# Tendencias educativas en el uso de las TIC

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| **Nivel de formación (Level of education)** | Maestría en Tecnologías para el Aprendizaje | | |
| **Área de formación (Training área)** | Básica Común Obligatoria | **Carga horaria (Time)** | 96   horas |
| **Seriación** | N/A | **Créditos** | 6 |

### SENTIDO DE LA MATERIA EN EL PLAN DE ESTUDIOS
**(**SENSE OF MATTER IN THE STUDY PLAN)
Explanation about the purpose of this course for the master degree.

**Too often, learning technology strategies are pre-determined by the limits of local technology. Attempts to implement new techniques are too often made in isolation, and do not take advantage of th tools, expertise and opportunities for collaboration represented by the open and networked learning technology community. The overall objective of this course is to provide a conceptual method for evaluating and selecting open and networked learning technologies, and an opportunity to demonstrat the technical skills required to implement and support them.**

### INTENCIONES DE LA MATERIA Y COMPETENCIAS A DESARROLLAR
**(**INTENTIONS OF THE MATTER AND COMPETENCES TO DEVELOP)

**To identify, critically evaluate and integrate the practice of working educational technologists nationally and internationally.**

**To identify, critically evaluate, and implement open educational technologies in a digital networked environment.**

**To plan, develop and implement an online digital profile.**

**To critically reflect on the processes, technologies and strategies that are demonstrated.**

***Competencia a desarrollar***
Competence to be developed

Develop a "personal learning network" made up of resources and profesional peers.

Analyze and apply best practicies in selecting and implementing open and networked learning technologies.

Review and assess the resources available, and the success of learning technology selections and implementations.

***Competencia general del perfil de egreso con que se vincula o a la que apoya***
General competence of the profile of discharge with which it is linked or to which it supports

You will find the MTA profile in: ***http://www.mta.cuvalles.udg.mx***  (Perfil de egreso)

***Producto integrador***

responses to course readings,
an open online learning resource or activity, in a learning environment designed and implemented by the student,
a presentation of profesional identity, including critical reflections on work performed in course of study.

### *Campo de aplicación profesional*
Professional field

Learning technology.

| Logros esperados ( Expected achievements) | |
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| Conocimientos (knowlegde) | Student will be able to construct responses to questions like: "what is an open learning technology"? What are the advantages of open technologies? What are the requirements to using open learning technologies effectively?<br><br>To understand and apply the essential attributes and requirements of a learning technology implementation.<br><br>To know how to identify knowledgeable practitioners, and to adapt and develop upon their work. |
| Habilidades (Abilities) | To identify and evaluate online discourse in the open education community related to learning technology.<br><br>To critically assess, select and implement effective open online learning experiences. To test and enhance learning technologies in an iterative manner.<br><br>To collaborate with classmates, and the national and international network of learning technology practitioners. |
| Actitudes (attitudes) | To approach learning technology problems as an opportunity for exploration, collaboration, and a contribution to the wider community.<br><br>To develop a sense of critical engagement with the implications of learning technology decisions.<br><br>To appreciate the benefits of an autonomous and independent online technology toolkit. |
| Valores (values) | Openness: understanding how sharing underpins modern online technology collaboration.<br><br>Intercultural understanding: enhance connections with global discourse within the practice of learning technology and open education, identify and amplify Mexican and Latin American voices within that discourse.<br><br>Empathy and caring: recognition of how the construction and experience of learning technology can shape the responses and engagement of the learner. |

## CONTENIDOS (Contents)

| Unidad<br><br>(Unity or Module) | Finalidad<br><br>(Purpose) | Contenido<br><br>(Content) | Producto de la unidad |
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| | | | (Producto of the unity or module) |
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| **1. Building a personal learning network on the open web.** | To investigate and engage with network of learning technologists, identify resources and methods of engagement. | Introductory readings on the state of learning technology.<br><br>A weekly review of news and developments in the field. Discussion of responses. When possible, we will have a guest join for part of the discussion.<br><br>Students will identify, and review additional tools and resources for collaborative discussion and assessment by the class.<br><br>Students will begin to build, share, and critique simple online learning activities. | A critical introduction and review of an English resource (preferably written in Spanish). An introduction/review of a Latin American resource directed at the English speaking world (preferably in English).<br><br>A built activity, or adapted set of OER, using open web tools such as H5P.<br><br>An initial online "base" or portfolio for professional identity. (Range of options.) |
| **2. Designing, developing, and implementing open online learning experiences.** | To research, select, construct and facilitate an online learning experience using open and networked technologies. | A weekly review of assigned readings, news and developments in the field. Discussion of responses. When possible, we will have a guest join for part of the discussion.<br><br>Examination of resources related to the implantation of a selected open online learning tool (likely hypothes.is).<br><br>Students will select one or more open online tools; they will either construct learning content or adapt exisiting OER. They will deliver the experience to classmates (synchronously or asynchronously), and critically reflect on the experience. They will be expected to provide a short "users guide" for other technologists or instructors. Students are also expected to participate and critically evaluate the work of peers.<br><br>Students will integrate this work into their portfolio, which should also be incorporating responses from ongoing course discussions and activities. | An open online learning experience, implemented and delivered by the students. (Equivalent of 1-2 contact hours).<br><br>Online portfolio should now incorporate that showcase project, as well as additional reflections prompted by the weekly discussions and projects of classmates. |
| **3. From experiences to environments. Extending your online identity.** | To design and implement a digital professional learning environment Integrate multiple tools. Develop online professional identity to reflect skills and desirable attributes. | A weekly review of assigned readings, news and developments in the field. Discussion of responses. When possible, we will have a guest join for part of the discussion.<br><br>Select, install and administer the development of a digital environment (such as WordPress or MediaWiki) or a Domain of One's Own infrastructure provided by the instructor (https://reclaimhosting.com/shared-hosting/) . Incorporate and effectively present all work created in the course, or elsewhere, that would enhance online personal profile. | Each student should have an independently administered online environment demonstrating basic server and application skills. This environment and portfolio will feature an individual statement of purpose, philosophy of technology, and other reflections and artifacts. |

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## BIBLIOGRAFÍA
## (Reference)

A selection of short weekly readings and examples of notable work will be drawn from sources such as Audrey Watters's Hack Education Newsletter (https://tinyletter.com/audreywatters) and Stephen Downes's OLDaily (https://www.downes.ca/news/OLDaily.htm). Students will be encouraged to identify or propose works for review, particularly from Mexico or Latin America. These readings and the prompted reflections will be on the course website.

### Other assigned readings:

Reclaiming Innovation, Jim Groom and Brian Lamb
Education Technology and the Power of Platforms, Audrey Watters
The Stories we were Told About Education Technology, Audrey Watters
"Was Introducing Wikipedia to the Classroom an Act of Madness Leading Only to Mayhem if not Murder?", Jon Beasley-Murray

Extreme Makeover: Pedagogy Edition, Robin DeRosa
Running Multisite like a Boss, Tom Woodward

## RÚBRICA
## (Rubric)

| DOCUMENTO DE EVALUACIÓN | |
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| **(Evaluation grades)** | |
| Two critical reviews / introduction or articles | 2 x 10% |
| Open web activity | 10% |
| Open online learning module/experience | 20% |
| Initial online portfolio review | 10% |
| Final digital environment/portfolio | 20% |
| Participation (online discussions, participation/feedback on peer projects, contibutions to course reading and resource collections | 20% |
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| CRITERIOS DE EVALUACIÓN | |
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| **(Evaluation criteria)** | |

| Project | Excellent | Good | Sufficient | Insufficient |
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| Two critical reviews | Review is of a relevant, useful resource. Review is detailed, provides information on all key elements of resource. Provides critical analysis, fairly assessing strengths and weaknesses of resource. Review references other relevant resources and foundational works. Writing is clear, well-structured, grammatically correct. | Review is of a relevant, useful resource. Review has some detail, provides information on some elements of resource. Provides some analysis, referencing strengths and/or weaknesses of resource. Review references contextual materials. Writing is mostly clear, logical. | Review is of a relevant, useful resource. Review provides information on some elements of resource. Provides some analysis. Writing is mostly clear, logical, but with some errors. | Review is not of a relevant resource, and provides little or no context. Summary of resource lacks detail or is incorrect on significant elements. Writing is unclear. |
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| Open web activity | Activity or set of activities is built using a technology that can be accessed by a learner with an internet connection and standard supported web browser. Activity demonstrates mastery of principles of online accessibility and/or universal design. Activity utilizes sound, logical and complete content, either original or utilizing open educational resources (OER). Activity responds in meaningful ways to user interaction. Overall effect demonstrates a complex or rich set of concepts or materials. | Activity or set of activities is built using a technology that can be accessed by a learner with an internet connection and standard supported web browser. Activity demonstrates consideration of principles of online accessibility and/or universal design. Activity utilizes useful content, either original or utilizing open educational resources (OER). Activity responds to user interaction. Overall effect demonstrates a coherent set of concepts or materials. | Activity or set of activities is built using a technology that can be accessed by a learner with an internet connection and standard supported web browser. Activity may not meet all web accessibility needs. Activity content may have some gaps, or not be very detailed. Interaction of activity is not connected to learning goal. Concepts or materials may not be entirely clear. | Activity is not accessible as an open resource, or requires a proprietary software to use it. Content is poor, or not drawn from original or openly licensed source. No meaningful interactivity. |
| Open online learning module | Product is an integrated set of online learning materials (equivalent to 1-2 | Product is an integrated set of online learning materials (equivalent to 1-2 | Product is an set of online learning materials (equivalent to 1-2 student contact | Product does not represent sufficient detail to engage 1-2 student contact hours. Utilizes |

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| | hours) that can be accessed with an internet connection and standard supported web browser. Materials utilize a range of open online learning technologies, and complement each other as an integrated whole. Content is original, or utilizes open educational resources (OER). The module demonstrates critical engagement with the themes of the course, and represents a valuable contribution to discourse in the wider field of learning technology. Makes effective and thoughtful reference to contemporary work in the field. | hours) that can be accessed with an internet connection and standard supported web browser. Materials utilize open online learning technologies, are logically and thoughtfully presented. Content is original, or utilizes open educational resources (OER). The module demonstrates awareness of the themes of the course, and an attempt to represent the discourse and practice in the wider field of learning technology. | accessed with an internet connection and standard supported web browser. Materials utilize open online learning technologies and represent a common theme. Content is original, or utilizes open educational resources (OER). The module is relevant to the themes of the course, and demonstrates some awareness of the wider field of learning technology. | require specialized technology to access, or are otherwise not accessible to learners. Materials are of poor quality, derivative, or based upon non-open sources. Organization is not clear to learner. Module is not relevant to themes of the course and does not demonstrate engagement with the field of learning technology. |
| Initial online environment/portfolio | Initial site has all elements readily available with an internet connection and supported standard web browser (including mobile devices). Site is laid out in a logical and easy to navigate way. Evidence of effective configuration, well-chosen specialized web features, visual elements, and non-standard technical components (plugins, themes). Integration of well- | Initial site has all elements readily available with an internet connection and supported standard web browser (including mobile devices). Site is laid out so that all pages are accessible and functional. Some evidence of customization. Work to date represented and contextualized, including weekly reflections and identified resources. | Initial site mostly available with an internet connection and supported standard web browser. Most pages, pages are accessible and functional, navigation may not be clear. Little or no customization or evidence of design. Most work to date represented, including weekly reflections and identified resources. | Site has significant elements that are not functional (pages not loading, images not showing). Navigation confusing or with gaps. No evidence customization. Significant amounts of work to date not represented. |

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| | tools or platforms. All work to date represented and contextualized, including weekly reflections and identified resources. | | | |
| Final digital environment/portfolio | Final environment/portfolio represents a comprehensive work that could be presented to an employer as evidence of expertise. Site has all elements readily available with an internet connection and supported standard web browser (including mobile devices). Web architecture (domain, server, application) installed and configured correctly. Site communicates skill and care to elements of design: visual appeal and creativity, layout and accessibility. All work to date well-organized, represented and contextualized. In addition to weekly reflections and resources, there are well-written and detailed individual statement of purpose, and a philosophy of technology. Evidence of interaction with professional peers outside the class. Incorporates well-chosen work from | Final environment/portfolio represents the work of an accomplished student with demonstrated technical skills. Site has all elements readily available with an internet connection and supported standard web browser (including mobile devices). Web architecture (domain, server, application) installed and configured correctly. Site demonstrates awareness of design: visual appeal and creativity, layout and accessibility. All work to date discoverable and contextualized. In addition to weekly reflections and resources, there is individual statement of purpose, and a philosophy of technology. Evidence of interaction with professional peers outside the class. Incorporates application of concepts and techniques learned in other courses or | Final environment/portfolio represents the work of a student that has met course requirements. Site has all elements readily available with an internet connection and supported standard web browser (including mobile devices). Web architecture (domain, server, application) mostly functional. Most work to date and all required assignments discoverable. Weekly reflections and resources meet minimum requirements. There is individual statement of purpose, and a philosophy of technology. | Final environment/portfolio has significant problems in construction and function. Accessibility not possible on some standard devices. Web architecture (domain, server, application) with functional problems, or with poor security. Not all required work present. |

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| | demonstrates the application of concepts and techniques learned in other courses or life experience. | | | |
| Participation | All weekly reflections completed by due dates, written with detail, reference links, clear and well-structured writing. Weekly resources contributed to course collections. Regular and informed participation in course discussions. Regular and constructive comments and feedback on reflections and projects shared by others in class. Regular and sustained engagement with learning technology community outside of the class. | All weekly reflections completed, most by by due dates, meeting stated requirements for length and topic.. Weekly resources contributed to course collections. Regular participation in course discussions. Constructive comments and feedback on reflections and projects shared by others in class. Some engagement with learning technology community outside of the class. | All weekly reflections completed meeting stated requirements for length and topic.. Weekly resources contributed to course collections. Participation in course discussions. Some comments and feedback on reflections and projects shared by others in class. | Weekly reflections and resource contributions not completed. Little participation in courses discussions no comments and feedback on reflections and projects shared by class. |