



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO
**MÁSTER UNIVERSITARIO EN
 ESTUDIOS INGLESES AVANZADOS:
 LINGÜÍSTICA COGNITIVA,
 LITERATURA Y EDUCACIÓN B**



2024/25 YEAR

**NUEVAS TECNOLOGÍAS DE LA
 INFORMACIÓN Y LA COMUNICACIÓN
 (ICT) EN CONTEXTOS BILINGÜES**

Course details

Course name: NUEVAS TECNOLOGÍAS DE LA INFORMACIÓN Y LA COMUNICACIÓN (ICT) EN CONTEXTOS BILINGÜES

Code: 103425

Degree/Master: MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B

Year: 1

ECTS Credits: 4.0

Classroom hours: 16

Face-to-face classroom percentage: 16.0%

Study hours: 84

Online platform: <https://moodle.uco.es/>

Coordinating teacher

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Brief description of the contents

- Using ICT to design specific CLIL teaching materials to promote the learning/teaching process using virtual environments.
- Developing critical thinking to select ICT tools and materials suitable for CLIL.
- Having key theoretical and practical knowledge related to the use of Information and Communications Technology (ICT) for second-language learning/teaching in a CLIL context.
- Knowing various web resources and applications and selecting those suitable for CLIL.
- Designing and adapting specific didactic materials for the teaching of a second language using ICT. Reflecting on the didactic possibilities of ICT tools in a CLIL context.

Prerequisites

Prerequisites established in the study plan

None.

Recommendations

Students should exhibit a B2 level (CEFRL) of English.

Study programme

1. Theory contents

1. Information and Communications Technology (ICT) in the CLIL process.
2. Personal Learning Environments (PLE) for the development of Higher-Order Thinking Skills (HOTS).
3. TPACK and CLIL teachers.
4. Computer-Assisted Language Learning (CALL) in CLIL.

2. Practical contents

1. Digital tools and resources for CLIL learning/teaching.
2. Computer-Supported Collaborative Learning (CSCL).
3. Virtual Learning Environments (VLEs) and CLIL.
4. Evaluation of digital teaching resources and materials for CLIL.
5. Methodological criteria to design teaching materials.
6. Universal Design for Learning to create CLIL materials.
7. Evaluation in CLIL by using digital tools.

Bibliography

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exchanges. *Computer Assisted Language Learning*, 35(3), 577-603.

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Xiaoshu, X., Chan, F. M., & Yilin, S. (2018). Personal learning environment: an experience with ESP teacher training. *Interactive Learning Environments*. doi.org/10.1080/10494820.2018.1552872

Methodology

Face-to-face activities

Activity	Total
<i>Assessment activities</i>	4
<i>Practical experimentation activities</i>	4
<i>Tutorial action activities</i>	4
<i>Written expression activities</i>	4
Total hours	16

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	22
<i>Information processing activities</i>	40
<i>Information search activities</i>	22
Total hours	84

Results of the training and learning process

Knowledge, competencies and skills

- CB6 To acquire knowledge that can act as the basis for the original development and/or application of ideas mainly in research contexts.
- CB9 To ensure that students are able to effectively communicate their conclusions and the reasons that underpin them to specialist and non-specialist audiences in a clear and unambiguous manner.
- CE2 To give students the ability to manage ICT and communication tools that allow them to ask questions and resolve doubts, as well as applying them as teaching tools for facilitating Bilingual Education
- CG3 Ability to foster, in academic and professional contexts, technological, social or

cultural advancement within a knowledge-based society.

- CT1 To know how to manage the sources of scientific information and useful resources for study and research.
- CT5 To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

Assessment methods and instruments

Tools	Percentage
Group or individual globalizing projects	30%
Oral means	20%
Students assignments	50%

Period of validity for partial qualifications:

Course 24/25

Clarifications:

The teaching of this subject is based on the application of theoretical concepts to practice with an important component of hands-on experience. Thus, although the theoretical framework is partly lecture-based, most of the lessons will be conducted as participatory, hands-on seminars, thereby requiring students to discuss, question, demonstrate and experiment. Students are also required to prepare the readings and tasks for each class, the latter focusing mostly on case studies and data analysis. For the majority of the readings assigned, students must prepare reactions to points which they find important, salient, confusing, or controversial and provide substantive commentary.

An 80% attendance rate to the scheduled sessions is required. Otherwise, the student will have to take a test at the end of the module that will make up for percentage allocated for in-classroom evaluation.

Plagiarism and/or cheating during the performance of any of the assignments carried out during the course will entail instant failure. This also includes the use of any artificial intelligence tools. The professor reserves the right to conduct a personal interview with the students about any of the assignments carried out in the course to clarify originality or any other relevant aspect. Plagiarism constitutes a criminal action that will lead to legal and academic consequences for students according to regulations in the University of Córdoba regarding fraud, cheating and plagiarism, as recognized in the Coexistence Regulations of the University of Córdoba (BOUCO, February 24, 2023), particularly Art. 8, section g; Art. 9, section d; and Art. 11, section 6.

Sustainable development goals

Quality education
Industry, innovation and infrastructure

Other Faculty

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The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
