

BLOQUE 3. RECURSOS TIC APLICADOS A EDUCACIÓN.



REDES SOCIALES Y EDUCACIÓN

REDES SOCIALES COMO HERRAMIENTA EDUCATIVA

Pueden ser aprovechadas
desde múltiples
perspectivas

Ejemplos de cómo usar las **redes sociales** en **Educación**



- Creación de un grupo privado para **organizar debates**.
- Asumir **diferentes roles** para aprender a empatizar y respetar otras opiniones.
- **Compartir** los trabajos y proyectos hechos en clase.



- Búsqueda de **fake news**.
- Crear una cuenta de clase en la que cada semana uno tuitea como si fuese un escritor, un científico o una ciudad. **El resto debe adivinarlo**.
- Tuitear en una **lengua extranjera**.



- Documentar un tema con **fotografías**.
- Realizar **redacciones** a partir de fotos compartidas por influencers.
- Localizar imágenes **para situar** en mapas geográficos.



- Clases en **directo**.
- Creación de **vídeos**.



- **Presentación de trabajos** (con grabación y edición de vídeos).
- Búsqueda de **información** para un proyecto.
- **Escucha de otros idiomas** (canciones, conferencias, tutoriales...).



- Análisis de **ofertas de trabajo**.
- Aprender a **elaborar un currículum** original.
- Determinar qué perfiles son los **más demandados** en cada sector.



- Crear un tablero **colaborativo**.
- Búsqueda de imágenes para **presentar un trabajo**.



- Crear un **álbum de clase** de las salidas fuera del centro.
- Análisis de imágenes de **diferentes** partes del mundo.
- **Contar historias** solo con fotos.

ALGUNAS INVESTIGACIONES

Jo, M. Y., & Park, J. W. (2021). A Study on the Effect of a Cooperative Learning Program using a Social Network Service in Education during the COVID-19 Pandemic. *Asia-pacific Journal of Convergent Research Interchange*, 7(6), 47-62.

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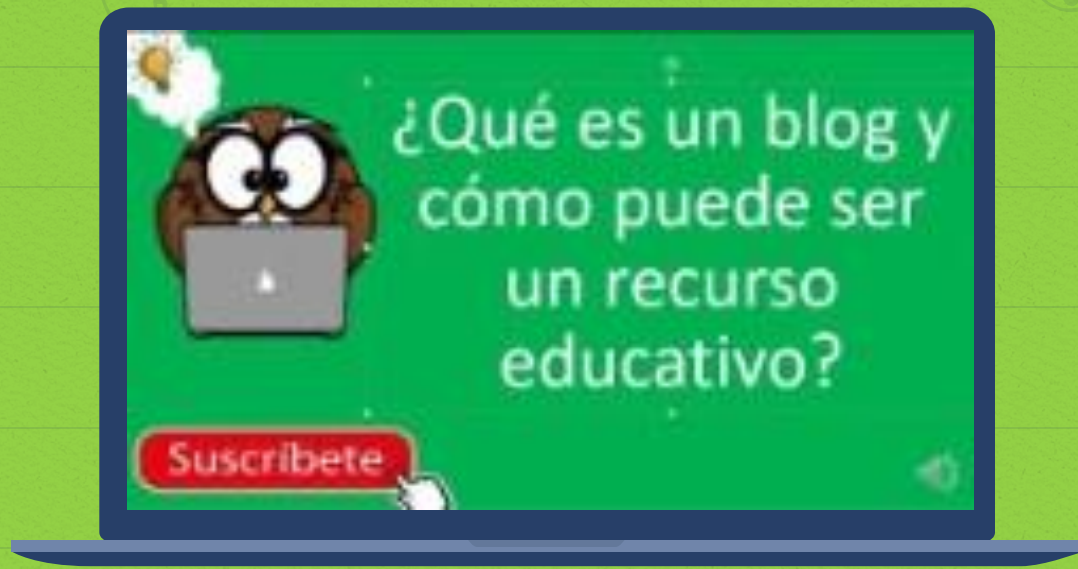
Silitonga, L. M., & Wu, T.-T. (2019). Increasing Students' Interest and Learning Achievement Using Cooperative Learning (Students Team Achievement Division) Through Edmodo. En L. Rønningsbakk, T.-T. Wu, F. E. Sandnes, & Y.-M. Huang (Eds.), *Innovative Technologies and Learning* (pp. 3-13). Springer International Publishing. https://doi.org/10.1007/978-3-030-35343-8_1

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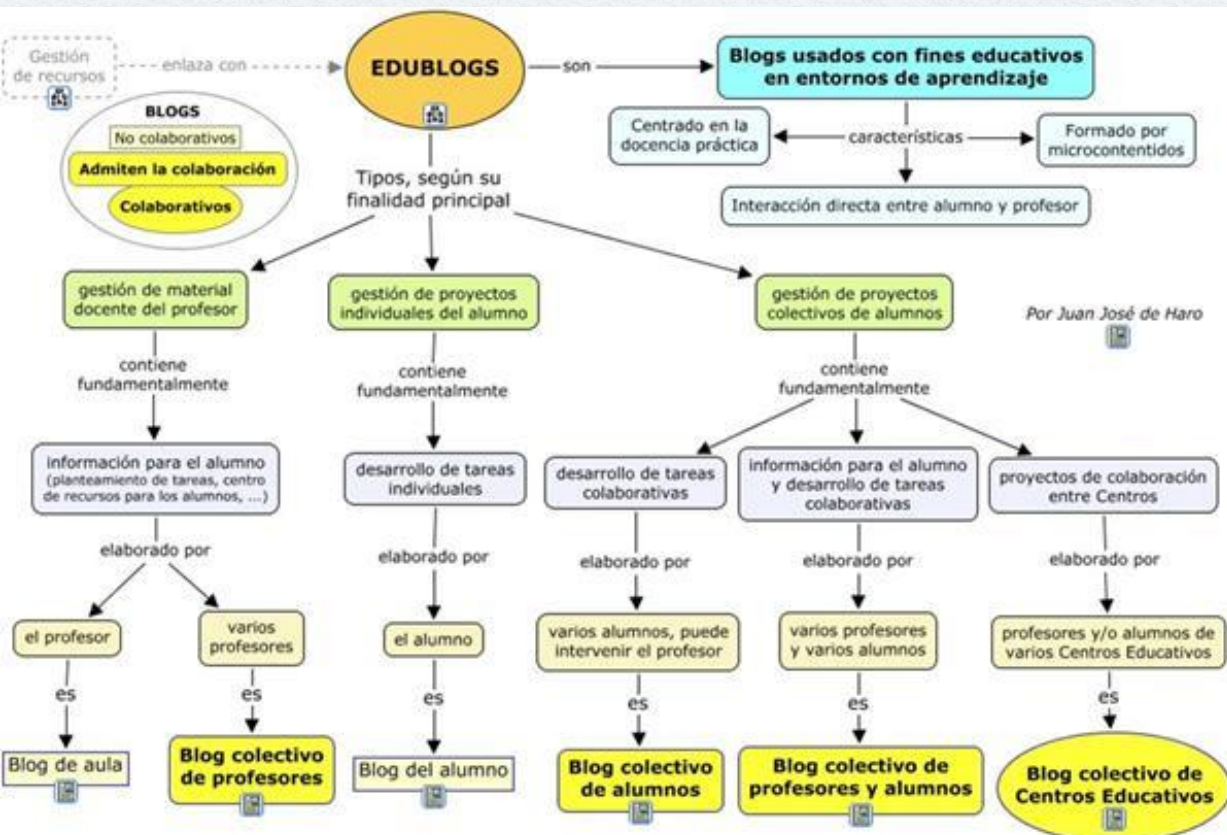
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BLOGS Y EDUCACIÓN

BLOGS COMO HERRAMIENTA EDUCATIVA



- X Facilitan organizar el discurso; todo se clasifica y es fácilmente recuperable.
- X Pueden fomentar el debate a través de los comentarios.
- X Ayudan a construir la identidad como autor.
- X Permiten crear comunidades de aprendizajes entre profesores y alumnos.
- X Permiten crear un tipo de compromiso virtual ente el autor del blog, o en nuestro caso del Edublog, y las personas a las que va dirigida el mismo.
- X Apoyar el e-learning (aprendizaje a distancia).

Mapa conceptual sobre los tipos de blogs realizado por Felipe Zayas

ALGUNAS INVESTIGACIONES

Khurshid, F. (2019). Examining the Use and Awareness of Educational Blogs among University Students. *Journal of Research in Social Sciences*, 7(2), 15-29.

Mabuan, R. A. (2018). USING BLOGS IN TEACHING TERTIARY ESL WRITING. *English Review: Journal of English Education*, 6(2), 1-10. <https://doi.org/10.25134/erjee.v6i2.1238>

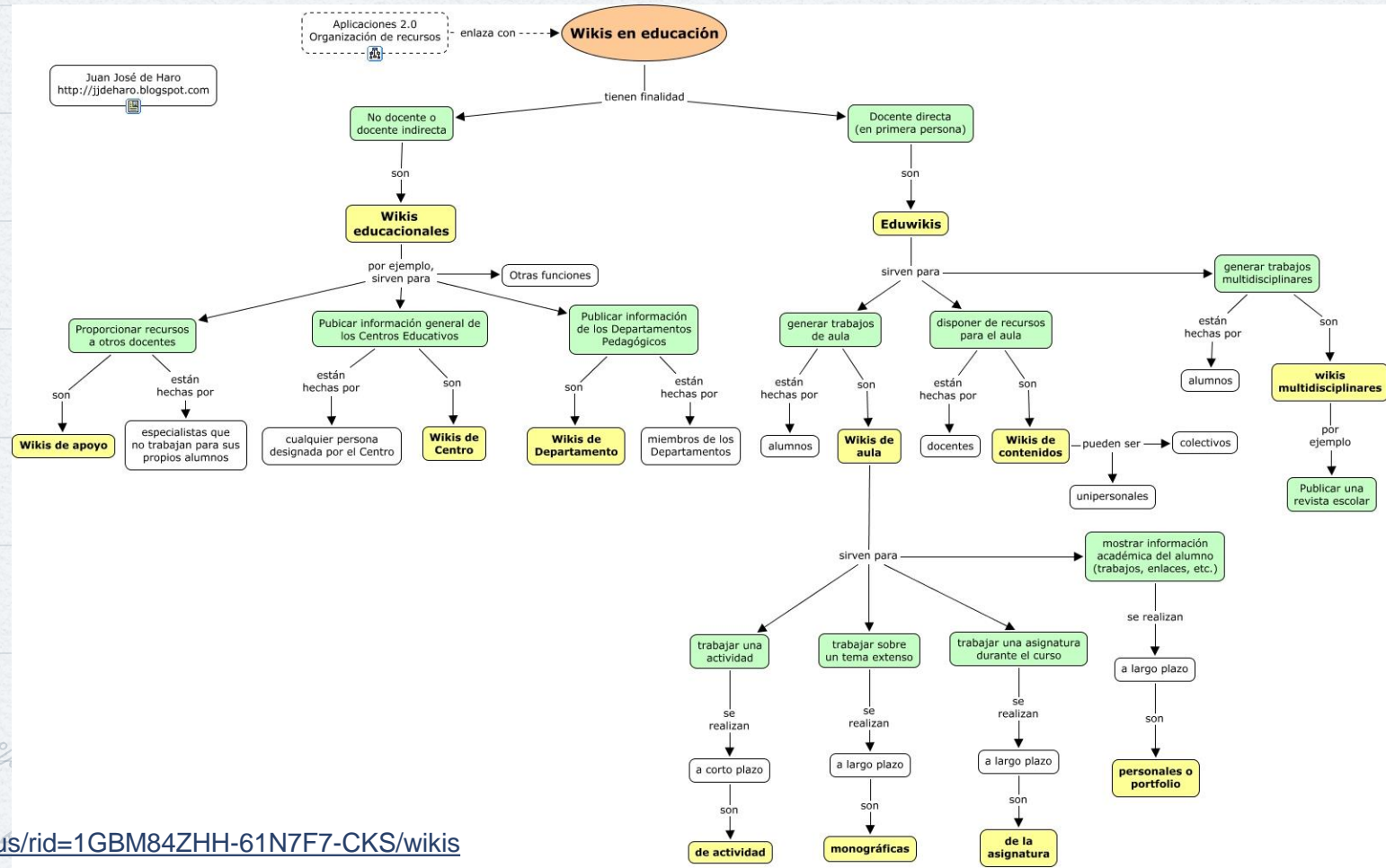
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Escolano, C. V., & Doldán, N. G. (2021). El blog personal como herramienta de consolidación del aprendizaje y evaluación. *Campus Virtuales*, 10(2), 207-219.



WIKIS Y EDUCACIÓN

WIKIS COMO HERRAMIENTA EDUCATIVA



ALGUNAS INVESTIGACIONES

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Lin, Y.-T., Wu, C.-C., & Chiu, C.-F. (2018). The Use of Wiki in Teaching Programming: Effects Upon Achievement, Attitudes, and Collaborative Programming Behaviors. *International Journal of Distance Education Technologies (IJDET)*, 16(3), 18-45.

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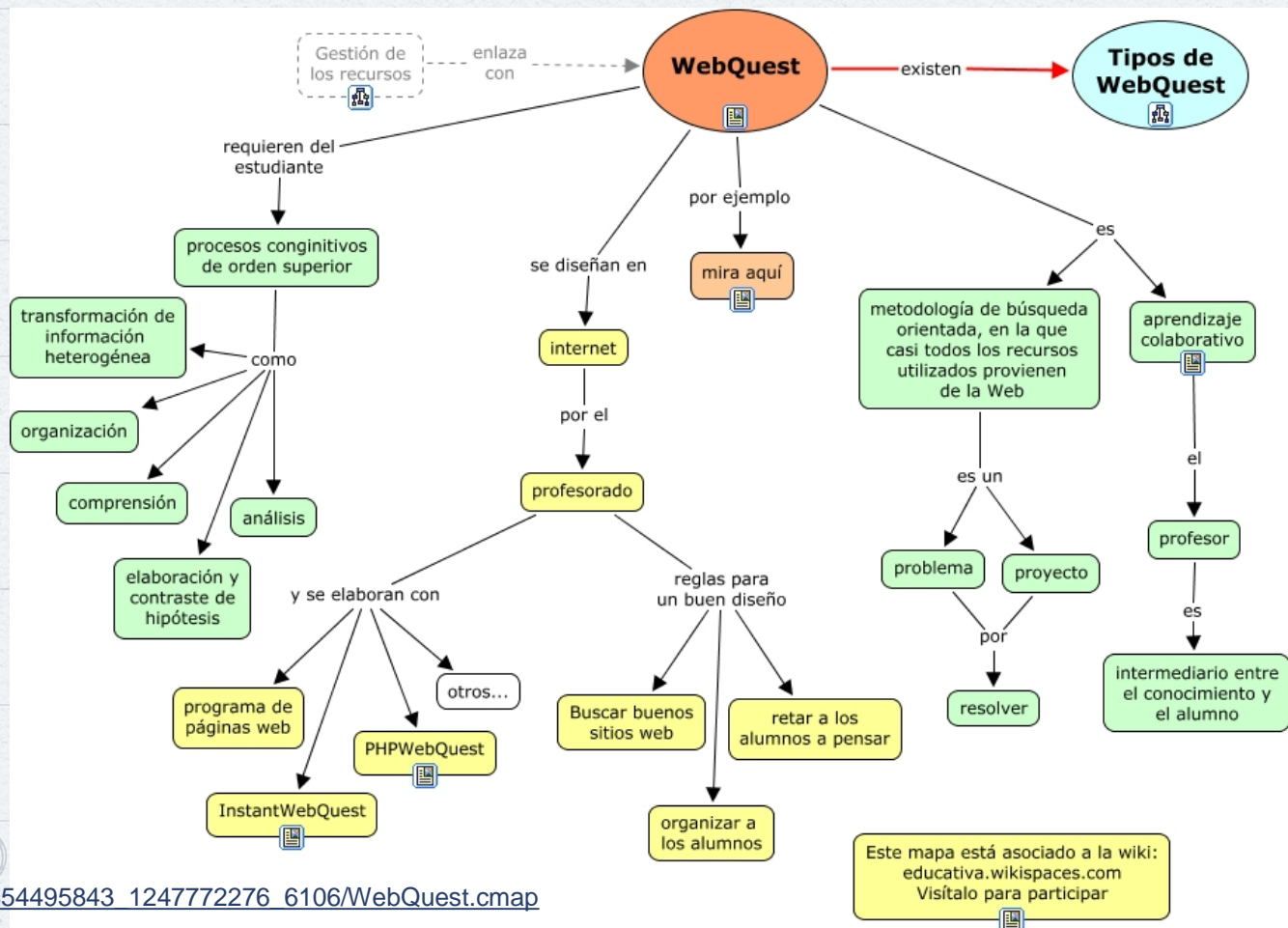
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WEBQUEST Y EDUCACIÓN

WEBQUEST COMO HERRAMIENTA EDUCATIVA



ALGUNAS INVESTIGACIONES

Liang, W., & Fung, D. (2020). Development and evaluation of a WebQuest-based teaching programme: Students' use of exploratory talk to exercise critical thinking. *International Journal of Educational Research*, 104, 101652. <https://doi.org/10.1016/j.ijer.2020.101652>

Kaur, S., & Kauts, A. (2018). Impact of Webquest on Student Engagement. *Indian Journal of Public Health Research & Development*, 9, 1665. <https://doi.org/10.5958/0976-5506.2018.02230.1>

Ebadi, S., & Rahimi, M. (2018). An exploration into the impact of WebQuest-based classroom on EFL learners' critical thinking and academic writing skills: A mixed-methods study. *Computer Assisted Language Learning*, 31(5-6), 617-651. <https://doi.org/10.1080/09588221.2018.1449757>



REALIDAD VIRTUAL Y EDUCACIÓN

REALIDAD VIRTUAL COMO HERRAMIENTA EDUCATIVA

@pablolobatovill



infogram

ALGUNAS INVESTIGACIONES

- Hamilton, D., McKechnie, J., Edgerton, E., & Wilson, C. (2021). Immersive virtual reality as a pedagogical tool in education: A systematic literature review of quantitative learning outcomes and experimental design. *Journal of Computers in Education*, 8(1), 1-32. <https://doi.org/10.1007/s40692-020-00169-2>
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- Shahab, M., Taheri, A., Mokhtari, M., Shariati, A., Heidari, R., Meghdari, A., & Alemi, M. (2022). Utilizing social virtual reality robot (V2R) for music education to children with high-functioning autism. *Education and Information Technologies*, 27(1), 819-843. <https://doi.org/10.1007/s10639-020-10392-0>
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REALIDAD AUMENTADA Y EDUCACIÓN



REALIDAD AUMENTADA Y EDUCACIÓN

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Mystakidis, S., Christopoulos, A., & Pellas, N. (2021). A systematic mapping review of augmented reality applications to support STEM learning in higher education. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-021-10682-1>

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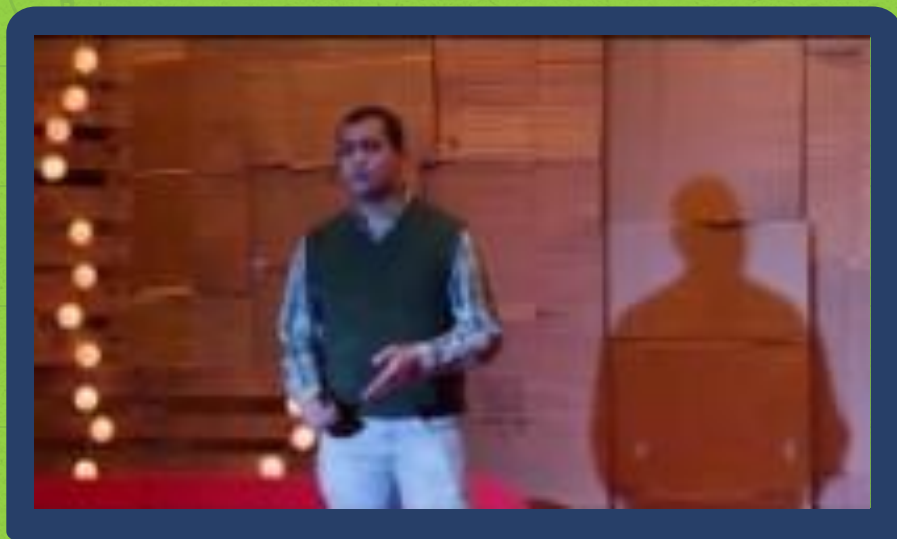
VIDEOJUEGOS Y EDUCACIÓN



VIDEOJUEGOS Y EDUCACIÓN

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ROBÓTICA Y EDUCACIÓN



ROBÓTICA Y EDUCACIÓN



Fomenta la comunicación y la creatividad

ROBÓTICA Y EDUCACIÓN

ALGUNAS INVESTIGACIONES

Terroba, M., Ribera, J. M., Lapresa, D., & Anguera, M. T. (2021). Education intervention using a ground robot with programmed directional controls: Observational analysis of the development of computational thinking in early childhood education. *Revista de Psicodidáctica (English Ed.)*, 26(2), 143-151.

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Bravo, F. A., Hurtado, J. A., & González, E. (2021). Using Robots with Storytelling and Drama Activities in Science Education. *Education Sciences*, 11(7), 329. <https://doi.org/10.3390/educsci11070329>

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TECNOLOGÍA ADAPTATIVA DE APOYO Y EDUCACIÓN INCLUSIVA

GRACIAS