

**UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES**

PROGRAMA: LICENCIATURA EN BILINGÜISMO CON ENFÁSIS EN INGLÉS

Asignatura: E-learning

Code: LB943

Credits: 3

Time: 3 hours per week in class + 3 hours autonomous work

Language: English

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Office Hours: by appointment.

1. RATIONALE

We live in a historical moment in which knowledge is considered one of the most valuable assets that a person can possess. Changes in the production system and in the technologies that underlie it require permanent training to maintain professional qualification and competences, to expand and deepen the knowledge in specific areas or even to recycle completely when a labor sector stops offering employment. This training must be done in many cases simultaneously to work.

In addition, many traditional educational institutions are adopting the virtual modality to offer, both specific subjects pertaining to face-to-face programs and complete training programs, from secondary education onwards. This allows to reduce the time of presence of the students in the educational centers as well as to widen the public reached by the educational offer, making it independent from the geographic location and, to a large extent, of meetings in pre-established times.

On the other hand, the mass adoption of telecommunications, the cheapening of hardware and software technologies and the increase of the power and the capacity of processing and storage of the equipment in which the virtual education is supported has turned internet training courses in a very popular educational option. Universities, colleges and other educational institutions are offering courses of the most varied fields and themes, both in e-learning modalities (more than 80% Virtual) and in blended-learning.

As future educators, we cannot ignore these new developments and trends. Thus, this course will contribute to the professional profile of the B.A. in Bilingualism: English-Spanish by providing pre-service teachers the theoretical and practical guidance towards the design, production and assessment of an e-learning experience appropriate for a specific teaching context.

The course seeks to develop and strengthen the pedagogical, didactic and linguistic competences that teachers-to-be require in order to gain awareness of the processes that take place when planning and evaluating teaching sequences and courses, particularly on online contexts.

2. MAIN GOAL

Design, create and implement an e-learning experience.

3. SPECIFIC GOALS:

Consolidate information about learning theories and virtual environments.

Explore and analyze reflectively the experience of being a virtual learner

Interact with the specific environments and materials which support online education

Encourage the participation and collaboration of students in activities that require creativity and critical thinking, thus developing educational objects that can be used in online courses

Understand the possibilities of a learning management system

4. COMPETENCES

The program aims to help future teachers to help to develop the following skills:

Technical competences

Technical knowledge of a LMS

Use of a variety of creative technological tools for development of digital resources

Creative solution of complex problems

Teaching competences

Reflection on the role of an online teacher

Design, organization and creation of an educational experience to support the learning of English

Creation of teaching and learning digital resources

Familiarity with pedagogical and didactic elements characteristic of online courses

Learning competences

Autonomy

Teamwork

Ability to solve problems

Linguistic competences

Further development of language skills of students through oral and written interaction in English as well as from consulting materials and applications in English related to course topics.

Linguistic level expected from students at this 9th semester course is B2 ⁺⁺

Cultural competences

5. METHODOLOGY

The proposed methodology for the course is aligned with socio - constructivist, critical-reflexive, humanist and teaching content-based teaching models. Course participants interact with theories of virtual learning taking them as the foundation for the design and development of an online course for teaching English. In that sense, there is a constant reflection of virtual learning environments, the implications of learning a foreign language through virtual channels, virtual roles as student and tutor and relevance of learning objects and resources.

Similarly, the participant of this course assesses one of the possible virtual environments for teaching the English language and the technological tools that exist in relation to the needs of the course design. Hetero and peer assessment are permanent, as the participants present their work to be evaluated by their peers and the professor. From the humanistic aspect, communication in virtual environments is addressed as a key element in this type of education, leading to reflection on the importance of mentoring, moderation and motivation in virtual environments.

Some activities will be held as evidence of the application of this methodology are the following:

Presentations on specific topics in class by the teacher and students

Assigned tasks to students based on the reading of selected documents.

Activities of stimulation and strengthening of autonomous learning by encouraging consultation and research related topics.

Creation of digital educational resources and activities, outlines, etc.

Exploration of banks of digital resources and tools for the production of said resources and materials.

****New**** Tutoring of two students in a virtual environment throughout the semester (selecting and providing activities and resources to support their bilingual competencies)

ENTS	
Unit 1	education The online student Principles for online design E-learning design Exploring the possibilities of an LMS: Moodle /Google Classroom/Edmodo
Unit 2	Designing contents and activities for on-line environments I Flipped classroom Selecting and Creating materials (Writing strategies /Visual Design) Providing explanations Activities for promoting interaction (written/oral) Forums
Unit 3	Developing contents and activities for online environments II Listening materials

	Gamification of learning activities (badges) Quizzes Analytics in LMS
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6. EVALUATION

Participation in an online course: 10% of final grade. Students will join an online course of their choice and present a documented report about their participation in it and their opinions and reflections about the experience in relation with the course design and the guidance and support they received as well as the difficulties encountered. This report will be completed throughout the course.

First partial grade: 30% of final grade

Second partial grade: 30 % of final grade

Third partial grade: 30% of final grade

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