

Subject card

Subject name and code	Information technology in education, PG_00166497						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2027/2028		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	3		Language of instruction		Polish		
Semester of study	5		ECTS credits		1.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Marta Bieszk				
	Teachers		dr Marta Bieszk				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	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	15		1.0		9.0	25
Subject objectives	The integration of digital technologies with foreign language teaching enables students to effectively use multimedia and online tools. Developing skills in designing educational materials using modern applications and educational platforms. Enhancing competencies in e-learning by creating interactive lessons and evaluating and adapting existing online resources. Exploring innovative teaching methods that support language communication, such as video conferencing and audio-visual tools. Preparing for the effective use of new technologies in language education.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_U17] Can appropriately plan and determine priorities for the realization of a task defined by him/herself, together with others or by others; can cooperate with other students in team tasks and projects.	Is able to plan a project and collaborate with other students during the implementation of the project and the preparation of tasks using ICT tools.	[SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FGL3_K04] Identifies and resolves dilemmas related to the profession, its vheritage and tradition; understand ethical issues related to there sponsibility for the accuracy of actions and reliability of information provided.	Conducts educational projects using ICT tools, adhering to ethical principles such as respecting students' privacy, and designs initiatives aimed at developing schools or educational institutions, stimulating the improvement of their quality of work. Is prepared to work in a team, take on various roles, and collaborate with German and English language teachers, educators, specialists, parents or guardians of students, and other members of the school and local community.	[SK5] implementation of a problem task
	[FGL3_W12] Knows and understands the basic concepts and principles of copyright protection, intellectual property, legal and economic conditions.	Knows and understands the principles of using online resources while respecting copyright protection.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[FGL3_K01] They are aware of their knowledge and skills, and have a critical approach to the received and acquired content.	Critically approaches multimedia tools and modern technologies, assessing their usefulness and effectiveness in the didactics of German and English. Is able to consciously select and adapt educational tools and technologies to support the process of foreign language teaching, tailoring them to the specific needs of students and the educational context.	[SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[FGL3_U14] Is able to critically use available multimedia devices and modern technology to obtain information, self-educationor to contact specialists.	Is able to critically use available multimedia tools and modern technologies to acquire information, for self-education, and to establish contact with specialists in the field of teaching German and English. Is prepared to evaluate and select digital resources and educational technologies to support foreign language teaching and to develop their own pedagogical competencies.	[SU5] implementation of a problem task [SU6] demonstration of practical skills
	[FGL3_W07] Has structured and advanced specific knowledge in the field of the chosen specialisation, i.e. translation theory and practice, didactics and psycho-pedagogical activities or business and economic language.	Has organized, in-depth, and theoretically grounded detailed knowledge in the field of teaching specialization, the concepts used in didactics, the specific subject matter of teaching at the appropriate educational stage, teaching methods, and the selection of effective teaching aids, including online resources, supporting subject teaching or conducting classes, taking into account the diverse educational needs of students (K_W07SN_1).	[SW2] presentation/project/paper/ report [SW5] implementation of a problem task
	[FGL3_W04] Knows and understands German terminology in their chosen specialisation, i.e.: translation theory, didactics or communication in business and economy.	Knows and understands advanced terminology in the field of teaching the German and English language using ICT tools	[SW2] presentation/project/paper/ report

	Course outcome	Subject outcome	Method of verification
	[FGL3_U04] Is able to use methods and tools typical of their chosen specialization, i.e.: translation, teaching or business and economy.	Is able to independently search for ICT tools on the internet and educational platforms, paying attention to the institution's infrastructure (access to tools) and the needs of students, appropriately selecting, creating, and adapting materials and resources, including those in the field of information and communication technology, to meet the diverse needs of students. Can also independently design and effectively implement pedagogical, didactic, educational, and caregiving activities using these methods and tools, Is able to create educational and didactic situations that motivate students to learn and work on themselves, analyze their effectiveness, and modify actions to achieve the desired outcomes in education and upbringing. Can engage in work with students that sparks their interests and develops their talents, appropriately select teaching content, tasks, and forms of work within the framework of self-education, and promote students' achievements. Is capable of fostering creativity and the ability to think independently and critically in students. (K_U04SN_1).	[SU5] implementation of a problem task [SU6] demonstration of practical skills
	[FGL3_K02] Is ready to establish contacts and ask for help when expert knowledge is needed to solve a problem.	Is able to seek expert assistance (e.g., on the eTwinning platform).	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
Subject contents	• The Significance of ICT in Language Teaching: Discussing the role of technology in modern language education. Examples of integrating technology into the curriculum. • Basic ICT Tools: Overview of basic tools and applications such as e-learning platforms, language learning software, and multimedia content creation tools. • Digital Ethics and Data Protection: Fundamental principles of ethical technology use, respecting student privacy, and data protection. • Educational Platforms and LMS (Learning Management Systems): Examples and applications of platforms like Moodle, Blackboard, and Google Classroom in teaching German and English. • Creating Interactive Educational Materials: Tools for creating exercises, quizzes, educational games, and interactive presentations. Examples using Kahoot!, Quizlet, and Genially. • Multimedia in Language Education: Creating and using video, audio, and graphic materials in language teaching. Examples using applications like Canva, Powtoon, and YouTube. • AI Tools in Language Education: Overview of AI tools such as chatbots, speech recognition systems, and automatic translators (e.g., Google Translate, DeepL, Duolingo). • Personalized Learning with AI: Using AI tools to tailor educational content to individual student needs. Examples using systems like Smart Sparrow and Edmodo. • Creating Educational Materials with AI: Using text-generating tools, such as GPT, to create language learning materials. • Designing Online and Hybrid Courses: Principles of creating online courses, selecting tools, planning lessons, and assessing student progress. • Managing Online Classrooms: Tools for communication and managing group work, such as Zoom, Microsoft Teams, and Google Meet. Techniques for engaging students and maintaining their motivation. • Assessing and Monitoring Student Progress Online: Tools for assessing progress, such as Google Forms, Quizizz, and analytical tools in LMS. • Virtual and Augmented Reality (VR/AR): Introduction to VR/AR and their applications in language education. Examples using applications like Google Expeditions and CoSpaces EDU. • Educational Games and Simulations: Using games and simulations in language teaching. Examples from platforms like Classcraft and Minecraft Education Edition. • Technologies Supporting Collaboration and Communication: Tools for online collaboration such as Padlet, Miro, and Slack. Examples of group projects and international collaboration (e.g., eTwinning projects).		
Prerequisites and co-requisites	Choosing a teaching specialty in German and English is a significant decision for those aspiring to become educators in these languages.		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Execution of Subtasks	51.0%	50.0%
	Preparation of a Project/ Presentation	51.0%	50.0%
Recommended reading	Basic literature	Brash, B., Pfeil, A. 2017. Unterrichten mit digitalen Medien. München: Goethe Institut. Müller, S. 2011. Das interaktive Whiteboard im Klassenzimmer. Verlag an der Ruhr. Szewczyk, A. 2012, Technologie multimedialne wspierające dydaktykę języków obcych. W: <i>Dydaktyka informatyki</i> 2012, nr 7, str. 133-140. A curated list of selected multimedia programs for German language textbooks and various educational applications, including Canva, Wordwall, Learning Apps, and Kahoot. These tools are designed to support teaching objectives and enhance student engagement through interactive and creative learning activities.	
	Supplementary literature	The reading list will be updated shortly before the start of the classes.	
	eResources addresses		

Example issues/ example questions/ tasks being completed	Topics and Questions The Role of Digital Technologies in Modern Language Teaching: Question: What are the benefits and challenges associated with integrating digital technologies into language teaching? Essential ICT Tools and Their Application in Language Teaching: Question: Which applications and platforms are most effective for teaching German and English? Digital Ethics and Data Protection in Educational Contexts: Question: What ethical principles should be considered when using digital technologies in the classroom? Creating Interactive Educational Materials: Question: What tools are available for creating quizzes, educational games, and multimedia presentations? Using AI Tools in Language Education: Question: What are the possibilities and limitations of AI tools in language teaching? Personalizing Education Using AI Tools: Question: How can AI assist in tailoring educational content to meet the individual needs of students? Designing Online and Hybrid Courses: Question: What are the key elements of creating effective online and hybrid courses? Managing Online Classrooms and Engaging Students: Question: What techniques and tools can be used for effectively managing an online classroom? Assignments Designing an Interactive Lesson: Assignment: Create an interactive lesson on a chosen topic for German or English using tools such as Kahoot!, Quizlet, or Genially. Analyzing Educational Platforms: Assignment: Compare two educational platforms (e.g., Moodle and Google Classroom) in terms of their features and suitability for language teaching. Creating Multimedia Educational Materials: Assignment: Create an instructional video or an interactive presentation on a chosen grammatical or lexical topic for German or English using Canva or Powtoon. Applying AI Tools in Practice: Assignment: Write an essay on the use of AI tools (e.g., Google Translate, DeepL) in language teaching, highlighting their benefits and limitations. Preparing Self-Study Materials: Assignment: Develop a set of educational materials using ICT tools that can be used by students for independent learning of German or English. Online Collaboration Project: Assignment: Design an international collaboration project using tools such as Padlet, Miro, or eTwinning, engaging students from different countries in interactive language tasks. Evaluating Online Educational Resources: Assignment: Evaluate existing online educational resources (e.g., language courses, educational materials) for their usefulness and quality in language teaching.
Work placement	Not applicable

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