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Sistema de Estudios de Posgrado (SEP)
Maestría Enseñanza del Inglés como Lengua Extranjera
PF-0317 Digital Resources for Language Learning
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Telegram Group Chat: <https://t.me/+RrLIIMVkJAjAyZjEx>
Modality: Virtual
Semester: II 2024

COURSE SYLLABUS

I. DESCRIPTION

PF-0317 Technological (Digital) Resources for Language Learning is an elective four-credit course for the M.A. in Teaching English as a Foreign Language given over one semester, three hours a week.

Students will finish the course with a solid understanding of educational technology, including how to use computers, how to access information on the Web, and most importantly how to integrate computers and educational technology into the EFL classroom curriculum. It will be 100% virtual D/O course (D/O= Distance/Online)

II. GENERAL OBJECTIVE

The purpose of this course is to provide an overall perspective of the roles of new technological advances in the field of second language learning. Although different approaches and theories will be addressed, emphasis will be given to hands-on practices in the use of computers for language learning and digital material development. One major goal is to provide students with knowledge of technology that enhances their personal and professional productivity.

III. SPECIFIC OBJECTIVES

By the end of the course, students will be able to:

1. identify and apply the approaches, principles, tools, and resources in online teaching and learning.
2. identify the different tools for computer-based materials.
3. use productivity apps efficiently in the foreign language classroom.
4. integrate new technologies into the EFL curriculum.

5. create digital materials by using productivity software programs and tools for education to support their courses.

6. experience an e-Learning modality.

IV. METHODOLOGY

The main objective of this course is to provide students with the means to bridge the gap between theory and practice in the use of new technological advances in the foreign language classroom. Students will have access to the content of the course over the Internet by accessing its website. Students will be assigned out-of-class readings to be discussed in class--- students will be expected to read extensively and critically to support their teaching experiences with theoretical concepts.

Students will be responsible for creating interactive digital activities, which will be presented to the class and guests. Active individual and collaborative participation is expected in presentations, class discussions, public presentations, and work sessions in Zoom, as the goals are to (a) learn from each other's knowledge and experience, and (b) share that knowledge with other interested populations.

e-Learning components will be implemented where students are expected to work independently and collaboratively through specific tasks that will be presented via Zoom or uploaded to the website (Mediación Virtual or complementary platforms), sent by email, or through any other tool the professor indicates.

Course Website: <https://mv1.mediacionvirtual.ucr.ac.cr/course/view.php?id=36657>

V. COURSE EVALUATION

As shown in the Figure below, the assessment and evaluation tasks intend to provide you with useful theoretical insights to make informed decisions regarding technology and language education.

1. Learning-Community Presentations.....	30%
2. Conference Presentations	25%
3. Digital-resource mini-projects.....	20%
4. Team Project.....	20%
5. Self-evaluation Task.....	5%

1. Learning-Community Presentations (Collaboratively)

In pairs, students will be doing the assigned readings. They will prepare a short oral presentation and a written summary of the reading to share the main ideas and recommendations with their classmates. A variety of online tools and formats can be used for the summaries (e.g. concept map using Miro or Cmap tools, or a summary handout using Canva). The professor will evaluate the presentations and summaries.

Specific guidelines and instruments: [here](#)

2. Conference Presentations (Collaboratively)

In pairs, students will choose a current problem/issue related to technology and language education to tackle through relevant and evidence-based recommendations for online, blended, and in-person teaching scenarios. Based on the findings of their bibliographical research, they have to pre-record a 30-minute online conference summarizing and analyzing the findings. This is an open-to-public activity; therefore, the conferences must be prepared with high-quality standards in mind. The professor will evaluate this task, and there will be peer and self-assessments.

Specific guidelines and instruments: [here](#)

3. Digital-resource mini-projects and sharing session (Individually)

This consists of a collection of teaching-learning samples designed through the adaptation and creation of interactive digital activities developed during the semester. These are done individually to expose students to different online tools that they can later incorporate into their final group projects. There will be a presentation session in which the participants will explain the most important aspects of the learning process related to the activity creation; in addition, they will select the best sample from their record and teach their classmates how to use that tool in a particular teaching scenario. Each entry must be accompanied by a fact sheet of the tool used and the activity designed (See the template in the guidelines).

- Create visuals and develop and/or adapt activities (materials) for the different macro skills (speaking, listening, reading, writing) and micro-skills (vocabulary, pronunciation, and grammar) addressed to their specific EFL teaching/learning situation.
- The activities created must work in a virtual environment.
- Students should select a specific population (real or fictitious).
- The population can be general English or ESP.

The professor will evaluate this activity. There will be peer and self-evaluation as well.

Notes:

1. These must be original activities. No activities previously designed for other courses are allowed.
2. Exception: Students currently enrolled in the Practicum can work in their ESP course.

Specific guidelines and assessment instruments: [here](#)

4. Team project (Teamwork)

In groups of 3, students will create a learning unit addressing all macro and micro-skills. The team must apply the skills learned throughout the semester and support their decisions using the readings/sources from the course and others.

The project must include:

- a) A 2-3 page introduction explaining the rationale behind the decisions made in the lesson plan and the role the chosen technological resources play in aiding the learning and teaching process in that class.
- b) A general description of the unit, specific objectives, and software/tools used.
- c) A specific description of the skills addressed, and procedures (including the corresponding materials in their various formats: links, handouts, etc.)
- d) A description of the target population, and the teaching environment

For the development of the unit lesson plan, the practicum format must be followed ([see the example](#)). Each exercise should be backed up with clear and concise objectives, topic/function, timing, audience, procedure, and recommendations if any. We might invite guests to your project presentations, so work carefully on it.

You can check the recommendations for lesson planning by Solis Hernández (2007, p. 237) as well:

<https://revistas.ucr.ac.cr/index.php/filyling/article/download/1748/1721/2700>

The professor will evaluate this activity.

Specific guidelines and instruments [here](#)

Note: *Students currently enrolled in the Practicum can work in their ESP course.*

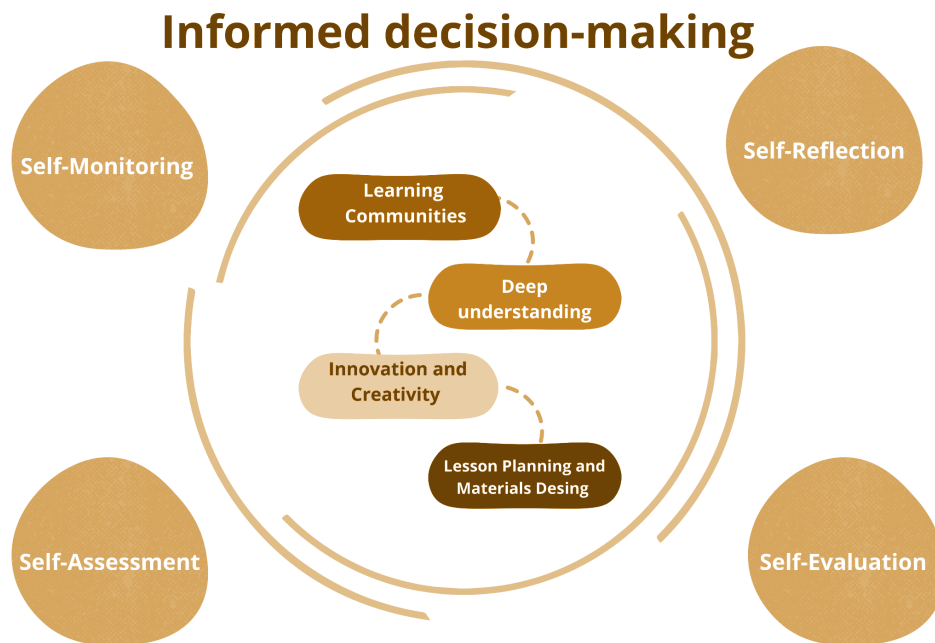
5. Self-evaluation task

After reflecting on their performance during the course, each of the students will complete a self-evaluation instrument in which they will identify needs, wants, lacks, and prospects regarding their understanding of Technology and Education.

Specific guidelines and instruments [here](#)

Figure

Interconnected elements of the evaluation tasks for PF-0317



Note. Designed by JCA

Important: *En caso que una persona estudiante no envíe una asignación en la fecha indicada, se le podrá otorgar hasta un máximo de 5 días hábiles para su entrega, descontándole un 10% del valor de la nota obtenida por cada día hábil de atraso. Una vez cumplido este plazo, la persona docente no recibirá ninguna entrega parcial o total. Sin embargo, la persona estudiante quedaría exenta de esta penalización si existe una situación que justifique el atraso, según lo establecido en el artículo 24 del Reglamento de Régimen Académico Estudiantil. Cualquiera sea el caso, es obligación de la persona estudiante informarle a su docente, por los medios institucionales oficiales, de la causa de la demora y aportar los documentos probatorios pertinentes.*

Tentative Course Outline

<p>WEEK 1: August 16th</p> <p><i>Synchronous session</i></p>	<p>Course program</p> <p>Introduction to the course: foundations of technology and education</p> <p><i>For next week:</i></p> <p>Read “Humanizing Technology in language learning and teaching” by Oxford University Press (2024?). Create a visual representation of this reading (you can use an AI for this purpose; acknowledge the source); be ready to share your image with your classmates.</p>
<p>WEEK 2: August 23rd</p> <p><i>Synchronous and asynchronous session</i></p>	<p>Humanizing Technology in Language Learning: Implications for the online and on-site classroom</p> <p><i>Online Tool 1: click here to select a tool</i></p> <p><i>For next week:</i></p> <p>Learning Community #1</p> <ol style="list-style-type: none">1. Teaching Web-Enhanced and Blended Classes (Chapter 13) by Ko and Rossen (2017). “Web-enhanced course”-pp. 368-382 “Blended course”-pp. 383-3882. Orientation to Online Teaching and Learning (Chapter 1) by Vai & Sosulski (2016).3. Engaging the Online Learner (Chapter 5) by Vai & Sosulski (2016)4. Teaching Online: The Big Picture (Chapter 1) by Boettcher, J. & Conrad, R. (2016).

	<p>5. Best Practices for Teaching Online (Chapter 3) by Boettcher, J. & Conrad, R. (2016).</p> <p>6. The Goal of Universal Design for Learning: Development of All to Expert Learners (Chapter 2) by Julita Navaitienė and Eglė Stasiūnaitienė in Galkienė and Monkevičienė (2021).</p> <p>Start working on Mini-Project #1 using Tool 1</p> <p>Technology and Education: Conferences (Stage I)</p>
<p>WEEK 3: August 30th</p> <p>Synchronous and asynchronous session</p>	<p>Online Teaching and Learning: Learning Community #1-Oral Presentations + Summary</p> <p>Online Tool 2: click here to select a tool</p> <p>For next week:</p> <p>Finish working on Mini-Project #1</p> <p>Start working on Mini-Project #2 using Tool 2</p>
<p>WEEK 4: September 6th</p> <p>Synchronous session</p>	<p>Teaching Presence in Online Teaching</p> <p><i>Based on Pawan (2016). Chapter 1 (Class lecture and reflective Tasks).</i></p> <p>Guest speaker: Mag. Yeralding Acosta (a workshop on creating classroom videos using Canva).</p> <p><i>For next week:</i></p> <p>Read “Reflective Pedagogy in Online Teaching” (Chapter 2) by Pawan, F., Wiechart, K., Warren, A. & Park, J. (2016).</p> <p>Finish working on Mini-Project #2</p> <p>Technology and Education: Conferences (Stage II)</p>

WEEK 5: September 13rd

Asynchronous session

Reflective Pedagogy in Online Teaching: What does it mean in my educational community?

Update on your portfolio mini-projects (Via MV).

Update on your team project (via MV).

Online Tool #3: click [here](#) to select a tool

For next week:

Learning Community #2

1. "Student activities in the Online Environment" (Chapter 7) by Ko and Rossen (2017)
2. "Creating Courseware: Selecting 'Web 2.0' Tools and Other Resources" (Chapter 9) by Ko and Rossen (2017)
3. "Resources that Engage" (Chapter 7) by by Vai & Sosulski (2016).
4. "Recommendation on the Ethics of Artificial Intelligence" by UNESCO (2022)

Values and principles (pp-17-24)

Policy Area 8: Education and Research (pp. 33-35)
5. "Chat GPT and Artificial Intelligence in Higher Education" by UNESCO (2023)
6. "Artificial Intelligence in Language Learning: What are we afraid of [sic]" Kushmar et al. (2022)

Start working on Mini-Project #3 using Tool 3

Technology and Education: Conferences (Stage III)

<p>WEEK 6: September 20th</p> <p><i>Synchronous session</i></p>	<p>From Web 2.0 to AI: Resources, opportunities, and challenges- Learning Community #2-Oral Presentations + Summary</p> <p>For next week:</p> <p><i>Finish working on Mini-Project #3 using Tool 3</i></p>
<p>WEEK 7: September 27th</p> <p><i>Asynchronous session</i></p>	<p>Artificial Intelligence in Education: A Podcast Session</p> <p>Online Tool #4: click here to select a tool</p> <p>For next week:</p> <p><i>Start working on Mini-Project #4 using Tool 4</i></p>
<p>WEEK 8: October 4rd</p> <p><i>Asynchronous session</i></p>	<p>The Ethics of Artificial Intelligence in Education:</p> <p>Class lecture + tasks: based on Wayne Holmes, W., & Porayska-Pomsta, K. (2023). The ethics of artificial intelligence in education: Practices, challenges, and debates. Taylor & Francis Group</p> <p>For next week:</p> <p><i>Finish working on Mini-Project #4 using Tool 4</i></p>

<p>WEEK 9: October 11th</p> <p>Synchronous session</p>	<p>Using ChatGpt to Dynamize Classroom Activity Design: A workshop</p> <p>Online Tool #5: click here to select a tool</p> <p><i>For next week:</i></p> <p>Read “Applications of Artificial Intelligence in Learning Assessment” (Chapter 5) by Trishul Kulkarni, Bhagwan Toksha and Prashant Gupta in Padmakar Churi et al. (2023)</p> <p>Start working on Mini-Project #5 using Tool 5</p>
<p>WEEK 10: October 18th</p> <p>Synchronous session</p>	<p>AI and language assessment: Disruptive Practices</p> <p>“Explorando la evolución de la evaluación: La disrupción de la IA en el modelo tradicional”</p> <p>Guest speaker: M.Ed. Andrea Sánchez Viquez</p> <p><i>For next week:</i></p> <p>Learning Community #3: Technology and Education (a 15-20 minute preview of your conferences)</p> <p>Finish working on Mini-Project #5 using Tool 5</p>
<p>WEEK 11: October 25th</p> <p>Synchronous session</p>	<p>Technology and Education (a 15-20 minute preview on your conferences) + summary</p> <p><i>Using AI to create assessment instruments: rubrics</i></p>

<p>WEEK 12: November 1st</p> <p><i>Asynchronous session</i></p>	<p>Technology and Education: Preparatory reflections</p> <p><i>For next week:</i></p> <p>Technology and Education: finish any pending task related to your conference. Incorporate the feedback you got from your classmates.</p>
<p>WEEK 13: November 8th</p>	<p>Technology and Education: Conferences</p> <p>(STAGE IV)</p> <p><i>For next week:</i></p> <p>Finish working on your Mini-Project Portfolio + Presentation</p>
<p>WEEK 14: November 15th</p>	<p>Digital-resource mini-projects: Sharing session</p> <p>Remember that you need to teach your classmates how to use one of the online tools you used in your portfolio.</p>
<p>WEEK 15: November 22nd</p> <p><i>Asynchronous session</i></p>	<p>Digital-resource mini-projects: Sharing session</p> <p>Remember that you need to teach your classmates how to use one of the online tools you used in your portfolio.</p> <p><i>For next week:</i></p> <p>Finish your team projects</p>
<p>WEEK 16: November 29th</p> <p><i>Synchronous session</i></p>	<p>Team Project: Presentations</p>

<p>WEEK 17: December 6</p> <p><i>Asynchronous session</i></p> <p><i>This session might be a synchronous one if any unforeseen situations happen during the semester.</i></p>	<p style="text-align: center;">Self-evaluation + Course assessment</p> <p>IMPORTANT DATES:</p> <p style="text-align: center;">- Final grades: Friday, December 8th</p>
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**Some other materials taken from different sources may also be part of the course (readings, research articles, videos, listening activities, and others).*