



MEBS20

**Tecnología Aplicada
a la Enseñanza de
una L2**



UNIVERSIDAD
NEBRIJA

Asignatura: Tecnología aplicada a la enseñanza de una L2

Carácter: Optativo

Idioma: Inglés

Modalidad: Semipresencial

Créditos: 6

Curso: 1º

Semestre: 2º

Grupo: 1

Profesores: Rubén García Puente

1. REQUISITOS PREVIOS

Demonstrate sufficient performance at level B2 in English.

2. BREVE DESCRIPCIÓN DE CONTENIDOS

Information and Communication Technologies have become part of day to day teaching in our globalised world. This course focuses on the development of necessary skills in order to apply these technologies in the L2 class and within a bilingual environment. Furthermore, students will reflect on methodological aspects of using ICT and its consequences for the teaching and learning process. Concepts such as Digital Competence, Digital Literacy for the 21st century and Web 2.0, among others, are discussed and examined from both theoretical and practical standpoints. Finally, lessons and units will be designed integrating these technologies in the teaching practice.

3. RESULTADOS DEL APRENDIZAJE

The student will progressively acquire the following competences:

- To apply the skills and the knowledge acquired in new scenarios within their field of studies, teaching and learning a second language.
- To be able to communicate and express themselves clearly and concisely about different issues related to the field.
- To be able to acquire new knowledge in an autonomous way related to their discipline.
- To be able to convey social and cultural values accordingly to the multilingual and multicultural European reality.
- To be able to argue their teaching practice according to the concepts and knowledge acquired.
- To know about the legislation that regulates and organises bilingual programs in primary and secondary schools.
- To know how design integrated curricula within the area of English/Spanish teaching and learning.
- To be able to create and adapt didactic material within a bilingual setting according to different levels of linguistic competence and learning paces.
- To be able to develop and apply different methodologies adapted to the diversity of students within a bilingual environment.
- To be able to integrate new technologies, strategies and materials in the bilingual class.

Learning outcomes:

- Upon successful completion of this subject the student will be able to:
- Foster critical thinking and analysis of digital resources and materials.
- Apply effectively, concepts, tools and methods learned in this course to their professional labour.
- Adapt the design to the objectives formulated to develop projects and didactic material in the field of Information and Communication Technologies.

4. ACTIVIDADES FORMATIVAS Y METODOLOGÍA

The teaching methodology combines face and online teaching, so it will be a mixed methodology (blended learning), which relies on the use of ICT (Blackboard Virtual Campus) to support collaborative work (forums, chat, videoconference meeting) the guidance of Professor (calendar, bulletin board, folder, links) and the delivery of jobs (tasks and tool box to work).

The program combines various elements to develop methodological reflection on Information and Communication Technologies. This is specified in an interactive methodology that requires the participation of students and teacher in the discussion of issues. Class participation is a key aspect of this course which is based on a communicative approach. Participation means being able to ask questions, answer questions when called upon, volunteering answers to questions and actively listening to others.

Previous reading of the texts proposed for discussion and further consideration will allow students to seek information through the resources available and be able to judge it critically for use in further learning and research processes.

The training actions of this Master are specified as follows:

- Teaching sessions
 - In-campus teaching sessions
 - Online teaching sessions
- Learning activities, individual and in groups outside the classroom sessions
- Tutorials
- Additional training activities

5. SISTEMA DE EVALUACIÓN

Assessment tools:

1. Attendance and participation in working groups and discussion.
2. Group and individual activities.
3. Development and delivery of presentation in the area of ICT.
4. Final test.

Evaluation Criteria:

- Ability for teamwork and problem solving.
- Ability to search information through various sources and resources, to judge it critically and use it appropriately for teaching or research purposes.
- Ability to relate the content to teaching practice and other areas of knowledge.
- Active participation in class discussions.
- Ability to argue, defend with relevant data and contrast items proposed.

- Use of typographical, structural and presentation conventions as well as capacity for reflection, analysis and drawing conclusions.

5.1. Ordinary Evaluation:

5.1.1	Final Project	60%
5.1.2	Participation – Written tasks	20%
5.1.3	Final Test	20%

Please note that your final mark is the result of the average of your marks providing you have completed compulsory assignments and exam.

Students are expected to have all lessons and set tasks prepared on the dates indicated. Late work will not be accepted and will not receive a mark. Plagiarism (illegal and unauthorised copying) is penalised with a zero grade 0 for the entire course.

5.2. Repeat Evaluation:

5.2.1.	Revised Final Project	80%
5.2.2.	Revised Final Test	20%

5.3. Restrictions:

In order to make up the final average grade, the student is required to attend a 75% of the sessions specified in the syllabus. Also, it is necessary to obtain a pass (5) in the final project (either in the regular or repeat evaluation). Any grade under 5 is considered a fail.

6. BIBLIOGRAFÍA

• Bibliografía básica

Blake, Robert J. (2008) *Brave New Digital Classroom: Technology and Foreign Language Learning*. Washington: Georgetown University Press.

Bush, M. D. & Robert, M. T. (eds.) (1997) *Technology-Enhanced Language Learning*. Lincolnwood: National Textbook Company.

Cope, B., & Kalantzis, M. (eds.). (2000) *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.

Crook, C. (1994) *Computers and the Collaborative Experience of Learning*. London: Routledge.

Dudeney, G. (2007) *Internet and the Language Classroom*. Cambridge: Cambridge University Press.

Evans, M. (ed.) (2009) *Foreign Language Learning with Digital Technology*. London: Continuum.

Feyten, L. (2001) *Teaching ESL and EFL with the Internet: Catching the Wave*. London: Prentice Hall.

Gilster, P. (1997) *Digital literacy*. New York: Wiley & Sons, Inc.

Hilton, G., Hilton, A., Dole, S., & Campbell, C. (2014) *Teaching early years mathematics, science and ICT: core concepts and practice for the first three years of schooling*. Allen and Unwin.

Leask, M., & Pachler, N. (2013) *Learning to Teach Using ICT in the Secondary School: A companion to school experience*. Routledge.

Levy, M. (1997). *Computer-Assisted Language Learning*. Oxford: Oxford University Press.

Naidu, S. (ed.) (2003) *Learning and Teaching with Technology*. London: Kogan Page.

- Prensky, M.** (2010) Teaching Digital Natives: Partnering for Real Learning. London: Corwing.
- Tyner, K.** (ed.) (2010) Media Literacy: New Agendas in Communication. London: Routledge.
- Teeler, D. and Gray, P.** (2000) How to use the Internet in ELT. London: Pearson Education.
- Warren, C.** (2011) Teaching English Using ICT: A Practical Guide for Secondary School Teachers. London: Continuum.
- Younie, S., Leask, M., & Burden, K.** (2014) Teaching and Learning with ICT in the Primary School. Routledge.

- Bibliografía complementaria

ICT Resources on the Net:

Graham Davies posts on his blog about current issues related to ICT and L2 at <http://ictforlanguageteachers.blogspot.com/>
 Sign up for a massive collection of online resources <http://www.tes.co.uk/>
 Conclusions on The Manifesto for Media Education symposium <http://www.manifestoformediaeducation.co.uk/>
 Test your English level on line with the language diagnosis system dialang <http://www.lancs.ac.uk/researchenterprise/dialang/about>

ICT and Education Journals:

International Journal of Education and Development using ICT [located on the net at <http://ijedict.dec.uwi.edu/>
 The Electronic Journal of e-Learning [located on the net at <http://www.ejel.org>
 Journal of Computer Assisted Learning [located on the net at <http://jcal.info>
 Journal of Interactive Media in Education <http://www.jime.open.ac.uk/>
 Technological Horizons in Education: THE Journal [located on the net at <http://thejournal.com>

7. BREVE CURRICULUM

Rubén García Puente holds an M.A. degree in English Linguistics basing his Master Thesis on the bilingual field. He also holds a degree in Psychopedagogy and Bachelors of Physical Education and Foreign Languages (UCM). He studied, for three years, at the "Pädagogische Akademik des Bundes" Linz, Austria, where he also taught Spanish as a foreign language. In recent years his research interests have been CLIL, multilingual environments and ICT, which have been reflected in his publications, articles and talks. He has shared his experience of seven years working in a bilingual school in different courses for the Spanish Ministry of Education and Comunidad de Madrid among others. During the last four years Rubén has been working at the European School Munich where apart from teaching assists in the ICT field. Rubén has taken part in different congresses and workshops such as ENAP <http://www.xn--ensearaaprender-1qb.es/> or AULA.

8. LOCALIZACIÓN DEL PROFESOR

rgarcipu@nebrija.es

9. CONTENIDO DETALLADO DE LA ASIGNATURA

TÍTULO: Máster Universitario en Enseñanza Bilingüe

CURSO ACADÉMICO: 2016/17

ASIGNATURA: Tecnología Aplicada a la Enseñanza de una L2

CURSO: 1º SEMESTRE: 2º CRÉDITOS ECTS: 6

Session	Description of session	Student's individual tasks and practical works	In campus / online hours	Personal work
1	Online The Digital Competence Digital Literacies, SAMR Model Roles of the teacher in bilingual and digital environments.	Presentation, analysis & discussion Concept clarification	2	15
2	In- campus The Digital Competence Digital Literacies, SAMR Model Roles of the teacher in bilingual and digital environments.	Setting contexts for the L2 teachers. Introduction to tools www.bubbl.us	1:30	8
3	Online Web 2.0 tools and use in the classroom, Flipped Classroom Blogs, wikis and web sites	Development of activities using 2.0 tools, Flipped Classroom Design of a blog, wiki or web site	2	15
4	Online Audio applications and software Audacity and voice recorders	Edition of audio files in bilingual contexts	2	15
5	In-campus Web 2.0 tools and use in the classroom Blogs, wikis and web sites	Presentation of blogs and wikis and web	1:30	5
6	Online Video tools, application and software, Computing	Use of video tools and their application in communicative settings Computing	2	15
7	Online Podcasting and Videocasting tools and development	Design and use of resources to podcast and videocast	2	15

8	Online The IWB in the L2 class and subject content area	Development of the four skills through the IWB	2	15
9	Online Publishing and web design	Design of a web site using different tools	2	15
10 11	In-campus Presentation of projects	Final projects developed during the course	3	12
T O T A L			20 + 130= 150 horas	