

TEMA 3: LA EDUCACIÓN Y LAS NUEVAS TECNOLOGÍAS DE LA INFORMACIÓN Y COMUNICACIÓN

0. REFLEXIONES INICIALES

- 1.- ¿Qué papel desempeñan las NTIC en el aula?
- 2.- ¿Qué ventajas tiene el uso de las NTIC en general? ¿Y en el aula?
- 3.- ¿Qué desventajas tiene el uso de las NTIC en general? ¿Y en el aula?
- 4.- ¿Pueden ser una buena herramienta educativa?
- 5.- Innovación docente = NTIC?
- 6.- ¿Es o es aburrido? ¿Adicción?
- 7.- ¿De dónde obtenemos la información?
- 8.- ¿A qué edad deben las tener niños los niños?

1. INTRODUCCIÓN

Las tecnologías de la información y comunicación son sistemas e y recursos para la elaboración, almacenamiento y difusión digitalizada de la información, basada en tecnología informática.

En su principio, las tecnologías de la información y comunicaciones iban a ser las mientes:

- Televisión
- Radio
- Teléfono

Sin embargo, con el desarrollo de la tecnología, han aparecido nuevas tecnologías de la información y comunicación, como, por ejemplo:

- Smart phone
- Redes sociales
- Internet
- Videoconferencia

2. ¿CÓMO SURGEN LAS NUEVAS TECNOLOGÍAS DE LA INFORMACIÓN Y COMUNICACIÓN?

AÑOS 40

En los años 40, el teléfono se usa de manera rutinaria como instrumento de aprendizaje de aritmética básica. Además, se dio la creación de la televisión, la radio y el teléfono. Por otro lado, en el contexto mundial, estaba la guerra fría, por lo que los Estados Unidos se usaba la radio como fines militares.

AÑOS 70

En los años 70 se empezaron a implantar los ordenadores en las escuelas y otros similares con fines administrativos.

AÑOS 80

En los años 80 surgió el IBM que ocupó la creación de nuevos ordenadores para el uso cotidiano. Además, se creó Apple y Microsoft. Por otro lado, se dio con el desarrollo de software, tutoriales y juegos educativos.

AÑOS 90

En los años 90 se formó el World Wide Web (WWW) y el uso de Internet. Además, se empezaron a programar de sistemas.

ACTUALIDAD

- Aumento de la atención, rapidez, flexibilidad.
- incorporación a la vida normal.
- incorporación a la vida de empresas a personal.
- Reservas expensas formativas, expresivas y educativas.
- Educación a distancia.
- Programas de orientación a necesidades educativas y adaptaciones curriculares.

Nuevas Tecnologías De La Información Y La Comunicación 2 Ed

Álvaro Rocha, Teresa Guarda



Nuevas Tecnologías De La Información Y La Comunicación 2 Ed:

TIC, comunicación y periodismo digital. Tomo II Elías Said Hung, 2010 Este libro es parte de la colección Libro en BiblioBoard **Las tecnologías de la información y la comunicación en las prácticas pedagógicas**, 2009 *Tic's, comunicación y periodismo digital - Tomo I* Elías Said Hung, 2009 Esta obra parte de la iniciativa de un grupo de investigadores vinculados a la Red Cyted Ciberperiodismo quienes abrieron una convocatoria pública con el fin de dar visibilidad a la labor que muchos investigadores latinoamericanos y europeos están realizando en torno al estudio de la incidencia de las TIC en nuestras sociedades contemporáneas específicamente en todo lo relacionado con las normativas legales las comunicaciones y el ciberperiodismo El tomo I tiene como propósito analizar algunas de las dimensiones que resultan vitales para comprender las transformaciones que están generando los avances tecnológicos en nuestras sociedades debido al interés de quienes lideramos este proyecto por reflexionar la comunicación y el ciberperiodismo como un todo como parte de algo cada vez más complejo y diverso la relación que tienen los individuos e instituciones ante la creciente mediación de las TIC Blended Learning: Convergence between Technology and Pedagogy Antonio Víctor Martín-García, 2020-05-18 This book focuses on essential aspects of the theoretical foundations that support blended learning BL as a teaching training modality in tertiary education Analyzing the changes in the world of education that lead to new ways of thinking and learning it redefines the concept of blended learning at a time of constant growth in many universities around the world This involves a shared reflection on the role of technology in the current university teacher education programs as well as on the role that pedagogy plays in increasingly technology driven contexts Furthermore the book presents pedagogical approaches to guide university professors in the design and implementation of blended learning courses To this end it describes some of the major models and approaches to BL instructional design and examines issues related to the quality of BL training and the indicators to measure it in order to identify those models that contribute to a better understanding of the dimensions that increase its effectiveness Digital Literacy for Teachers Łukasz Tomczyk, Laura Fedeli, 2022-05-26 This book shows the results of research in different countries on how to measure digital competence among future generations of teachers and facing the challenges brought by the convergence of analogue and digital media This book provides answers to the research questions How should the key competencies related to media pedagogy be effectively measured and compared What is the level of digital literacy of pre-service teachers in selected countries The individual chapters are based on a systematic review of research results from the last two decades to show trends related to changes in measurement and levels of digital competence This book is valuable for researchers training future generations of teachers in the use of new media as well as to those trying to measure the development of the information society as well as those conducting research in the field of comparative pedagogy including the transfer of the most effective solutions in the field of media pedagogy **Proceedings of the International Conference on Information Technology & Systems (ICITS 2018)** Álvaro Rocha, Teresa

Guarda,2018-01-04 This book includes a selection of articles from the 2018 International Conference on Information Technology organizational models and information systems software and systems modeling software systems architectures applications and tools multimedia systems and applications computer networks mobility and pervasive systems intelligent and decision support systems big data analytics and applications human computer interaction ethics computers health informatics and information technologies in education *Investigación y tecnologías de la información y comunicación al servicio de la innovación tecnológica* Ana García-Valcárcel Muñoz-Repiso,2008-11-27 Nos encontramos ante una realidad social vol til y vertiginosamente cambiante que nos obliga a una renovaci n permanente de mbitos y situaciones que hasta ahora parec an relativamente estables o bien evolucionaban de una forma lenta y m s o menos controlada El r pido desarrollo tecnol gico y las nuevas y variadas formas de comunicaci n en las que estamos inmersos est n configurando y reclamando un nuevo espacio educativo un replanteamiento de las finalidades de la educaci n y la ense anza Las instituciones educativas no pueden permanecer al margen de esta realidad social por m s tiempo y deben renovarse para hacer frente a los nuevos retos que exige la sociedad de la informaci n y el conocimiento en la que se encuentran inmersas La informaci n y el conocimiento llevan a considerar el aprendizaje como mediador y factor fundamental **Handbook of Research on E-Learning Standards and Interoperability: Frameworks and Issues** Lazarinis, Fotis,Green, Steve,Pearson, Elaine,2010-08-31 Handbook of Research on E Learning Standards and Interoperability Frameworks and Issues promotes the discussion of specific solutions for increasing the interoperability of standalone and Web based educational tools This book investigates issues arising from the deployment of learning standards and provides relevant theoretical frameworks and leading empirical research findings Chapters presented in this work are suitable for practitioners and researchers in the area of educational technology with a focus on content reusability and interoperability *Innovation and ICT in Education* José Gómez Galán,2022-09-01 The adequate integration of information and communication technologies ICT in educational and training processes is one of the biggest current challenges in education The classroom of the present is very different from just a few decades ago new technological tools are completely transforming its characteristics and activities This internationally authored book offers a timely effective and practical vision of this new educational scenario The book takes a multidisciplinary approach in looking at the problems and possible solutions that are faced by the educational professional of the 21st century when by necessity or obligation they face the use of ICT in their daily tasks Divided into two parts one theoretical and another practical this book offers the highlights of the most important lines of research that are being developed today in educational technology and importantly presents the innovations which have had the most impact over recent years From the profound transformations in the physical classroom to everything that involves new virtual scenarios where online teaching requires innovative strategies and training processes this book describes the diverse scenarios that ICT has generated and will continue to generate in the field of education It presents a new and a very different type of

education that can be adapted to the needs of the citizen of the digital society *Perspectivas de las nuevas tecnologías en la educación* Francisco Javier Tejedor,1996-01-11 Funciones de la imagen soportes tecnológicos información comunicaci n y sistemas educativos interacci n verbalizaci n medios audiovisuales educaci n a distancia en la formaci n de docentes dimensiones tecnológicas de la organizaci n escolar son algunos de los temas que abordan los autores del libro *Red digital nº 5. Revista de tecnologías de la información y comunicaci n educativas* , **Revista de educaci n no 352. Las TIC en la educaci n obligatoria: de la teorí a la política y la práctica** Ministerio de Educaci n, **Educaci n y Tecnologías de la Informaci n y la Comunicaci n. Cátedra Doctoral III** Camargo Uribe, Ángela,2015-03-11 Esta publicaci n se ocupa esencialmente de la relaci n entre la educaci n y las tecnologías de la informaci n y la comunicaci n Las conferencias presentadas conforman un amplio abanico de posibilidades de reflexi n sobre las TIC en el mbito educativo de tal manera que su mirada de conjunto ofrece un marco de referencia general pero suficiente para aquel que desee construirse una imagen informada sobre las principales reas de investigaci n en el campo Este libro se divide en tres partes fundamentales la mirada del dise o propuestas de formas de uso provechoso para el aprendizaje de herramientas tecnológicas la de las subjetividades exploraci n de escenarios tecnológicos en relaci n con sus usuarios y la de las reflexiones an lisis cr ticos sobre lo tecnológico en contextos educativos **NUEVOS TIEMPOS, UNIVERSIDAD Y TIC'S** Christina Holgado Sáez,2016-04-12

Textbooks and Educational Media: Perspectives from Subject Education Péter Bagoly-Simó,Zuzana Sikorová,2021-08-05 This book brings together empirical research and conceptual work on textbooks and education media from 13 countries and 17 disciplines Along with textbook production usage and development it also explores the interconnectedness of educational policy and teaching and learning materials Further the book offers insights into regional and local discourses e g specific theories of Portuguese and Spanish speaking countries as well as Nordic countries contrasting their theories with international literature practices and solutions with regard to teaching selected subjects at the pre primary primary secondary and tertiary level This book also discusses the specific combinations of subjects e g Physics Biology Geography Swedish English and their subject specific education e g Physics Education or Didactics Lastly it examines the work of a number of early career researchers giving them a voice and bringing in fresh ideas currently being developed in various countries around the globe This proceedings volume will appeal to publishers subject educators in primary secondary and tertiary education and academic researchers from the fields of textbooks educational media and subject specific education Its international authorship and explicit focus on subject specific particularities of educational media provide a unique and comprehensive overview **Evaluaci n TIC en el patrimonio cultural: metodologías y estudio de casos** Cèsar Carreras Monfort,2009 A medida que las TIC se incorporan al patrimonio surge la duda de si stas se utilizan convenientemente para el fin que han sido creadas En nuestro caso gran parte de las aplicaciones TIC se han desarrollado para mejorar la comunicaci n con los visitantes Ahora bien realmente el p blico reconoce esta nueva experiencia La evaluaci

n de las TIC en entornos patrimoniales es una disciplina distinta a los estudios de p blico cl sicos incluye aspectos de ingenier a p e utilidad usabilidad accesibilidad confort de did ctica y de comunicaci n *Sistemas aumentativos y alternativos de comunicaci n*- Ed.2020 María Desiré Godoy Mendoza,Mariua Omayra Figueroa Reguera,2020 1 El lenguaje 2 El proceso de comunicaci n 3 Los trastornos del habla del lenguaje y de la comunicaci n 4 Los sistemas de comunicaci n con personas con dificultades en el lenguaje 5 Los sistemas de comunicaci n sin ayuda 6 Los sistemas de comunicaci n con ayuda 7 Dise o e implantaci n de sistemas aumentativos y alternativos de comunicaci n 8 Evaluaci n y seguimiento de la intervenci n

Nuevas tecnologías para futuros docentes Miguel Lacruz Alcocer,2002-06-24 El libro realiza un recorrido por la aplicaci n did ctica de los diversos recursos y herramientas tecnol gicas audiovisuales e inform ticas que los docentes pueden utilizar en el aula para mejorar su capacidad comunicativa y motivadora y para potenciar la eficacia de la acci n educativa ya que en el siglo XXI llamado de la informaci n y la comunicaci n la escuela no puede estar de espaldas a la sociedad por lo que los profesionales de la Educaci n deben incorporar estos recursos al quehacer cotidiano del proceso de ense nza aprendizaje por ello el libro pretende ense ar a ver con nuevos ojos estos recursos tecnol gicos audiovisuales e inform ticos tanto a los actuales como a los futuros docentes alumnos as de las escuelas universitarias de Magisterio y aquellos otros de Secundaria que deseen mejorar la eficacia de su pr ctica educativa inici ndose en el uso did ctico de estas nuevas tecnolog as de la informaci n y la comunicaci n **Psicología de la educación virtual** César Coll Salvador,Carles Monereo,2010-05-10 Psicolog a de la educaci n virtual versa sobre la educaci n y el aprendizaje en entornos virtuales al tiempo que se sit a de forma clara y expl cita en el mbito de la psicolog a y m s concretamente de la psicolog a de la educaci n En el transcurso de las dos o tres ltimas d cadas ha habido una producci n relativamente abundante tanto en castellano como en otras lenguas de libros que tratan temas relacionados con la educaci n y las tecnolog as de la informaci n y la comunicaci n TIC desde perspectivas epistemol gicas te ricas y disciplinares diversas Cuando se analiza en su conjunto puede constatararse que esta producci n responde de forma mayoritaria a preocupaciones y planteamientos de tipo sociol gico tecnol gico o did ctico y que las aproximaciones y los an lisis psicol gicos son m s bien escasos El objetivo de esta obra es contribuir a compensar esta carencia mediante la adopci n de un punto de vista psicol gico en el estudio de los procesos educativos que tienen lugar en entornos sustentados total o parcialmente en la utilizaci n de tecnolog as digitales de la informaci n y la comunicaci n La obra se estructura en cuatro partes El impacto de las TIC sobre la educaci n y la psicolog a de la educaci n Se centra en el estudio de los procesos de aprendizaje que tienen lugar como consecuencia de la participaci n de las personas en situaciones y actividades educativas caracterizadas por el uso de tecnolog as digitales de la informaci n y la comunicaci n Factores y procesos psicol gicos implicados en el aprendizaje virtual Una mirada constructivista Se tratan los tres v rtices del tri ngulo interactivo el aprendiz el profesor y los contenidos del aprendizaje as como sus interrelaciones Entornos virtuales de ense nza y aprendizaje **II Conferencia Internacional sobre género y comunicaci n. Libro de Actas** Juan Carlos Suárez

Villegas,Rosario Lacalle Zalduendo,2014-06-09

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Nuevas Tecnologías De La Información Y La Comunicación 2 Ed Introduction

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