classroom	Hours
Lectures	10	Autonomous work.	37,5
Practice sessions	15		
Total in the classroom	<b>25</b>	Total outside the classroom	<b>37,5</b>



## 7. Grading criteria

Evaluation	Percentage	Comments
Participation in class dynamics	25	Attendance is compulsory.
Practice activities	50	
Contribution to the integrated project	25	

Spanish Scale	ECTS Scale	Definition
9.0-10.0 Matrícula de honor	A+	Excellent with Honours
9.0-10.0 Sobresaliente	A	Excellent
8.0-8.9 Notable	B	Very Good
7.0-7.9 Notable	C	Good
6.0-6.9 Aprobado	D	Satisfactory
5.0-5.9 Aprobado	E	Sufficient
0.0-4.9 Suspenso	FX/F	Fail

## 8. Basic referencies

- Barkley, E., Major, C. H., & Cross, K. (2008). *Collaborative Learning Techniques*. New York: Jossey Bass.
- European Union (2017). European Framework for the digital Competence of Educators. DigCompEdu. Retrieved from: <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-framework-digital-competence-educators-digcompedu>
- Gillies, R. M., & Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of implementation. *Teaching and teacher Education*, 26(4), 933-940.
- Unesco (2012). ICT in primary education: exploring the origins, settings and initiatives. Retrieved from <http://iite.unesco.org/pics/publications/en/files/3214707.pdf>
- Yeoman, P., & Wilson, S. (2019). Designing for situated learning: Understanding the relations between material properties, designed form and emergent learning activity. *British Journal of Educational Technology*, 50(5), 2090-2108.

## 9. Final considerations

This semester is a cluster of training modules for initial or permanent teachers interested in introducing a complementary strategy of teaching within the core curriculum of primary and secondary schools. Therefore, the main purpose of the final project is to integrate all the courses' contents in a comprehensive way.