

Subject card

Subject name and code	Information Technologies in Teaching, PG_00141138						
Field of study	English Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	postgraduate studies	Subject group			Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
Mode of study	part-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			English		
Semester of study	3	ECTS credits			2.0		
Learning profile	academic	Assessment form					
Conducting unit	Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Magdalena Wawrzyniak-Śliwska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	14.0	0.0	0.0	0.0	14
	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	14		1.0		35.0	50
Subject objectives	The aim of the course is to extend the problems of teaching English using information and communication technologies. To familiarise students with educational software for primary and secondary schools and in teaching adults. To encourage students to use new technologies in learning and teaching: multimedia and mobile learning. To create a virtual environment (Wiki, Blog, Web 2.0, learning platform) for English language learning.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAMU2_K03] Is prepared to make decisions on his / her own and to critically evaluate and take responsibility for the consequences of his / her own actions, the actions of the teams he / she leads and the organizations in which he / she participates, to lead and take responsibility for the group in the performance of tasks within the framework of English studies and in professional practice.	Is ready to make decisions independently and to critically appraise and take responsibility for the consequences of his/her own actions, the actions of the teams he/she leads, to lead the group and to take responsibility for it by performing tasks using ICT.	[SK8] observation of student's independent or team work
	[FAMU2_U07] Can lead a debate on linguistics and literature within the framework of English Philology, present and evaluate various opinions and positions, and discuss them in English and Polish.	is able to plan and implement his/her own lifelong learning and to guide others in doing so, using information and communication technology.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FAMU2_K02] Is prepared to recognise the importance of knowledge and skills in English Studies in solving cognitive and practical problems and to seek the advice of a supervisor in their chosen place of work in the event of difficulty in solving problems on their own.	Is prepared to recognise the importance of ICT knowledge and skills used in English language teaching in solving cognitive and practical problems, and to seek advice from a supervisor or tutor in the chosen workplace if having difficulties in solving problems independently.	[SK2] presentation/project/paper/report
	[FAMU2_U06] Can communicate in speech and writing in English and Polish with diverse audiences on specialized topics in the field of linguistics and literature, also using advanced specialized terminology.	Can communicate orally and in writing in Polish and English with a diverse range of audiences on topics related to the use of information and communication technologies, using advanced specialist terminology in didactics;	[SU2] presentation/project/paper/report
	[FAMU2_U01] Can innovatively perform analytical and interpretative tasks, formulate and solve complex and unusual problems, and set and test simple research hypotheses in the field of English linguistics and research into English literature, using the acquired subject knowledge and linguistic and literary methodological and theoretical approaches.	Can make appropriate use of acquired subject knowledge to carry out tasks in glottodidactics in an innovative way, selecting and applying appropriate methods and tools of information and communication technology (ICT).	[SU2] presentation/project/paper/report
	[FAMU2_K01] Is ready to critically evaluate the extent of their knowledge and skills, in particular in the field of English-language linguistics and literature and English.	Is ready to critically evaluate the extent of his/her knowledge and skills, of information and communication technologies used in English language teaching.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FAMU2_U03] Can properly select sources and evaluate, select, critically analyze and synthesize and creatively interpret information derived from them, in particular in the field of English linguistic and literary studies.	Is able to select sources appropriately and to evaluate, select and critically analyse these sources working with information and communication technology.	[SU2] presentation/project/paper/report
	[FAMU2_W08] Knows and understands to an in-depth extent selected issues constituting advanced detailed knowledge in the field of literary studies and English-language literatures.	Has an in-depth knowledge of the relationship between English language teaching and modern information and communication technology.	[SW2] presentation/project/paper/report
	[FAMU2_W04] Knows and understands in depth advanced research methodologies and theories in the field of literary studies relevant to the study of English-language literature.	Has a structured advanced detailed knowledge of new information technologies used in English language teaching	[SW2] presentation/project/paper/report
	[FAMU2_W12] Knows and understands the main development trends in literature, in particular with regard to research into English-language literature.	Knows and understands advanced methods of using new technologies in English language teaching.	[SW2] presentation/project/paper/report

Subject contents	<p>Teaching with new technologies. CALL: history and the future. Applications of CALL. A selection of issues:- Computer-based materials for teaching English at different levels of language proficiency to different age groups.- Internet: using authentic materials.- Electronic dictionaries.- E-learning 2.0 and 3.0, M-learning.- Interactive whiteboards. Mobile devices.- Communication using electronics.- Creation of own educational materials and their use.- Web tools in the creation of educational materials (Wiki, Blog, Web 2.0, Web 3.0. Hot Potatoes).- Online self-learning.- Familiarisation with available online resources.- Using the eTwinning platform to create and run international educational projects.</p>														
Prerequisites and co-requisites	The English language skills at C1 level														
Assessment methods and criteria	<table border="1" data-bbox="448 517 1477 680"> <thead> <tr> <th data-bbox="448 517 794 555">Subject passing criteria</th> <th data-bbox="794 517 1141 555">Passing threshold</th> <th data-bbox="1141 517 1477 555">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 555 794 611">active participation in classes and on the learning platform</td> <td data-bbox="794 555 1141 611">51.0%</td> <td data-bbox="1141 555 1477 611">40.0%</td> </tr> <tr> <td data-bbox="448 611 794 645">project work</td> <td data-bbox="794 611 1141 645">51.0%</td> <td data-bbox="1141 611 1477 645">30.0%</td> </tr> <tr> <td data-bbox="448 645 794 680">completion of sub-tasks</td> <td data-bbox="794 645 1141 680">51.0%</td> <td data-bbox="1141 645 1477 680">30.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	active participation in classes and on the learning platform	51.0%	40.0%	project work	51.0%	30.0%	completion of sub-tasks	51.0%	30.0%
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Recommended reading	Basic literature	<p>Graham Stanley. (2013). Language Learning with Technology. CUP</p> <p>Sharma, P; Barrett, B. (2007) Blended Learning - using technology in and beyond the language classroom. Macmillan Publishers.</p> <p>Internet sources.</p>													
	Supplementary literature	<p>Beatty, Ken. 2003. Teaching and Researching: Computer-assisted Language Learning. London: Pearson Education.</p> <p>Gajek, E. (2002), Komputery w nauczaniu języków obcych, PWN.</p> <p>Krajka, J. 2007, English Language Teaching in the Internet-Assisted Environment, Maria Curie-Skłodowska University Press, Lublin.</p> <p>Kyle Mawer, Gordon Stanley. (2011). Digital Play: Computer games and Language Aims. Surrey: Delta Teacher Development Series.</p> <p>Davies G. & Higgins J. (1982) Computers, language and language learning, London: CI.</p> <p>Dudeny G. (2007) The Internet and the language classroom, Second Edition, Cambridge: Cambridge University Press.</p> <p>Lamy M.-N. & Hampel R. (2007) Online communication in language learning and teaching, Houndmills: Palgrave Macmillan.</p> <p>Holmes M. & Arneil S. Hot Potatoes, University of Victoria, Canada. Downloadable from: http://hotpot.uvic.ca.</p> <p>Mokwa-Tarnowska, Iwona. (2015). E-learning: blended learning w nauczaniu akademickim. Wydawnictwo Politechniki Gdańskiej.</p>													
Example issues/ example questions/ tasks being completed	eResources addresses														
Work placement	Adresy na platformie eNauczanie:														
	Not applicable														

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