University of Gdańsk

Subject card

Subject name and code	IT in Teaching, PG_00146289		
Field of study	Romance and Iberian Studies		
Date of commencement of studies	October 2025	Academic year of realisation of subject	2026/2027
Education level	Master's studies	Subject group	Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	2	Language of instruction	Spanish
Semester of study	3	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit			
Name and surname of lecturer (lecturers)	Subject supervisor	dr Mirosław Trybisz	
	Teachers	mgr Angela Macioszczyk	

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	6.0	14.0	50

Subject objectives	The aim of the course is to prepare students to make informed, critical and effective use of digital technologies, multimedia resources and AI tools in teaching Spanish and in the creation of modern teaching materials.

Learning outcomes			
	Course outcome	Subject outcome	Method of verification
	[FRIMU2_W09] Knows and understands the basic concepts and principles of copyright protection and the necessity of intellectual property management; has a structured knowledge of professional ethics.	The student knows and understands the basic concepts and principles of copyright protection and the need to manage intellectual property resources in the field of information technology used in the teaching process.	[SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
	[FRIMU2_K02] Undertakes individual and team professional activities plans and organizes their course, engages in cooperation, understands the need for continuous professional development and care for professional ethos. Undertakes activities for the social environment and public interest.	The student understands the need for continuous professional development and learning about new technologies, as well as nurturing a professional ethos.	[SK1] oral statement/conversation/ discussion [SK6] demonstration of practical skills
	[FRIMU2_K01] He has a deepened awareness of the level of his knowledge and skills, is able to critically evaluate the received content, as well as apply his knowledge in solving cognitive and practical problems.	The student has an in-depth awareness of the level of his knowledge and skills, is able to critically evaluate the content received with the help of information technology tools, as well as apply the acquired knowledge in solving cognitive and practical problems related to the teaching profession.The student has an in-depth awareness of the level of his knowledge and skills, is able to critically evaluate the content received with the help of information technology tools, as well as apply the acquired knowledge in solving cognitive and practical problems related to the teaching profession.	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills
	[FRIMU2_K04] Correctly identifies and resolves dilemmas related to the profession of a teacher of French or Spanish, its heritage and traditions and understands the ethical issues related to the responsibility for the accuracy of actions and the reliability of transmitted knowledge. Strives to think and act in an entrepreneurial manner.	The student correctly identifies and resolves dilemmas related to the use of information technology in the Spanish language teaching profession.	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills
	[FRIMU2_U03] He/she is able to undertake autonomous actions aimed at the development of his/ her abilities, indicates directions for further research; is able to work independently and to lead a team.	The student is able to take autonomous actions to develop teaching competence using available information technologies.	[SU1] oral statement/conversation/ discussion [SU5] implementation of a problem task [SU6] demonstration of practical skills
	[FRIMU2_K03] Identifies priorities appropriately in order to achieve a task defined by him/herself or others, formulates proposals for a solution on the basis of an analysis of the situation and problems.	The student appropriately determines priorities for the implementation of a task defined by himself or others, on the basis of analysis of the situation and problems formulates proposals for a solution using information technology.	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills
	[FRIMU2_W13] Has a thorough knowledge of translation or didactics of French or Spanish.	The student has a thorough knowledge of the possibilities of using information technology in the field of Spanish language didactics.	[SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
Subject contents	• Digital technologies in foreign language teaching. • Creating teaching materials and multimedia resources. • Interactive tools and educational applications. • E-learning platforms and distance learning. • Artificial intelligence in foreign language teaching. • Online resources to support the learning of Spanish. • Digital technologies and devices in the classroom. • Digital competences of foreign language teachers.		
Prerequisites and co-requisites	Choice of teaching specialization. In justified cases, the instructor may waive this rule. Knowledge of Spanish at a minimum level of C1.		

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<tr><td>Assessment methods and criteria</td><td colspan="2"><table>
<tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr>
<tr><td>Completion of work (preparation of teaching materials) assigned by the instructor during the semester.</td><td>51.0%</td><td>50.0%</td></tr>
<tr><td>Active participation in classes.</td><td>71.0%</td><td>50.0%</td></tr>
</table></td></tr>
<tr><td rowspan="3">Recommended reading</td><td>Basic literature</td><td>The instructor updates the list of materials and literature each time.

• Teaching resources made available on the Internet (http://www.todoele.net/materiales0.html, http://www.rutaele.es/, http://liceu.uab.es/~joaquim/ and others).
• Multimedia and interactive materials attached to textbooks (CDs and DVDs).
• Textbooks for multimedia whiteboards.
• E-learning platforms (WebClass, moodle and others).</td></tr>
<tr><td>Supplementary literature</td><td>The instructor updates the list of materials and literature each time.

• L. M. Areta. El uso de internet en la clase de ELE, w: Mosaico, nr 4/2000, s. 21-23.
• L. Casanova. Internet para profesores de español. Edelsa, Grupo Didascalia SA, Madrid 1998
• E. Ortas Durand. Internet para hispanistas: un punto de partida, w: Cuadernos Cervantes de la lengua española, nr 50/2004, s. 62-67.
• L. Szypielewicz, Internet jako płaszczyzna współpracy nauczyciela i ucznia, w: Języki Obce w Szkole, nr 5/2000, s. 37-40.
• E. Pachocińska, Internet w nauczaniu języka obcego, w: Nowe w Szkole, nr 4/2001/02, s. 12-13.
• E. Pachocińska, Multimedialne laboratoria językowe, w: Nowe w Szkole, nr 4/2002, s. 13-14.
• B. Anisimowicz, Alternatywne nauczanie języków obcych w XX wieku: sugestopedia, Dig, Warszawa 2000.
• M. Kaleta-Kuzińska, PowerPoint na ćwiczeniach z języka obcego, w: Języki Obce w Szkole, nr 2/2007, s.112-114.
• F. Lensaft. La Internet y los estudios de Filología Hispánica en Alemania, w: Especulo 14, Junio 2000 (online: http://www.ucm.es/info/especulo/ele/lebsanft.html)
• Laboratorium Dydaktyki Cyfrowej. BYOD jak wykorzystać własny sprzęt uczniów w szkole (online: http://www.ldc.edu.pl/phocadownload/Nowe_produkty/poradniki/poradnik_sprzet_do_szkoly.pdf)</td></tr>
<tr><td>eResources addresses</td><td></td></tr>
<tr><td>Example issues/ example questions/ tasks being completed</td><td colspan="2">Students prepare teaching materials based on the websites and platforms discussed in class.</td></tr>
<tr><td>Work placement</td><td colspan="2">Not applicable</td></tr>
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