

23-24

MÁSTER UNIVERSITARIO EN LAS
TECNOLOGÍAS DE LA INFORMACIÓN Y
LA COMUNICACIÓN EN LA ENSEÑANZA
Y EL TRATAMIENTO DE LENGUAS

GUÍA DE ESTUDIO PÚBLICA



COLLABORATIVE LANGUAGE TEACHING AND RESEARCH

CÓDIGO 24090054

UNED

23-24

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Nombre de la asignatura	COLLABORATIVE LANGUAGE TEACHING AND RESEARCH
Código	24090054
Curso académico	2023/2024
Título en que se imparte	MÁSTER UNIVERSITARIO EN LAS TECNOLOGÍAS DE LA INFORMACIÓN Y LA COMUNICACIÓN EN LA ENSEÑANZA Y EL TRATAMIENTO DE LENGUAS
Tipo	CONTENIDOS
Nº ETCS	5
Horas	125.0
Periodo	SEMESTRE 2
Idiomas en que se imparte	CASTELLANO

PRESENTACIÓN Y CONTEXTUALIZACIÓN

The purpose of this course is to update the student's knowledge regarding the use of the web in teaching foreign languages and other related applications such as **information retrieval, digital literacy, or language research**. If at first, language teachers and linguists made an entirely passive use of the Internet, nowadays, this resource has become an active channel to encourage students and promote the interaction among students. By the end of this course, students will have acquired all the contents proposed through a wide range of activities related to every single aspect. Hence, **interaction, collaboration, and critical thinking skills** will be crucial to enjoying and pass this course successfully. Since technology advances very quickly, we will present new tools and techniques to teach or process language if it is considered necessary.

This course is offered as optional in the second semester (February- May) within the module *Las TIC para la enseñanza de lenguas*. It consists of five ECTS credits that correspond to the **five units** of the course. It is highly recommended to be ready to start from the beginning because most of the activities proposed will need to be done in a **collaborative way**.

Given that **collaboration is crucial**, it is highly recommended to follow the guidelines designed by the teaching team from the beginning so that you can carry on all the activities perfectly coordinated. **Basic knowledge of blogs and wiki edition** is taken for granted, given that these tools have already been explored in the **second semester**.

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR ESTA ASIGNATURA

Although it is not necessary to have studied any particular subject previously to the enrolment of this subject, it is highly recommended to be competent at some of the essential tools used at Education nowadays to teach and learn in a **collaborative way**, such as **blogs, wikis** or **social networks**. It is crucial to know that the aim of this course **is not to explain how to edit a blog or a wiki step by step**. Some new applications will also be launched and tested throughout the course, and you must be able to learn how to use them with the help of tutorials or short online seminars. It is a very active subject, with different topics every year to work either in the blog and the wiki. You will need to find some time to work in group, either asynchronously or synchronously.

The fact that this guide is written in English does not mean that you have to write in English

all the activities of the course and use only English in the forum. It has been done so to give the chance to International students to follow it. You will be free to express yourselves either in **Spanish or in English** during the development of the course.

EQUIPO DOCENTE

Nombre y Apellidos	MARIA GRACIA MORENO CELEGHIN (Coordinador de asignatura)
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HORARIO DE ATENCIÓN AL ESTUDIANTE

El horario de asistencia al estudiante es el siguiente:

Dra. Tamara García Vidal : miércoles de 10:00 a 14:00 horas

Dra. María Gracia Moreno Celeghin: miércoles de 15.00 a 19.00 horas

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COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

Competencias Básicas:

CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación

CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio

CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios

CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades

CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan

continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

Competencias Generales:

CG01 - Adquirir iniciativa y motivación

CG02 - Adquirir competencias en planificación y organización

CG08 - Ser capaz de tomar decisiones

CG16 - Desarrollar habilidades para coordinarse con el trabajo de otros

CG17 - Desarrollar habilidades para negociar de forma eficaz

CG18 - Desarrollar habilidades para la mediación y resolución de conflictos

CG19 - Desarrollar habilidades para coordinar grupos de trabajo

CG20 - Adquirir compromiso ético (por ejemplo, en la realización de trabajos sin plagios, etc.)

Competencias Específicas:

CE07 - Evaluar el trabajo cooperativo entre lingüistas e informáticos dentro de la lingüística computacional.

CE09 - Reflexionar de forma crítica sobre el contenido de artículos científicos relacionados con la lingüística computacional.

CE18 - Reconocer la importancia del uso de las TIC en el estudio de la diversidad lingüística y la multiculturalidad.

CE24 - Probar las versiones más completas y avanzadas de aprendizaje social de lenguas asistido por ordenador.

CE25 - Practicar el manejo de las herramientas más sofisticadas disponibles para el desarrollo de aspectos lingüísticos y comunicativos concretos.

CE27 - Ser capaz de transferir estrategias metodológicas de entornos presenciales a mundos virtuales

RESULTADOS DE APRENDIZAJE

Some of the expected **learning outcomes** to be achieved by the student and defining these objectives of the course are:

- Being able **to work in group collaboratively** with the tools presented throughout the course.
- Being able to work and **introduce other users with the tools available** on the network to improve their professional and academic activity related to the linguistic area.
- Being able **to adapt the different tools** used in this module to different academic and professional contexts and interests.
- Learning how to **be flexible and adapting to technological advances** of the present and future as demanded by the society.
- Knowing most of the tools offered by the UNED and being able to choose each of them for every need.

CONTENIDOS

Unit 1

Working on the Internet (Digital literacy, information retrieval, bibliography management, concept of working in collaboration).

This unit has been designed as an introduction to the field of information literacy so that the students could be able to select and manage their resources in a coherent and professional way. We will also study the topic of digital competences applied to language teaching purposes. The students will learn to use bibliographic management applications such as Mendeley or RefWorks. They will also learn how to incorporate into their everyday study routine other collaborative tool offered by the UNED (e.g. Office 365).

Unit 2

The use of wikis as a collaborative working space to deal with foreign languages

This unit will show how to use a wiki to create content collaboratively with MediaWiki, the tool used by Wikipedia. Although it is not as friendly as other applications, knowing how it works is quite useful, in the way that Wikipedia can be considered as the mother of all the wikis. A new topic is proposed each year, which will also be adapted to the third unit as well. At the same time, the students are working on the wiki; they must be reading and commenting proposed on the Mendeley group, introduced in unit 1.

Unit 3

The use of blogs in a foreign language teaching & learning context

This unit will be centred on creating a collaborative blog with the same teams formed in the previous unit so that they could be able to present the same information in a different format. We will use WordPress. There will be more bibliography at Mendeley to be read and commented at the same time they work so that they can acquire a solid training not only by practising but also reading theories and conclusions achieved by different authors experts on the use on blogs to teach and deal with foreign languages.

Unit 4

Social networks applied to foreign languages learning

This unit aims to spread the content produced in the units 2 and 3 in general and academic social networks, either aimed for general purposes or for academic ones. The students will also learn how to use academic social networks to generate knowledge, be updated on their topics of interests, etc.

Unit 5

The use of web-based tools for monitoring and feedback retrieval in a foreign language context

This final unit will serve to teach the students how to retrieve data from all the tools they have been using with the purpose of analysing it later to obtain relevant conclusions in the same way they had to do with future academic works. They will have to prepare a final presentation in a group to be presented orally.

METODOLOGÍA

The assessment of this subject is based on conducting a broad range of tasks to be done collaboratively. At the end of the course, the student must submit an assignment related to the contents of the course, also called **PEC** (Prueba de Evaluación Continua). The template of this PEC will be available from the beginning of the course so that all the students can be able to fill it with **all the activities done throughout the whole course**. It will be evaluated by the teaching team so that the score obtained will be the final mark of this subject. It can be written in either **English or Spanish**. The fora will be bilingual.

For more information, please consult the **extensive study guide**, once the course has started in February, within the online course.

While most of these activities require working in groups, some alternatives will be provided to the students of **September call**.

SISTEMA DE EVALUACIÓN

TIPO DE PRUEBA PRESENCIAL

Tipo de examen No hay prueba presencial

CARACTERÍSTICAS DE LA PRUEBA PRESENCIAL Y/O LOS TRABAJOS

Requiere Presencialidad No

Descripción

Criterios de evaluación

Ponderación de la prueba presencial y/o los trabajos en la nota final

Fecha aproximada de entrega

Comentarios y observaciones

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC? Si, PEC no presencial

Descripción

Criterios de evaluación

They will be found in the PEC template located at the beginning of the online course. With this PEC, the student must show that he/she is able to cover all the competencies integrated in the design of this subject.

Ponderación de la PEC en la nota final 100%
Fecha aproximada de entrega PEC/10/06/2023
Comentarios y observaciones

There is another delivery date in september (PEC/05/09/2023). Please, confirm this date with the online course.

OTRAS ACTIVIDADES EVALUABLES

¿Hay otra/s actividad/es evaluable/s? No

Descripción

Criterios de evaluación

Ponderación en la nota final

Fecha aproximada de entrega

Comentarios y observaciones

¿CÓMO SE OBTIENE LA NOTA FINAL?

The score obtained in the PEC will correspond with the final marks.

BIBLIOGRAFÍA BÁSICA

The contents of this subject will be found throughout conveniently the online course. All the complementary bibliography will be included and updated in the Mendeley group created for this subject.

BIBLIOGRAFÍA COMPLEMENTARIA

All of the complimentary readings will be found in the virtual course.

This platform will provide you with manuals and books to learn how to use some of the applications see during the course: <https://learning.oreilly.com/home/>

RECURSOS DE APOYO Y WEBGRAFÍA

All the additional resources will be provided through the online course.

IGUALDAD DE GÉNERO

En coherencia con el valor asumido de la igualdad de género, todas las denominaciones que en esta Guía hacen referencia a órganos de gobierno unipersonales, de representación, o miembros de la comunidad universitaria y se efectúan en género masculino, cuando no se hayan sustituido por términos genéricos, se entenderán hechas indistintamente en género femenino o masculino, según el sexo del titular que los desempeñe.