

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 se basaban en:

- 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
- Videconferencia

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 implementar 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 implementaron el programa de simulación.

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 pedagógicas con currículos.

Nuevas Tecnologías De La Información Y La Comunicación 2 Ed

Elias Said Hung



Nuevas Tecnologías De La Informacion Y La Comunicacion 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 *Perspectivas de las nuevas tecnologías en la educación* Francisco Javier Tejedor, 1996-01-11 Funciones de la imagen soportes tecnológicos información comunicación y sistemas educativos interacción verbal icónica medios audiovisuales educación a distancia en la formación de docentes dimensiones tecnológicas de la organización escolar son algunos de los temas que abordan los autores del libro 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

Sistemas aumentativos y alternativos de comunicación- Ed.2020 María Desiré Godoy Mendoza, Mariua Omayra Figueroa Reguera, 2020 1 El lenguaje 2 El proceso de comunicación 3 Los trastornos del habla del lenguaje y de la comunicación 4 Los sistemas de comunicación con personas con dificultades en el lenguaje 5 Los sistemas de comunicación sin ayuda 6 Los sistemas de comunicación con ayuda 7 Diseño e implantación de sistemas aumentativos y alternativos de comunicación 8 Evaluación y seguimiento de la intervención 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

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

Revista de educación no 352. Las TIC en la educación obligatoria: de la teoría a la política y la práctica Ministerio de Educación, *Diseño y producción de TIC para la formación* Julio Cabero Almenara, Rosalía Romero Tena, 2007-07 La presencia de las Tecnologías de la información y Comunicación TIC es cada vez mayor en nuestros centros educativos El libro trata de facilitar información para ser capaces de abordar la problemática del diseño la producción y la evaluación de TICs aplicadas a contextos formativos *Investigación y tecnologías de la información y comunicación al servicio de la innovación educativa* Ana GARCÍA-VALCÁRCEL

MUÑOZ-REPISO,2008-11-01 NOS ENCONTRAMOS ANTE una realidad social volátil y vertiginosamente cambiante que nos obliga a una renovación permanente de ámbitos y situaciones que hasta ahora parecían relativamente estables o bien evolucionaban de una forma lenta y más o menos controlada. El rápido desarrollo tecnológico y las nuevas y variadas formas de comunicación en las que estamos inmersos están configurando y reclamando un nuevo espacio educativo, un replanteamiento de las finalidades de la educación y la enseñanza. Las instituciones educativas no pueden permanecer al margen de esta realidad social por más tiempo y deben renovarse para hacer frente a los nuevos retos que exige la sociedad de la información y el conocimiento en la que se encuentran inmersas. La información y el conocimiento llevan a considerar el aprendizaje como mediador y factor fundamental. **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. *Evaluación TIC en el patrimonio cultural: metodologías y estudio de casos* César Carreras Monfort,2009 A medida que las TIC se incorporan al patrimonio surge la duda de si estas 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 comunicación con los visitantes. Ahora bien realmente el público reconoce esta nueva experiencia. La evaluación de las TIC en entornos patrimoniales es una disciplina distinta a los estudios de público. El síncrono incluye aspectos de ingeniería y utilidad, usabilidad, accesibilidad, confort de didáctica y de comunicación. Red digital nº 5. Revista de tecnologías de la información y comunicación educativas, *Nuevas tecnologías para futuros docentes* Miguel Lacruz Alcocer,2002-06-24 El libro realiza un recorrido por la aplicación didáctica de los diversos recursos y herramientas tecnológicas audiovisuales e informáticas que los docentes pueden utilizar en el aula para mejorar su capacidad comunicativa y motivadora y para potenciar la eficacia de la acción educativa ya que en el siglo XXI llamado de la información y la comunicación la escuela no

puede estar de espaldas a la sociedad por lo que los profesionales de la Educación deben incorporar estos recursos al quehacer cotidiano del proceso de enseñanza aprendizaje por ello el libro pretende enseñar a ver con nuevos ojos estos recursos tecnológicos audiovisuales e informáticos 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 práctica educativa iniciándose en el uso didáctico de estas nuevas tecnologías de la información y la comunicación

Psicología de la educación virtual César Coll Salvador, Carles Monereo, 2010-05-10 Psicología de la educación virtual versa sobre la educación y el aprendizaje en entornos virtuales al tiempo que se sitúa de forma clara y explícita en el ámbito de la psicología y más concretamente de la psicología de la educación En el transcurso de las dos o tres últimas décadas ha habido una producción relativamente abundante tanto en castellano como en otras lenguas de libros que tratan temas relacionados con la educación y las tecnologías de la información y la comunicación TIC desde perspectivas epistemológicas teóricas y disciplinares diversas Cuando se analiza en su conjunto puede constatarse que esta producción responde de forma mayoritaria a preocupaciones y planteamientos de tipo sociológico tecnológico o didáctico y que las aproximaciones y los análisis psicológicos son más bien escasos El objetivo de esta obra es contribuir a compensar esta carencia mediante la adopción de un punto de vista psicológico en el estudio de los procesos educativos que tienen lugar en entornos sustentados total o parcialmente en la utilización de tecnologías digitales de la información y la comunicación La obra se estructura en cuatro partes El impacto de las TIC sobre la educación y la psicología de la educación Se centra en el estudio de los procesos de aprendizaje que tienen lugar como consecuencia de la participación de las personas en situaciones y actividades educativas caracterizadas por el uso de tecnologías digitales de la información y la comunicación Factores y procesos psicológicos implicados en el aprendizaje virtual Una mirada constructivista Se tratan los tres vértices del triángulo interactivo el aprendiz el profesor y los contenidos del aprendizaje así como sus interrelaciones Entornos virtuales de enseñanza y aprendizaje

II Conferencia Internacional sobre género y comunicación. Libro de Actas Juan Carlos Suárez Villegas, Rosario Lacalle Zalduendo, 2014-06-09 Red digital nº 1. Revista de tecnologías de la información y comunicación educativas. Tecnologías y educación horizonte de un cambio ,

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Table of Contents Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed

1. Understanding the eBook **Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed**
 - The Rise of Digital Reading **Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed**
 - Advantages of eBooks Over Traditional Books
2. Identifying **Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed**
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an **Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed**
 - User-Friendly Interface
4. Exploring eBook Recommendations from **Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed**
 - Personalized Recommendations
 - **Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed** User Reviews and Ratings
 - **Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed** and Bestseller Lists
5. Accessing **Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed** Free and Paid eBooks

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- Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed eBook Subscription Services
- Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed Budget-Friendly Options
- 6. Navigating Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed eBook Formats
 - ePub, PDF, MOBI, and More
 - Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed Compatibility with Devices
 - Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
 - Highlighting and Note-Taking Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
 - Interactive Elements Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
- 8. Staying Engaged with Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
- 9. Balancing eBooks and Physical Books Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
 - Setting Reading Goals Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
 - Fact-Checking eBook Content of Nuevas Tecnologias De La Informacion Y La Comunicacion 2 Ed
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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