

Subject card

Subject name and code	Information Technology in German Language Teaching, PG_00209383						
Field of study	German Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2028/2029		
Education level	Bachelor'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	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						
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_K05] They are ready to responsibly perform professional roles in various areas of German Philology, including complying with professional ethics and intellectual property protection rules and requiring the same from others	They are ready to contribute to the development of the professional field of teaching German as a foreign language through conscious, responsible, and critical use of information technologies in the didactic process, responding to evolving social, educational, and intercultural needs within the Polish-German context.	[SK1] oral statement/conversation/discussion
	[FGL3_W09] They know and understand the fundamental dilemmas of the contemporary civilisation in the context of issues related to intercultural linguistic and literary communication and the role of modern information technologies in the work of a German philologist	They know and understand the challenges of contemporary intercultural communication and the impact of modern information technologies on the processes of learning and teaching German; they can recognise how digital technologies shape communicative practices, the reception of cultural texts, and the relationships between language users in diverse social contexts.	[SW2] presentation/project/paper/report
	[FGL3_U03] They can apply knowledge of humanities and social sciences useful in the work of a German philologist	They can apply knowledge from the humanities and social sciences to analyse and solve problems related to the selection, use, and evaluation of information technologies in the teaching of German, particularly in contexts of Polish-German intercultural communication.	[SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[FGL3_W11] They know and understand the basic concepts and principles of copyright and intellectual property protection	They know and understand the principles of legal and ethical use of digital resources in the teaching of German, including the basic concepts of copyright, educational licensing and the protection of intellectual property, and they can distinguish between materials that may be freely used and those requiring specific permissions.	[SW2] presentation/project/paper/report
	[FGL3_W10] They know and understand the basic social, ethical, economic and legal conditions of professional activity requiring knowledge of German, as well as the basic principles of creating and developing various forms of entrepreneurship useful in planning a career as a German language specialist	They know and understand the social, ethical, economic and legal conditions of using information technologies in the professional work of a German language teacher, and they can identify how digital tools support professional development, innovation and various forms of entrepreneurship within the field of language education.	[SW2] presentation/project/paper/report

Subject contents	Chosen subjects: • 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 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. Gajek, E., & Michońska-Stadnik, A. (2017). <i>Strategie uczenia się języków obcych w środowisku cyfrowym</i> . Instytut Lingwistyki Stosowanej UW. Müller, S. 2011. Das interaktive Whiteboard im Klassenzimmer. Verlag an der Ruhr. Sendur, A. M., & Kościńska, A. (2021). <i>Kształcenie w sieciteoria i praktyka. Przewodnik dla nauczycieli języków obcych i nie tylko</i> . Oficyna Wydawnicza AFM. 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	• What are the benefits and challenges of integrating digital technologies into foreign language teaching? • Which applications and platforms are most effective in teaching German? • What ethical principles should be taken into account when using digital technologies in the classroom? • What tools are available for creating quizzes, educational games, and multimedia presentations? • What are the possibilities and limitations of AI tools in foreign language teaching? • How can AI support the adaptation of educational content to the individual needs of learners? • What are the key elements of designing effective online and hybrid courses? • Which techniques and tools can be used for effective online classroom management? • Create an interactive lesson on a selected topic in German using tools such as Kahoot!, Quizlet, or Genially. • Compare two educational platforms (e.g., Moodle and Google Classroom) in terms of their features and usefulness in foreign language teaching. • Create an instructional video or an interactive presentation on a selected grammatical or lexical topic in German or English using Canva or Powtoon. • Write an essay on the use of AI tools (e.g., Google Translate, DeepL) in language teaching, taking into account their benefits and limitations. • Create a set of teaching materials using ICT tools that can be used by learners for independent study of German or English. • Design an international collaboration project using tools such as Padlet, Miro, or eTwinning that engages learners from different countries in interactive language tasks. • Evaluate existing online educational resources (e.g., language courses, teaching materials) in terms of their usefulness and quality in foreign language teaching.
Work placement	Not applicable

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