

Academic Year: (2023 / 2024)

Review date: 18-04-2023

Department assigned to the subject: Library and Information Sciences Department

Coordinating teacher: MARTINEZ CARDAMA, SARA

Type: Electives ECTS Credits : 6.0

Year : 4 Semester :

REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

The students must have developed a set of skills required in the Degree and that are essential to follow this subject, referred to the domain of knowledge and techniques to process information for capture, organization, management and communication in digital environments

DESCRIPTION OF CONTENTS: PROGRAMME**DIDACTIC UNIT 1. THE REASONS OF AN ACADEMIC SPECIALTY FOR SPECIALISTS IN CONTENTS AND DIGITAL INFORMATION**

1. The web as a knowledge space
2. Socio-economic models
 - 2.1. Digital divide and social inclusion
 - 2.2. Digital economy and sustainable economy: economic models and laws
3. The professions of the XXI century: contents and reading-writings
4. The progress
 - 3.1. Knowledge and knowledge
 - 3.2. Science for the 21st century
 - 3.3. Education for the 21st century

DIDACTIC UNIT 2. MULTILITERACIES FOR SPECIALISTS IN CONTENTS AND DIGITAL INFORMATION

1. The reading and writing that the professional should consider
2. The competences that the professional must consider for his products to the user / client / educating
3. Origin and evolution of multi-literacy: its professional impact
4. New literacies and their cooperative model: a job opportunity. The definition of their specialties

DIDACTIC UNIT 3. DIGITAL LITERACY: ACADEMIC AND PROFESSIONAL OBJECT

1. Taxonomy of multiliteracies and digital literacy
2. Digital competences in the European Union and governments of the world
3. Definitions, norms and guidelines for a cooperative digital literacy model for the Web
4. Professional projection: visualization, virtualization, editing, ethical uses of web content

DIDACTIC UNIT 4. VISUAL APPLICATION OF DIGITAL LITERACY

1. Visual competences: their codes and norms
2. Good practices of professional application and quality criteria for their contents
3. Educational applications: edition and uses of educational digital objects. Design principles
4. Professional applications: virtual realities, videos, gaming. Design principles

DIDACTIC UNIT 5. COMMUNICATIVE APPLICATION OF DIGITAL LITERACY

1. Communication competences: their codes and norms
2. Good practices of professional application and quality criteria for their contents
3. The applications in contents for open and cooperative learning for people: MOOCs, SPOCs, m-learning, the edition of contents according to digital environment
4. The applications in contents for cooperative learning for entities: dataliteracy, governance, open government and transparency

DIDACTIC UNIT 6. EVALUATION IN DIGITAL LITERACY CONTENTS: A GUIDE FOR PROFESSIONALS

1. The evaluation in digital literacy and literacy: the role of the professional editor and content manager
2. Systems and models for evaluating digital literacy and literacy
3. Models and methods for evaluating digital literacy and literacy: quantitative, qualitative
4. Competent indicators, its design and functionality.
5. Professional and economic impact: rankings, reputation on the web, social responsibility

DIDACTIC UNIT 7. DESIGN OF WEB CONTENTS FOR DIGITAL LITERACY

1. Field study and diagnostic analysis. The architecture for a digital literacy object
2. Quality criteria and application in contents such as design sketch
3. Digital product selection, competences and scope of application
4. Elements of elaboration: norms, phases, hyper-documentary properties, standards and evaluation models
5. Programming of the product for digital literacy: validation, application. evaluation

LEARNING ACTIVITIES AND METHODOLOGY

The subject is based on the autonomous learning of the student, for which it will be guided by the teaching materials prepared by the teacher, the specialized readings and the recommended bibliography. The methodology proposes a model of active and continuous learning promoting participation, through teaching and interaction with the use of technological tools. It will be provided: ppt transparencies, electronic addresses, computer programs and practice models through Aula Global. The matter will be structured:

1. Conceptual framework, which will provide a pdf document, with the concepts and concepts that will be worked on in each teaching unit to show the student a theoretical vision of the discipline that allows him to acquire the fundamental knowledge for its assimilation and application.
2. Complementary framework, which can be provided so that the student understands the different perspectives, trends and schools through a series of individual readings, in electronic format, through the Global Classroom platform.
3. Illustrative framework, which allows the student an understanding of the concept, for its assimilation and efficient application in their future professional performance. It will consist of electronic and / or virtual resources, complemented by debates. This framework will be powered by electronic addresses, resources, software and tutorials, to support conceptual discourse. This illustrative framework will allow to do practical exercises of comprehension of the subject in a continuous way (for the permanent learning)
4. Framework of practices, whose function is that students acquire skills, abilities and competencies through their preparation by students, in parallel to the development of the classes. Its objective is to prove what the student knows and knows about the competences proposed in each didactic unit. They will be designed as an object of learning: instructional design, associated complementary material, exemplifications, exercise proposal, completion by the student.
5. Questionnaires may be offered for completion by students, which will serve as a basic element of self-assessment and individual monitoring of quality in the learning process
6. Tutorials. To effectively develop the educational model, the tutorial system acquires importance in ensuring collaborative and meaningful learning. Two types of tutorials are proposed: one derived from the collective classroom tutorials; another one of personalized tutorials, referred to his formation and academic trajectory; virtual tutorials, for telematic attention on certain days

ASSESSMENT SYSTEM

It will consist of two elements of evaluation:

1. EXAM

Your qualification will be up to 10 points, although your maximum assessment in the final evaluation is 6 points. It will be written, in official call, structured in two parts:

- a) Theoretical area (5 points): five open questions, corresponding to the theoretical part of the didactic units. Each question is 1 point.
- b) Area of application (5 points): two illustrations, screenshots about instruments, tools, software that have been used in practice or are hung on the platform to explain the teaching units, with the aim of

indicating which instrument corresponds to their characters and its possible utility in units of information (1.5 points each). A short practice similar to those made in class (2 points)

The student who, once the exam was done, obtained a 10, this note would be considered as 6 in the final grade of the subject.

2. CONTINUOUS EVALUATION

Consider some or some of these evaluative instruments: practices, exercises in class, possible questionnaires and readings, attitudinal evaluation. It will weight 40% (4 points) of the final grade, following the following scale:

- a) Individual practical exercises (in class) and / or readings (at home) and questionnaires (online). The percentage of the final grade that the student can obtain for this concept is 20% (2 points).
- b) The continuous monitoring of the subject, reflected in the attendance to class, elaboration of the exercises in class, as well as the punctual presentation of practices, will weight a 5% (0.5 points), as attitudinal evaluation.
- c) Practices: Throughout the academic period established for this subject, students must complete three practices. The percentage of the final grade that the student can obtain for this concept is 15% (1.5 points), that is, 0.5 points per practice.

The verification of copy or plagiarism in any of the activities proposed for the formative evaluation, will suppose the total loss of the qualification assigned to this activity.

In the ordinary call the exam must be passed (30% minimum of the corresponding 60%) as an essential requirement to pass the subject. Otherwise, the student must submit to the examination in the extraordinary call, in which case, following the rules of evaluation established at the university, the student can choose, or save the practice note obtained throughout the course (weighted on 40% of the final grade of the subject) and take the exam (whose weighting will also be 60% of the final grade of the subject), or just to take the exam, whose weighting in this case, will be 100% (that is, the grade obtained in the exam will be the final grade of the student in the subject).

According to the university evaluation regulations, those students who do not follow the continuous evaluation, may be submitted to the examination in the ordinary Call, although the maximum weighting of this one, as it is fixed in the regulations, will correspond to 60% of the final grade of the subject. The extraordinary call for these same students will be governed by the provisions of the regulations for the evaluation of the university; that is, the exam will be weighted at 100%.

- to. Percentage Weight of the Final Exam: 60%
- b. Percentage weight of the rest of the evaluation: 40%

% end-of-term-examination:	60
% of continuous assessment (assignments, laboratory, practicals...):	40

BASIC BIBLIOGRAPHY

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