GUÍA DOCENTE

Computer-Assisted Instruction

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá

Curso Académico 2018/19

1er cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	**Computer-Assisted Instruction**
Código:	**200406**
Departamento:	**Filología Moderna**
Área de Conocimiento:	**Filología inglesa**
Carácter:	**Optativa**
Créditos ECTS:	**4**
Cuatrimestre:	**1er**
Profesorado:	**Cristina Tejedor Martínez**
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Idioma en el que se imparte:	**Inglés**

1. MODULE DESCRIPTION

This course intends to explore current teaching theory and to examine ICT tools, activities and methods related to English as a Second Language teaching. Participants are expected to become familiar with some computer and online applications which they can incorporate into their own teaching.

2. AIMS

Generic competences:
- Use of web resources.
- Problem solving.
- Critical and abstract thinking.
- Design of pedagogical material.
- Awareness towards students' needs and their teaching environment.

Specific competences:
Learners are expected to be able to

- Apply the knowledge acquired in the course in order to create activities for teaching and learning English as a Second Language.
- Use teaching resources which are available on the web for the teaching of English as a Second Language.
- Integrate new technologies in an ordinary teaching context through a solid methodological framework.
- Consider how evaluation and self-evaluation can contribute to teaching and learning processes.
- Play the new roles that teachers and students adopt in the context of on-line teaching.

3. MODULE CONTENTS

Units	Credits
1. Surfing the net and its possibilities 1.1. Communicating on the net 1.2. Searching the web	• 1,25
2. Teaching materials 2.1. Finding and selecting the right material 2.2. Designing your own materials	• 1,75
3. Dictionaries and translation programs 3.1. Dictionaries 3.2. Translation programs	• 1

Class timetable

This is an online course. Feel free to access the contents at any time using the Blackboard virtual learning environment. You can expect the course to take approximately 100 virtual hours to complete, which will include reading the material online and taking a wide assortment of interactive exercises and assignments.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Study of theoretical contents and practical activities	50
Reading - on the use of ICTs in the classroom - on the design of materials - on the use of dictionaries	20
Assessment: final project and other compulsory and optional activities	30

4.2. Learning activities

The course will deal with both theoretical and practical contents, but most attention will be given to the latter. On the one hand, the learning modules focus on selected reading materials. On the other, the course deals with practical activities which give students an opportunity to get familiar with the use of new technologies for teaching English as a Second Language.

One of the basic objectives for this course is to provide students with ideas about ways in which new technologies can be integrated into the classroom. Thus, students enrolled in the course will be asked to reflect about their own teaching practice and to prepare e-learning materials which can be useful for their own students.

5. ASSESSMENT

Assessment criteria:

The contents, as well as most of the assigned readings and some titles in the bibliography are written in English. Therefore, students who take this course are expected to be proficient in the English language in order to follow the course contents and complete the course assignments satisfactorily.

By the end of the course, students are expected to be able to:
- Demonstrate the acquisition of the main theoretical and practical contents of the subject.
- Apply the contents to practical activities.
- Be able to formulate opinions, critical judgements and reflections.
- Incorporate original ideas and approaches.

Assessment and marking procedures:

The assessment of the programme will be based on a combination of participation in the virtual classroom, written assignments and a final paper.

In order to assess students we will take into account:

- One final project: 40%
- Several compulsory activities to be handed in: 40%
- Submitted non-compulsory activities, including active participation in discussion groups: 20%

Plagiarism will not be tolerated. Those students who commit plagiarism in any of the activities mentioned above will get a fail mark in the corresponding activity.

6. BIBLIOGRAPHY

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https://www.brookings.edu/wp-content/uploads/2017/02/global_20170223_innovation-and-technology.pdf]

Web pages

- Technological Education Group of the University of the Seville
http://www.grupotecnologiaeducativa.es/
- Society for the Development of Educational Technology and New Tecnhologies applied to Education
http://www.edutec.es/
-    Center for Teaching and Learning
http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/teaching-with-technology-2/
- Technology in Teaching
https://teachingcommons.stanford.edu/resources/teaching/teaching-strategies/technology-teaching
- Stories about Education Technology
https://www.gse.harvard.edu/news-tags/education-technology
- Education World
http://www.educationworld.com/a_tech/