UNIVERSIDAD DE CASTILLA - LA MANCHA

GUÍA DOCENTE

1. General information

Course: ICT FOR THE BILINGUAL CLASSROOM
Code: 311153
Type: CORE COURSE
ECTS credits: 6
Degree: 2369 - MÁSTER UNIVERSITARIO EN ENSEÑANZA BILINGÜE Y TIC PARA INFANTIL Y PRIMARIA
Academic year: 2023-24
Center: 101 - FACULTY OF EDUCATION IN ALBACETE
Group(s): 10
Year: 1
Duration: First semester
Main language: English
Second language:
Use of additional languages:
English Friendly: N
Web site:
Bilingual: Y

Lecturer: **GREGORIO DIAZ DESCALZO** - Group(s): **10**

Building/Office	Department	Phone number	Email	Office hours
Politécnica / 0.B.8	SISTEMAS INFORMÁTICOS	2373	gregorio.diaz@uclm.es	The information about the schedule and location of the office hours is included on the Virtual Campus and on the Notice Board of the corresponding Department.

Lecturer: **JOSE ANTONIO GONZALEZ CALERO SOMOZA** - Group(s): **10**

Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación - Departamento de Matemáticas	MATEMÁTICAS	967599222 Ext.2741	jose.gonzalezcalero@uclm.es	The information about the schedule and location of the office hours is included on the Virtual Campus and on the Notice Board of the corresponding Department.

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

The ICT for the Bilingual Classroom subject is within the General Training module. This subject responds to the training needs of teachers in relation to technology and its potential to favor teaching-learning processes in multilingual contexts. The digital revolution that has taken place in recent decades has substantially modified our culture and, in the same way, educational processes. In this context, it is essential that the future teacher is aware of the role that technology can play as a means for the development of interactive strategies and to favor an effective use of language for communicative purposes. The teacher must know and be able to use appropriately the various technological tools at their disposal for the development of strategies and skills in students, especially those that are aligned with the needs of students in situations where the teaching of languages and content are addressed in an integrated manner. In this regard, educators must design and implement strategies and methodologies that increase student participation, as well as offer a higher level of feedback throughout the teaching-learning process.

4. Degree competences achieved in this course

Course competences

Code	Description
CB10	To own the learning skills that allow students to keep studying in a predominantly self-directed or autonomous way.
CE03	To justify the implementation of diverse teaching/learning methods and approaches based on the integration of language and content (CLIL).
CE05	To adapt ICT tools that promote educational innovation and informational, audiovisual, and digital literacy of students in the bilingual classroom.
CE12	To create materials for the integrated acquisition of language and contents through ICT.
CE13	To develop strategies for distance and/or hybrid teaching.
CG01	To acquire advanced scientific training applied to Bilingual Education in the stages of Early Childhood and Primary Education.
CG02	To analyze the specific teaching problems of foreign languages (FL) and non-linguistic disciplines (DNL) linguistically, culturally, and methodologically within the framework of Bilingual Education.
CT04	To be able to critically analyze, evaluate, and synthesize new and complex ideas that lead to the permanent training of educators in the field of education and the teaching/learning of foreign languages and/or teaching content autonomously.
CT07	To critically analyze the teaching practice, as well as the good practices, in the field of Bilingual Education using quality indicators.
CT08	To know and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation, and assessment projects.
CT09	To use means and strategies of interpersonal communication in different social and educational contexts to promote communication in English and contribute to learning through a foreign language (L2).
CT10	To master Information and Communication Technologies (ICT).

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Application of ICT tools aimed at informational, audiovisual and digital literacy of students in the bilingual classroom

Design of educational innovation strategies adapted to the reality of the bilingual classroom and that guide and evaluate the quality of learning and the efficient

teaching praxis in the varied curricular areas
Selection, adaptation, and elaboration of materials best fitting the needs and interests of the students

6. Units / Contents

Unit 1: Digital competence for educators and introduction to educational technology
Unit 2: Developments in educational technology for bilingual/plurilingual and CLIL education
Unit 3: Tools and software for digital evaluation and online and hybrid learning
Unit 4: Educational technology to improve the 5 skills

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	CE03 CE13 CG01 CG02 CT04 CT07 CT08 CT09 CT10	0.8	20	N	-	Interactive theoretical classes with varied methodology.
Computer room practice [ON-SITE]	Practical or hands-on activities	CE05 CE12 CG01 CG02 CT04 CT08 CT09 CT10	0.2	5	Y	Y	Practices in the classroom.
In-class Debates and forums [ON-SITE]	Debates	CE03 CG01 CG02 CT04 CT07 CT09	0.2	5	Y	N	Class discussions.
Project or Topic Presentations [ON-SITE]	Individual presentation of projects and reports	CE03 CE05 CG02 CT04 CT07 CT08 CT09 CT10	0.4	10	Y	Y	Attendance and participation in the presentations of the works.
Writing of reports or projects [OFF-SITE]	Self-study	CB10 CE03 CE05 CE12 CE13 CG01 CG02 CT04 CT07 CT08 CT09 CT10	2	50	Y	Y	Preparation of reports or works.
Study and Exam Preparation [OFF-SITE]	Self-study	CB10 CE03 CE05 CE12 CE13 CG01 CG02 CT04 CT07 CT08 CT09 CT10	0.8	20	N	-	Study or exam preparation.
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	CB10 CE03 CE05 CE12 CE13 CG01 CG02 CT04 CT07 CT08 CT09 CT10	0.8	20	Y	N	Reading and analysis of articles and reviews.
Computer room practice [ON-SITE]	Guided or supervised work	CE03 CE05 CE12 CE13 CG01 CG02 CT08 CT10	0.4	10	Y	Y	Computer practices.
Mid-term test [ON-SITE]	Problem solving and exercises	CE03 CE05 CE13 CG02 CT04 CT07 CT08 CT10	0.4	10	Y	Y	Evaluation tests.
		Total:	**6**	**150**			
		Total credits of in-class work: 2.4					**Total class time hours: 60**
		Total credits of out of class work: 3.6					**Total hours of out of class work: 90**

As: Assessable training activity
Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Theoretical papers assessment	30.00%	30.00%	Evaluation of reports or works (30%). Retaking evaluation system.
Mid-term tests	20.00%	20.00%	Partial tests (20%). There are two options to pass this evaluation system: 1) By taking two partial exams that will be held throughout the course. Since this evaluation system represents 20% of the final grade, the partial exams will have the same weight (10% of the total course grade). 2) Taking the evaluation test on the official dates, either in the regular or extraordinary call. Mandatory and retaking evaluation system. To pass it, the student will need a minimum grade of 4 out of 10 (40%).
Oral presentations assessment	30.00%	30.00%	Evaluation of oral presentations (30%). Mandatory and retaking evaluation system. To pass it, the student will need a minimum grade of 4 out of 10 (40%).
Assessment of activities done in the computer labs	20.00%	20.00%	Works related to the activities carried out in the computer rooms (20%). Mandatory and non-retaking evaluation system. To pass it, the student will need a minimum grade of 4 out of 10 (40%).
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

The (global) final course mark will consist of the weighted average of the different assessment instruments:

a) Evaluation of reports or works (30%).
b) Partial tests (20%).
c) Evaluation of oral presentations (30%).
d) Assessment of activities in computer labs (20%).

To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 in the evaluation systems (a), (b) and (c) to be able to make the average between the different tests and tasks. Students who do not pass the evaluation systems (a), (b) and (c), may retake them in the ordinary or extraordinary call on the official dates set by the center.

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

Non-continuous evaluation:

The same criteria for the continuous assessment apply.

Specifications for the resit/retake exam:

The same criteria of the ordinary call apply.

Specifications for the second resit / retake exam:

The same criteria of the ordinary call apply.

9. Assignments, course calendar and important dates

Not related to the syllabus/contents

Hours	**hours**

Unit 1 (de 4): Digital competence for educators and introduction to educational technology

Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	2
In-class Debates and forums [PRESENCIAL][Debates]	2
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	2
Writing of reports or projects [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5
Mid-term test [PRESENCIAL][Problem solving and exercises]	2

Teaching period: Weeks 1 and 2

Unit 2 (de 4): Developments in educational technology for bilingual/plurilingual and CLIL education

Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	8
Computer room practice [PRESENCIAL][Practical or hands-on activities]	2
In-class Debates and forums [PRESENCIAL][Debates]	1
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	3
Writing of reports or projects [AUTÓNOMA][Self-study]	20
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5
Computer room practice [PRESENCIAL][Guided or supervised work]	5
Mid-term test [PRESENCIAL][Problem solving and exercises]	3

Teaching period: Weeks 3 to 7

Unit 3 (de 4): Tools and software for digital evaluation and online and hybrid learning

Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	8
Computer room practice [PRESENCIAL][Practical or hands-on activities]	3
In-class Debates and forums [PRESENCIAL][Debates]	2
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	3
Writing of reports or projects [AUTÓNOMA][Self-study]	20
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5
Computer room practice [PRESENCIAL][Guided or supervised work]	3
Mid-term test [PRESENCIAL][Problem solving and exercises]	3

Teaching period: Weeks 8 to 12

Unit 4 (de 4): Educational technology to improve the 5 skills

Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	2

Writing of reports or projects [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5
Computer room practice [PRESENCIAL][Guided or supervised work]	2
Mid-term test [PRESENCIAL][Problem solving and exercises]	2
Teaching period: Weeks 13 and 14	

Global activity	
Activities	**hours**
Computer room practice [PRESENCIAL][Practical or hands-on activities]	5
In-class Debates and forums [PRESENCIAL][Debates]	5
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	10
Writing of reports or projects [AUTÓNOMA][Self-study]	50
Study and Exam Preparation [AUTÓNOMA][Self-study]	20
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	20
Computer room practice [PRESENCIAL][Guided or supervised work]	10
Mid-term test [PRESENCIAL][Problem solving and exercises]	10
Class Attendance (theory) [PRESENCIAL][Lectures]	20
Total horas:	150

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Punie, Y., editor(s), Redecker, C.	European Framework for the Digital Competence of Educators: DigCompEdu https://publications.jrc.ec.europa.eu/repository/handle/JRC107466	Publications Office of the European Union		978-92-79-73494-6	2017	
Jeannette M. Wing	Computational Thinking https://doi.org/10.1145/1118178.1118215	ACM			2006	
MIT	Scratch https://scratch.mit.edu/	online				Web App
Sánchez Calderón, S.	Learning English through ICT Tools	Wanceulen Editorial S.L.		978-8418262364	2020	
Jeong-Bae Son	Teacher Development in Technology-Enhanced Language Teaching https://doi.org/10.1007/978-3-319-75711-7	Palgrave Macmillan Cham		978-3-030-09306-8	2018	