LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS
FACULTAD DE BELLAS ARTES Y HUMANIDADES
UNIVERSIDAD TECNOLÓGIGA DE PEREIRA

Course: Herramientas multimediales en ELI
Code: LB753
Pre-requisite: Computer Assisted Language Learning
Semester: 7
Time Demands: 3 hours in class work and 3 hour independent work
Credits: 3

1. RATIONALE

Living in a digital age, we are continuously surrounded by technology. Children learn to manipulate their parent's digital devices before they know how to read and write. At banks, shops or services companies among others, technology plays an important role facilitating processes and operations. As citizens, we have to interact with digital applications to interact with local and national government offices and departments.

The technological revolution was received with great hopes and expectations in the educational field. However, after some years of big investments in equipment, numerous studies show that the impact in the students' results has not been the one expected. Experts like Coll (2008) affirm that the problem does not lie in the technologies, but rather on what we are doing with them.

This undergraduate course aims to educate professional teachers with a solid technological and pedagogical knowledge that allows the future teachers reflect on the use of ICT for language learning and apply them when necessary.

The subject *Multimedia tools in bilingual education*, which is offered in the seventh semester, aims at generating a space in which students may get familiar with different approaches to the use of technologies in the classroom, analyze applications and activities from a pedagogical and technological point of view and learn and handle specific digital tools for the design and creation of their own materials and resources for specific pedagogic activities for different language skills.

2. MAIN GOAL

Facilitate that students of the *Degree in Bilingualism with an emphasis in English* acquire the theoretical and practical knowledge that will enable them to select, use and apply multimedia tools pedagogically to help their future students to develop bilingual competences in English and Spanish.

3. SPECIFIC GOALS

Reflect on the importance of educational technology in the field of English language teaching

Become familiar with the TPACK framework and be able to implement it in the analysis and design of educational materials and activities for supporting language learning.

Explore, analyze and use digital applications for developing materials and activities for teaching English as a foreign language as well as for the administrative needs that a teacher may have to face.

4. COMPETENCES

Participation in class sessions, and completion of required readings and activities will help students to develop valuable competences for their role as teachers as the following:

Pedagogic:

- Relate the process of teaching and learning certain language skills with multimedia tools specifically designed or appropriate for this purpose.
- Analyze and evaluate critically the possibilities of different ICT for language learning and teaching according to different teaching approaches and methodologies.
- Perform a needs analysis of a task / project.
- Analyze, adapt and create resources and materials to help students' language competences based on the reference materials from the MEN (Suggested Curriculum and Guía 22 de Logros y Competencias).
- Use data from students' results in assessment tests and tasks to analyze and understand both students and teachers' performance and needs.

Technological:

- Select and use the most appropriate ICT for the purpose at hand.
- Get familiar with different applications used to create materials for teaching and learning as well as their advantages and potential drawbacks or limitations.
- Use different communication tools and platforms to interact with their classmates and with the professor in charge of the subject.

Learning:

- Develop autonomous self-directed learning in virtual spaces.
- Solve problems associated with the use of ICT
- Collaborate efficiently with other classmates in the development of group projects and activities.
- Self-evaluate their own performance and results in the course

Research:

- Search for new methodological and didactic strategies that may lead to the solution of problems encountered in the classroom, using multimedia tools.
- Use information collected through observation and questionnaires as the basis for writing a report about the use of ICT.
- Get familiar with ICT options to facilitate certain research aspects.
- Give credit of resources employed

Linguistic competences

The course will provide a bilingual space for students to practice and develop their communicative competences, both orally and in writing.

Students at this level must have already acquired a B2 level of competence in English, which will be considered the minimum standard acceptable for their linguistic production. Students are encouraged to download the University of Cambridge rubrics as a reference of what is expected from them at this level (See links at the references section).

5. CONTENT

The course will explore the following topics:

- ICT competences for teachers.
- The role of ICT in the teaching of English as a foreign language
- Personal Learning Environment (PLE)
- TPACK model
- Pedagogical differences of media
- Creativity: Projects integrating ICT
- Tools for testing language skills and managing grades.
- Tools for presenting/practicing content

Tentative Schedule

Module	Axis	Week	Content	Subtopics	Tools /Tasks	
1	**Thinking about learning and teaching with technology**	1-5	Resolución 18583 de 2017 ICT Competences for Teachers - Unesco PLE TPACK Framework	Continuous PD PLE TPACK Horizon report Top 200 Tools for Learning 2016	**W1**- Program / Schoology course / Exploring first impressions and previous knowledge. **W2**- PLE—Describe your PLE- Create a review board (Sccop.it/Blog) –Check experts— Look for more in Twitter/Scoop.it/Blogs and directories—Read and mark two articles about technology—One every week **W3**- Research --- Group (3p) Collect data among students of teaching programs and teachers of English and present them (Resources in schools /what apps do they use/purpose/periodicity/apps as citizens) **W4**- TPACK framework – Classifications and inventories of tools **W5**- Exam and presentation of a starred article.	**Padlet Scoop.it Piktochart Spiderscribe Possible -- Blog**
2	**Creating materials with ICT tools. Project supported with ICT**	6-10	Projects, tasks, types of tasks, sequence Gamification Suggested Curriculum Needs analysis	Comics / QR Codes/ Podcast/ Handouts and other types of materials	**W6**- Guidelines for the collaborative project – Examples of successful projects **W7**- Comics and podcasts – Create a comic or a podcast to demonstrate a communicative function **W8**- Gamification **W9**- Tools for presentation of contents **W10- Presentation of project**	**Educaplay Playcomic / Pixton /Toondoo Podcasts**
3	**Assessment tools: Making sense of data with Excel**	11-16	Calculations using excel formula; charts; writing reports based on quantitative data	ICT digital tools for assessment and research research	**W11** - Excel workings; Average / Maximum /Minimum **W12** - Percentages and tendency line **W13** - Correlations **W14 – Formal and informal testing. Analysis of existing test and testing apps** **W15**- Digital tools for creating test 2 (Google forms) **W16**- Word (References, content tables, …)	**Excel – Word Google Forms Socrative Edpuzzle Ted – Ed**

6. METHODOLOGY

In accordance with current pedagogical models as well as with the approach set and described by Comité Curricular of the Licenciatura Program in the PEI, this course is guided by four different pedagogical approaches:

Socio-constructivism: classroom discussions and presentations as well as team work in the development of the different projects and tasks carried out during the semester have as a goal to create an environment in which knowledge can be socially constructed by the participants, who collaborate with their peers and have an active role in their learning process.

Humanistic approach: The student is respected as an individual and is responsible for making decisions about his learning. The teacher role in the class is that of a facilitator that provides and guides learning experiences. Learners' expectations, abilities, interests and needs both as students and future teachers of language are explored and considered in the course in order to promote motivation and involvement in the learning process. The different activities carried out during the course and the materials and resources suggested to the students aim at developing and endorsing autonomy in students. Respect for other students' opinions and views is encouraged in open discussions about different topics related to the course.

Critical Reflection: metacognition plays an important role in learning, helping students understand their own strengths and weaknesses and resulting in greater autonomy and independence as learners. Students are encouraged in the course to plan, monitor and evaluate their progress so that they may revise their learning strategies accordingly. Evaluation of materials, self- evaluation and peer evaluation will help students hone the critical skills they will need as citizens of a complex world.

Content-based approach: the course provides a bilingual space of interaction and learning for students who can acquire and practice their communicative skills in English in a natural environment through the exposure to theoretical input as well as to practical activities related to the topics of the course.

Each week there will be a mixture of input sessions and reflective discussion activities related to this input and to prepared readings from the references suggested and any others relevant to the topic. Students are required to prepare themselves for class discussions and activities by having read in advance the suggested materials. Participants will be encouraged to develop, share and analyze activities, materials and their own lesson plans.

Through classroom observation, specific written assignments and practical tasks, the teachers to be will demonstrate the development and improvement of planning skills and critical thinking.

Attendance, active participation, collaborative learning and commitment to work are essential parts of the learning process.

7. RESOURCES
Program, printed materials, digital documents, computer lab, Internet, software, hardware (PC, video beam), blog, Schoology course

8. EVALUATION
Students are expected to:
   a. Test the tools and identify their applications in teaching/learning situations.
   b. Develop materials for use in language activities
   c. Design pedagogical activities based on specific tools.
   d. Prepare activities using a particular tool.
   e. Complete assigned readings and participate actively in class discussions, both face to face and in virtual spaces.

The final grade will be calculated according to the following description

First partial grade: 30%
   - Exam: 50%
   - Activities related to the theoretical component (quizzes, mind maps, discussions, forums, etc.): (50%)

Second partial grade: 30%
   Project (100%) --- planning, design and presentation of a project integrating different tools.

Third partial grade: 30%
   - In class/out of class exercises and activities (quizzes, mind maps, discussions, etc.) (50%)
   - Exam: 50 %

Autonomous professional growth through PLE: 10%
Students will reference twice monthly an article related to the use of ICT for teaching and learning languages. It is necessary to comment reflectively on the content of the article. Simply pinning articles will not be considered a valid performance for this task.

9. REFERENCES
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        Writing: http://www.cambridgeenglish.org/images/cambridge-english-assessing-writing-performance-at-level-b2.pdf