



## Teaching Guide

| Teaching Guide           |                                                                                                                                                                                                                                                                                                                                                                           |        |                       |           |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------|-----------|
| Identifying Data         |                                                                                                                                                                                                                                                                                                                                                                           |        |                       | 2019/20   |
| Subject (*)              | Reading and new technologies                                                                                                                                                                                                                                                                                                                                              |        | Code                  | 652438020 |
| Study programme          | Mestrado Universitario en Psicoloxía Aplicada                                                                                                                                                                                                                                                                                                                             |        |                       |           |
| Descriptors              |                                                                                                                                                                                                                                                                                                                                                                           |        |                       |           |
| Cycle                    | Period                                                                                                                                                                                                                                                                                                                                                                    | Year   | Type                  | Credits   |
| Official Master's Degree | 2nd four-month period                                                                                                                                                                                                                                                                                                                                                     | First  | Obligatory            | 3         |
| Language                 | Spanish                                                                                                                                                                                                                                                                                                                                                                   |        |                       |           |
| Teaching method          | Face-to-face                                                                                                                                                                                                                                                                                                                                                              |        |                       |           |
| Prerequisites            |                                                                                                                                                                                                                                                                                                                                                                           |        |                       |           |
| Department               | Psicoloxía                                                                                                                                                                                                                                                                                                                                                                |        |                       |           |
| Coordinador              | Peralbo Uzquiano, Manuel                                                                                                                                                                                                                                                                                                                                                  | E-mail | manuel.peralbo@udc.es |           |
| Lecturers                | Peralbo Uzquiano, Manuel                                                                                                                                                                                                                                                                                                                                                  | E-mail | manuel.peralbo@udc.es |           |
| Web                      |                                                                                                                                                                                                                                                                                                                                                                           |        |                       |           |
| General description      | Neste curso preténdese que o estudante coñeza os diferentes procedementos tecnolóxicos deseñados desde as Tecnoloxías da Información e as Comunicacóns para facilitar a aprendizaxe de la lecto-escritura, tratar as dificultades de aprendizaxe neste dominio e mellorar a nosa capacidade tecnolóxica para investigar os procesos que interveñen na comprensión lectora |        |                       |           |

## Study programme competences

| Code | Study programme competences                                                                                                                                                                                                                                        |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A3   | Being able to elaborate a scientific report which involves defining a research problem, the hypotheses and variables, and defining the design, the sample and its method of selection, the tools for collecting data and their subsequent analysis and discussion. |
| A12  | To acquire a basic theoretical knowledge about the state of the art in the different areas involved in applied psychology.                                                                                                                                         |
| A14  | Being able to analyze the bibliographic documentation necessary for a research work.                                                                                                                                                                               |
| B3   | Teamwork.                                                                                                                                                                                                                                                          |
| B13  | Ability to apply knowledge to practice.                                                                                                                                                                                                                            |
| C3   | Using the basic tools of information and communication technologies (ICT) necessary for the exercise of the profession and for lifelong learning.                                                                                                                  |

## Learning outcomes

| Learning outcomes                                                                                                                                        | Study programme competences |      |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------|-----|
| Capacidad para utilizar bases datos sobre la materia                                                                                                     | AR14                        |      |     |
| Capacidad para utilizar un gestor bibliográfico vinculado a las bases de datos                                                                           |                             |      | CC3 |
| Capacidad para identificar el estado del arte en un tema determinado                                                                                     | AR12                        |      |     |
| Ser capaz de idear un objetivo de investigación que mejore el conocimiento científico sobre un tema                                                      | AR3                         |      |     |
| Ser capaz de planificar una investigación en todas sus fases                                                                                             | AR3                         |      |     |
| Ser capaz de trabajar colaborativamente en el diseño y desarrollo de una investigación                                                                   |                             | BR3  |     |
| Conocer las herramientas de software y hardware existentes para preparar el aprendizaje de la lecto-escritura                                            |                             |      | CC3 |
| Conocer las herramientas de software y hardware existentes para mejorar el proceso de adquisición en niños y niñas con y sin dificultades de aprendizaje |                             |      | CC3 |
| Conocer las herramientas de software y hardware existentes para la investigación de los procesos que intervienen durante el proceso lector               |                             |      | CC3 |
| Ser capaces de utilizar algunas de estas tecnologías de forma competente                                                                                 |                             | BR13 |     |

## Contents

| Topic | Sub-topic |
|-------|-----------|
|-------|-----------|



|                                                                                                                                 |                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.- Software e hardware para preparar a aprendizaxe da lecto-escritura                                                          | 1.1. Aplicacións interactivas para o desenvolvemento da conciencia fonolóxica en Educación Infantil e Primaria<br><br>1.2. Aplicacións deseñadas para a avaliación das competencias implicadas na lecto-escritura |
| 2.- Aplicacións das TIC para o tratamento das dificultades de aprendizaxe                                                       | 2.1. Ferramentas TIC para o tratamento das dificultades de aprendizaxe en lecto-escritura                                                                                                                         |
| 3.- Sistemas computerizados e ferramentas tecnolóxicas para a avaliación e medida dos procesos que interveñen durante a lectura | 3.1. Software para a investigación de procesos psicolóxicos básicos<br><br>3.2. Hardware para a avaliación e medida dos procesos que interveñen no proceso lector                                                 |

| Planning                                                                                                                        |              |                      |                               |             |
|---------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------|-------------------------------|-------------|
| Methodologies / tests                                                                                                           | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| ICT practicals                                                                                                                  | B13 C3       | 28                   | 0                             | 28          |
| Student portfolio                                                                                                               | A12 A14      | 0                    | 15                            | 15          |
| Case study                                                                                                                      | A3 B3 B13    | 10                   | 0                             | 10          |
| Guest lecture / keynote speech                                                                                                  | A12          | 21                   | 0                             | 21          |
| Personalized attention                                                                                                          |              | 1                    | 0                             | 1           |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. |              |                      |                               |             |

| Methodologies                  |                                                                                                                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies                  | Description                                                                                                                                                                                                                                                        |
| ICT practicals                 | - Los estudiantes realizarán un blog sobre la asignatura en grupos de dos o tres personas<br>- Los estudiantes deberán ser capaces de utilizar algunas de las herramientas TIC disponibles para la evaluación y tratamiento de las dificultades de lecto-escritura |
| Student portfolio              | Los estudiantes deberán elaborar un portafolios en el que recogerán el material, comentarios y actividades que hayan realizado individualmente o en grupo a lo largo del curso.                                                                                    |
| Case study                     | Los estudiantes deberán analizar casos de dificultades lecto-escritoras y programas recursos TIC para su tratamiento y recuperación.                                                                                                                               |
| Guest lecture / keynote speech | Cada tema será introducido por el profesor que presentará un esquema sobre los contenidos de cada apartado del programa                                                                                                                                            |

| Personalized attention |                                                                                                                                                                                                                                                                 |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies          | Description                                                                                                                                                                                                                                                     |
| ICT practicals         | Cada estudiante realizará una tutoría individual en la que se abordarán las dudas existentes sobre el uso de bases de datos y gestor bibliográfico, y sobre la técnica a utilizar en la práctica de laboratorio. La fecha de esta tutoría se fijará en el aula. |

| Assessment        |              |                                                                                                                                                                                                                                                                                                                                                         |               |
|-------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Methodologies     | Competencies | Description                                                                                                                                                                                                                                                                                                                                             | Qualification |
| Student portfolio | A12 A14      | Los estudiantes podrán recibir hasta 60 puntos por la calidad de su portafolios.<br>Los estudiantes que hayan justificado su imposibilidad legal de participar en la asignatura a tiempo completo serán evaluados a través de un examen que cubrirá todos los aspectos tratados a lo largo del curso. Por él podrán recibir el 100% de la calificación. | 60            |



|                                |           |                                                                                                                                                                                      |    |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Case study                     | A3 B3 B13 | Los estudiantes podrán recibir hasta 30 puntos por el trabajo de análisis y propuesta de recursos de evaluación y tratamiento que han realizado con los casos estudiados.            | 30 |
| Guest lecture / keynote speech | A12       | En la evaluación se asignarán 10 puntos por asistencia a las presentaciones que el profesor hará de los temas del programa (será obligatorio asistir al menos al 80% de las clases), | 10 |

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| Assessment comments |
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| Sources of information |
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| Basic         | <p>Amante, L. (2004). Explorando as novas tecnoloxías em contexto de educación pré-escolar: A actividade escrita. / exploring new technologies in the preschool educational context: Writing activities. <i>Análise Psicológica</i>, 22(1), 139-154.</p> <p>Beaucousin, V., Lacheret, A., Turbelin, M. -, Morel, M., Mazoyer, B., &amp; Tzourio-Mazoyer, N. (2007). FMRI study of emotional speech comprehension. <i>Cerebral Cortex</i>, 17(2), 339-352.</p> <p>Chapelle, C. A., &amp; Douglas, D. (2006). <i>Assessing language through computer technology</i>. New York, NY, US: Cambridge University Press.</p> <p>Dupont, V., &amp; Bestgen, Y. (2006). Learning from technical documents: The role of intermodal referring expressions. <i>Human Factors</i>, 48(2), 257-264.</p> <p>Hartley, J. (2007). <i>Longitudinal studies of the effects of new technologies on writing: Two case studies</i>. New York, NY, US: Elsevier Science.</p> <p>Henao Alvarez, O., Ramirez Salazar, D. A., &amp; Medina Medina, M. (2004). Increasing the reading capacity of the deaf using new technologies. [Potenciando la capacidad lectora de los sordos con el apoyo de nuevas tecnologías] <i>Lectura y Vida</i>, 25(4), 18-25.</p> <p>Hyerle, D., Curtis, S., &amp; Alper, L. (2004). Student successes with thinking maps: School-based research, results, and models for achievement using visual tools. Thousand Oaks, CA, US: Corwin Press.</p> <p>Irausquin, R. S., Drent, J., &amp; Verhoeven, L. (2005). Benefits of computer-presented speed training for poor readers. <i>Annals of Dyslexia</i>, 55(2), 246-265.</p> <p>Jiménez, J. E., Hernández-Valle, I., Ramírez, G., del Rosario Ortiz, M., Rodrigo, M., Estévez, A., et al. (2007). Computer speech-based remediation for reading disabilities: The size of spelling-to-sound unit in a transparent orthography. <i>The Spanish Journal of Psychology</i>, 10(1), 52-67.</p> <p>Klingner, J. K., Vaughn, S., &amp; Boardman, A. (2007). <i>Teaching reading comprehension to students with learning difficulties</i>. New York, NY, US: Guilford Press.</p> <p>Korat, O., &amp; Shamir, A. (2007). Electronic books versus adult readers: Effects on children's emergent literacy as a function of social class. <i>Journal of Computer Assisted Learning</i>, 23(3), 248-259.</p> <p>Korat, O., &amp; Shamir, A. (2008). The educational electronic book as a tool for supporting children's emergent literacy in low versus middle SES groups. <i>Computers &amp; Education</i>, 50(1), 110-124.</p> <p>Levy, M., &amp; Stockwell, G. (2006). <i>Call dimensions: Options and issues in computer-assisted language learning</i>. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.</p> <p>LoPresti, E. F., Mihailidis, A., &amp; Kirsch, N. (2004). Assistive technology for cognitive rehabilitation: State of the art. <i>Neuropsychological Rehabilitation</i>, 14(1-2), 5-39.</p> <p>MacArthur, C. A. (2006). The effects of new technologies on writing and writing processes. New York, NY, US: Guilford Press.</p> <p>MacArthur, C. A., Ferretti, R. P., Okolo, C. M., &amp; Cavalier, A. R. (2001). Technology applications for students with literacy problems: A critical review. <i>The Elementary School Journal</i>. Special Issue: Instructional Interventions for Students with Learning Disabilities, 101(3), 273-301.</p> <p>Mertens, D. M., &amp; McLaughlin, J. A. (2004). <i>Research and evaluation methods in special education</i>. Thousand Oaks, CA, US: Corwin Press.</p> <p>Mostow, J., Aist, G., Burkhead, P., Corbett, A., Cuneo, A., Eitelman, S., et al. (2003). Evaluation of an automated reading tutor that listens: Comparison to human tutoring and classroom instruction. <i>Journal of Educational Computing Research</i>, 29(1), 61-117.</p> <p>O'Neil, H. F., &amp; Perez, R. S. (Eds.). (2006). <i>Web-based learning: Theory, research, and practice</i>. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.</p> <p>Pardo-Vázquez, J. L., &amp; Fernández-Rey, J. (2008). External validation of the computerized, group administrable adaptation of the "operation span task". <i>Behavior Research Methods</i>, 40(1), 46-54.</p> <p>Pollatsek, A., Juhasz, B. J., Reichle, E. D., Machacek, D., &amp; Rayner, K. (2008). Immediate and delayed effects of word frequency and word length on eye movements in reading: A reversed delayed effect of word length. <i>Journal of Experimental Psychology: Human Perception and Performance</i>, 34(3), 726-750.</p> <p>Ray, R. D., &amp; Belden, N. (2007). Teaching college level content and reading comprehension skills simultaneously via an artificially intelligent adaptive computerized instructional system. <i>Psychological Record</i>, 57(2), 201-218.</p> <p>Reinking, D. (2005). <i>Multimedia learning of reading</i>. New York, NY, US: Cambridge University Press.</p> <p>Sands, W. A., Waters, B. K., &amp; McBride, J. R. (Eds.). (1997). <i>Computerized adaptive testing: From inquiry to operation</i>. Washington, DC, US: American Psychological Association.</p> <p>Snow, C. E., Griffin, P., &amp; Burns, M. S. (Eds.). (2005). <i>Knowledge to support the teaching of reading: Preparing teachers for a changing world</i>. San Francisco, CA, US: Jossey-Bass.</p> <p>Steuer, F. B., &amp; Hustedt, J. T. (2002). <i>TV or no TV? A primer on the psychology of television</i>. Lanham, MD, US: University Press of America.</p> <p>Taffe, S. W., &amp; Gwinn, C. B. (2007). <i>Integrating literacy and technology: Effective practice for grades K-6</i>. New York, NY, US: Guilford Press.</p> |
| Complementary |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| Recommendations                                          |
|----------------------------------------------------------|
| Subjects that it is recommended to have taken before     |
|                                                          |
| Subjects that are recommended to be taken simultaneously |
|                                                          |
| Subjects that continue the syllabus                      |
|                                                          |
| Other comments                                           |
|                                                          |

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.