

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **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: <http://moodle.uco.es/m1516/course/view.php?id=19>

### LECTURER INFORMATION

Name: GÓMEZ PARRA, MARÍA ELENA (Coordinator)

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

Students should exhibit a B2 level (CEFRL) of English

### INTENDED LEARNING OUTCOMES

- |     |   |
|-----|---|
| 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. |



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### OBJECTIVES

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.

### CONTENT

#### 1. Theory contents

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

#### 2. Practical contents

##### 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.

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

### METHODOLOGY

#### Clarifications

Flexible schedule and online forum for the design and implementation of the project.

#### Face-to-face activities

Activity	Total
<i>Assessment activities</i>	2
<i>Group work (cooperative )</i>	4



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Activity	Total
<i>Projects</i>	6
<i>Tutorials</i>	2
<i>Workshop</i>	2
<b>Total hours</b>	<b>16</b>

### Off-site activities

Activity	Total
<i>Analysis</i>	10
<i>Group work</i>	34
<i>Information search</i>	20
<i>Reference search</i>	20
<b>Total hours</b>	<b>84</b>

## WORK MATERIALS FOR STUDENTS

Case studies  
Exercises and activities  
Lessons summary  
Oral presentations  
References

### Clarifications

Materials will be available in Moodle plattform

## EVALUATION

Tools	Percentage
<b>Assignments and projects</b>	50%
<b>Group work</b>	30%
<b>Oral presentations</b>	20%

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### Period of validity for partial qualifications:

One academic year

### 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.

### Clarifications:

## BIBLIOGRAPHY

### 1. Basic Bibliography

#### BASIC BIBLIOGRAPHY

Albion, P., Jamieson-Proctor, R., & Finger, G. (2010). Auditing the TPACK confidence of Australian pre-service teachers: The TPACK confidence survey (TCS). In D. Gibson, & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 3772-3779). AACE.

Elfeky, A. I. M. (2018). The effect of personal learning environments on participants' higher order thinking skills and satisfaction. *Innovations in Education and Teaching International*, 1-12. doi.org/10.1080/14703297.2018.1534601

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Huertas-Abril, C. A. (2020). *Tecnologías para la educación bilingüe*. Peter Lang.

Martínez-Soto, T., & Prendes-Espinosa, P. (2023). A Systematic Review on the Role of ICT and CLIL in Compulsory Education. *Education Sciences*, 13(1), 73.

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.

O'Dowd, R., & Dooly, M. (2022). Exploring teachers' professional development through participation in virtual exchange. *ReCALL*, 34(1), 21-36.

Palacios Hidalgo, F. J., Huertas Abril, C. A., & Gómez Parra, M. E. (2020). MOOCs: Origins, concept and didactic applications: A systematic review of the literature (2012-2019). *Technology, Knowledge and Learning*, 25(4), 853-879.

Rienties, B., Lewis, T., O'Dowd, R., Rets, I., & Rogaten, J. (2022). The impact of virtual exchange on TPACK and foreign language competence: reviewing a large-scale implementation across 23 virtual exchanges. *Computer Assisted Language Learning*, 35(3), 577-603.

Tafazoli, D., Gómez Parra, M. E., & Huertas Abril, C. A. (2018). A cross-cultural study on the attitudes of English language students towards Computer-Assisted Language Learning. *Teaching English with Technology*, 18(2), 34-68.

Tafazoli, D., Huertas Abril, C. A., & Gómez Parra, M. E. (2019). Technology-based review on Computer-Assisted Language Learning: A chronological perspective. *Pixel-Bit. Revista de Medios y Educación*, 54, 29-43.

Xiaoshu, X., Chan, F. M., & Yilin, S. (2018). Personal learning environment: an experience with ESP teacher



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training. *Interactive Learning Environments*. doi.org/10.1080/10494820.2018.1552872

### 2. Further reading

None

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.