Subject: E-learning
Code: LB943
Credits: 3
Time: 3 hours per week in class + 3 hours autonomous work
Language: English and Spanish
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Office Hours: by appointment.

1. RATIONALE

We live in a historical moment in which knowledge is considered one of the most valuable assets for a person. Changes in the production system and in the technologies that underlie it require permanent training to maintain professional qualification and competences, to expand and deepen the knowledge in specific areas or even to recycle completely when a labor sector stops offering employment. This training must be done in many cases simultaneously to work.

Many traditional educational institutions had already started adopting the virtual modality to offer, both specific subjects pertaining to face-to-face programs and complete training programs, from secondary education onwards.

This educational option allows to reduce the time students need to spend at the educational centers and allows to reach a greater population who can benefit from wider educational offer which is independent from the geographic location and, to a large extent, of meetings in pre-established times.

On the other hand, the mass adoption of telecommunications, the cheapening of hardware and software technologies and the increase of the power and the capacity of processing and storage of the equipment in which the virtual education is supported has turned internet training courses in a very popular educational option. Universities, colleges and other educational institutions are offering courses of the most varied fields and themes, both in e-learning modalities (more than 80% Virtual) and in blended-learning. Besides, the problems brought about by the COVID-19 pandemic have forced educational institutions to adopt online education to prevent the spreading of the virus and at the same time continue supporting children's learning processes. As future educators, we cannot ignore these new realities, developments and trends.

However, we have also learnt that online learning cannot be improvised and require careful planning and understanding of the possibilities and limitations of this learning modality, as well as of the necessities of students in this type of environments.

Thus, this course aims to contribute to the professional profile of the B.A. in Bilingualism: English-Spanish by providing pre-service teachers the theoretical and practical guidance towards the design, production and assessment of an e-learning experience appropriate for a specific teaching context.

The course seeks to develop and strengthen the pedagogical, didactic and linguistic competences that teachers-to-be require in order to gain awareness of the processes that take place when planning and evaluating teaching sequences and courses, particularly on online contexts.

2. MAIN GOAL
Design, create and pilot an e-learning experience.

3. LEARNING OUTCOMES

B.A. IN BILINGUALISM LEARNING OUTCOMES	E- LEARNING COURSE LEARNING OUTCOMES By the end of the Curriculum Design course, the students will be able to:
Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.	**Knowledge:** the student · Develops their understanding of the particularities of language use in virtual environments and in the production of resources and activities for online teaching and learning experiences. · Appropriates specific terminology for the online course design and creation processes. **Abilities:** the student · Analyzes, reads and understands oral and written texts produced for native speakers in relation to different aspects of the design of e-learning experiences. · Reads with a medium to high degree of independence, adapting style and speed of reading to different texts and purposes and scan quickly through long and complex texts, locating relevant details. · Uses their communicative competence in English and Spanish to adapt oral and written performance to the needs of the virtual medium and the different audiences the message is addressed to. · Presents ideas and arguments using correctly the language as well as the specific terminology of virtual environments. · Writes texts on a range of academic topics within their professional field with a medium to high degree of linguistic accuracy and employing specific professional vocabulary.

Planea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socio-culturales y económicas de diversos contextos educativos/los educandos.	**Knowledge:** the student · Knows and appropriates characteristics of a teacher and a student who will perform in online teaching environments. Learns about instructional design models to design online learning courses. · Knows the characteristics of the materials and activities that are developed for online courses. Learns about different alternatives for interaction in online teaching and learning environments. **Abilities:** the student · Analyzes, evaluates and produces resources and activities for an online bilingual development course, integrating technological, disciplinary, pedagogical and intercultural principles.
Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.	**Knowledge**: the student Appropriates criteria of efficiency, usability and design in relation to online learning management platforms. **Abilities**: the student · Evaluates and recommends learning management platforms and digital tools for the development of online learning experiences appropriate to different purposes and types of learners. ·Use of the TPACK reference framework to make decisions about the most appropriate digital tools for each teaching need in the framework of online education as well as to respond to the learning tasks that are proposed in the course.
Analiza, diseña y adapta instrumentos y estrategias para evaluar y autoevaluar tanto el desarrollo bilingüe y bicultural de los estudiantes como su propia práctica educativa a fin de reflexionar y plantear acciones de mejora que promuevan su desarrollo profesional.	**Knowledge:** the student · Knows principles of evaluation in online learning spaces. **Abilities**: the student · Participates in constructive discussions in the classroom about the possibilities and difficulties of assessing bilingual development in virtual learning spaces. · The student creates activities that allow the evaluation of the competences developed by students in an online course · Takes advantage of the possibilities for professional and personal development that extra-curricular spaces such as conferences, webinars, or online courses allow · Participates in class discussions and debates about the conditions and needs of the educational system in relation to online education and the possibilities of democratizing access to education.

Construye, gestiona e implementa propuestas estratégicas de trabajo en su campo profesional fundamentadas en principios disciplinares, pedagógicos, investigativos e interculturales como resultado del trabajo colaborativo en el que hace uso de sus fortalezas, habilidades propias y del colectivo	**Knowledge**: The student · Understands and appropriates the principles of collaborative work. **Abilities:** The student · Cooperates in work teams in the development of products and activities for an online bilingual development course, respecting the opinions and proposals of their colleagues and presenting their own in an argumentative way
Participa en espacios y actividades institucionales, curriculares y extracurriculares en los que se apropia y desarrolla su dimensión ética, socio- política, corporal y espiritual en pro de la construcción de un Ethos democrático, político y en derechos humanos.	**Knowledge**: The student · Appropriates different alternatives to autonomously continue their personal and professional development in alternative spaces to the classroom. **Abilities:** The student · Selects and takes an online course for their professional or personal development. · Interacts with learners of diverse geographic backgrounds and academic backgrounds through their participation in an extracurricular online course
Apropia criterios de sostenibilidad ambiental en la vida profesional y cotidiana.	**Knowledge**: The student · Considers elements of environmental sustainability in their pedagogical practices **Abilities**: The student · Uses themes that promote environmental awareness and sustainability in their bilingual development activities. Reduces the use of paper by using digital tools and platforms to support teaching and learning processes.

5. METHODOLOGY

The proposed methodology for the course is aligned with socio - constructivist, critical-reflexive, humanist and content-based teaching models. Course participants interact with theories of virtual learning taking them as the foundation for the design and development of online resources and experiences for teaching English. There is a constant reflection throughout the course on issues like virtual learning environments, the implications of learning a foreign language through virtual channels, virtual roles as student and tutor and relevance of learning objects and resources.

Similarly, the participant of this course assesses one of the possible virtual environments for teaching the English language and the technological tools that exist in relation to the needs of the course design. Hetero and peer assessment are permanent, as the participants present their work to be evaluated by their peers and the professor. From the humanistic aspect, communication in virtual environments is addressed as a key element in this type of education, leading to reflection on the importance of mentoring, moderation and motivation in virtual environments.

Some activities will be held as evidence of the application of this methodology are the following:

Presentations by the teacher and students on specific topics.
Assigned tasks to students based on the reading of selected documents.
Activities of stimulation and strengthening of autonomous learning by encouraging consultation and research related topics.
Creation of digital educational resources and activities, outlines, etc.
Exploration of banks of digital resources and tools for the production of said resources and materials.

CONTENTS AND TENTATIVE SCHEDULE	
Module 1	Online education W1. Presentation and on-going tasks W2. Online vs Face to face learning. Teacher's and Student's roles. W3. LMS for language learning and teaching: Moodle/Google Classroom/Edmodo /Canvas/Chamilo/other… W4. What is instructional design? Models (ADDIE/ Understanding by Design/Dick and Carey)Objectives (Bloom / SOLO /)) W5. Motivation in online environment
Module 2	Developing contents and activities for on-line environments I W6. Analyzing and planning a course : chronograms/description of activities/selection of materials W7 Digital literacies (Producing materials for e-learning (lessons: nutshell essays/bite-sized information W8. Podcasts W 9. Writing strategies W 10. Visual Design/ W11 Transmediation and Crossmedia
Module 3	Developing contents and activities for online environments II W12-W13. Interactivity in e-learning (Forums/Chat rooms/ Live Video websites)

	W 14-15-16. Gamification and game based learning

6. EVALUATION

Participation in an online course: 10% of final grade. Students will join an online course of their choice and present a documented report about their participation in it and their opinions and reflections about the experience in relation with the course design and the guidance and support they received as well as the difficulties encountered. This report will be completed throughout the course.

- **First partial grade: 30% of final grade**
- **Second partial grade: 25 % of final grade**
- **Third partial grade: 25% of final grade**
- **Active participation in class activities and discussions: 10% of final grade**

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