

Subject card

Subject name and code	Information technology in didactics, PG_00137689						
Field of study	English Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject				2026/2027	
Education level	undergraduate studies	Subject group				Obligatory subject group in the field of study	
Mode of study	full-time studies	Mode of delivery				at the university	
Year of study	3	Language of instruction				English English	
Semester of study	5	ECTS credits				2.0	
Learning profile	academic	Assessment form					
Conducting unit	Zakład Glottodydaktyki i Przetwarzania Języka Naturalnego -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Olga Aleksandrowska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	Introduction to the issues of teaching English through information and communication technologies. Familiarizing students with Internet tools, websites, applications, materials, IT equipment and educational software for primary and secondary schools and adult education. Encouraging students to use new technologies in learning and teaching: multimedia and mobile learning. Creating a virtual environment for teaching and learning English.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAL3_U04] Selects and applies information and communication techniques (ICT) during the acquisition and processing of information in the framework of English Studies.	The student is able to properly use the acquired knowledge in the field of information and communication technology in order to formulate and solve research problems and perform tasks in this field in an innovative manner, selecting and applying appropriate ICT methods and tools	[SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU6] demonstration of practical skills
	[FAL3_W15] Knows and understands the fundamental dilemmas of modern civilization in the context of issues related to intercultural linguistic and literary communication and the role of modern information technologies in the work of an English philologist.	The student knows and understands the fundamental dilemmas of contemporary civilization in the context of issues related to the use of modern information technologies in the work of an English philologist.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[FAL3_K03] Is ready to make decisions and to critically evaluate and take responsibility for the consequences of their own actions and the actions of the teams in which they participate, in particular when performing analytical and interpretative tasks in the field of English-language literature and linguistics.	The student is ready to make decisions independently, critically evaluate his/her own actions, the actions of the teams he/she manages and the organizations he/she participates in, in a virtual environment, using information and communication technology, as well as lead a group and take responsibility for it.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK6] demonstration of practical skills
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	The student is able to plan and organize individual and team work in a virtual and stationary environment, cooperating with other people, taking a leading or managerial role;	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
[FAL3_U12] Independently plans and implements lifelong self-education, in particular in the field of the English language, linguistics and English-language literatures.	The student is able to independently plan and implement ongoing training in the area of using information and communication technologies in teaching and guide others in this area.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work	
Subject contents	Teaching with the use of new technologies. Selection of topics: - Digital materials for teaching English at different levels of language proficiency in different age groups. - Internet: use of authentic materials. Artificial intelligence tools. GPT chat. Electronic dictionaries. - E-learning 2.0 and 3.0. - M-learning. - Interactive boards. Mobile devices. - Communication using electronics. - Creation of own educational materials and their use. - Network tools in creating educational materials (Wiki, Blog, Web 2.0, Web 3.0.). - Online self-education. - Analysis, evaluation and application of available online resources. - Use of the eTwinning platform to create and conduct international educational projects.		
Prerequisites and co-requisites	Knowledge of English at B2/C1 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	digital assignments	51.0%	70.0%
	presentation(s)	51.0%	30.0%
Recommended reading	Basic literature	<ul style="list-style-type: none"> Sharma Nisha, Dr. Kumar Sandeep Artificial Intelligence in English Language Teaching (ELT): Revolutionizing and Enhancing ELT with AI (2024) Graham Stanley. (2013). Language Learning with Technology. CUP Sharma, P; Barrett, B. (2007) Blended Learning - using technology in and beyond the language classroom. Macmillan Publishers. Źródła internetowe. 	

	Supplementary literature	<ul style="list-style-type: none"> • Beatty, Ken. 2003. Teaching and Researching: Computer-assisted Language Learning. London: Pearson Education. • Gajek, E. (2002), Komputery w nauczaniu języków obcych, PWN. • Krajka, J. 2007, English Language Teaching in the Internet-Assisted Environment, Maria Curie-Skłodowska University Press, Lublin. • Kyle Mawer, Gordon Stanley. (2011). Digital Play: Computer games and Language Aims. Surrey: Delta Teacher Development Series. • Davies G. & Higgins J. (1982) Computers, language and language learning, London: Cl. • Dudeney G. (2007) The Internet and the language classroom, Second Edition, Cambridge: Cambridge University Press. • Lamy M.-N. & Hampel R. (2007) Online communication in language learning and teaching, Houndmills: Palgrave Macmillan. • Holmes M. & Arneil S. Hot Potatoes, University of Victoria, Canada. Downloadable from: http://hotpot.uvic.ca. • Mokwa-Tarnowska, Iwona. (2015). E-learning: blended learning w nauczaniu akademickim. Wydawnictwo Politechniki Gdańskiej.
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	-	
Work placement	Not applicable	

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