COURSE SYLLABUS 2022-23

BASIC INFORMATION ON THE COURSE

Course:	Electronic means of communication to enhance English teaching and translation

Course code:	70481102	Plan:	Máster en Estudios Ingleses: Aplicaciones profesionales y comunicación intercultural
Academic Year:	2022-2023	Undergraduate/Graduate:	Master's Degree
Degree Year:	1	Type:	Compulsory
Duration:	I Term		
Course Coordinator:	Blasina Cantizano Márquez		

TIME DISTRIBUTION ACCORDING TO REGULATIONS

Credits:	3
Total time:	75

USE OF LEARNING PLATFORM (Teaching support, Multimodal, or Virtual):	Multimodal

TEACHERS

Name	Blasina Cantizano Márquez		
Department	Filología		
Building	Humanidades II		
Office	Nº 276		
Telephone	950214459	E-mail (institutional)	blasina@ual.es
Website	https://www.ual.es/persona/515048525154525076		
Name			
Department			
Building			
Office			
Telephone		E-mail (institutional)	
Website			
Name			
Department			
Building			
Office			
Telephone		E-mail (institutional)	
Website			
Name			
Department			
Building			

Office	
Telephone	E-mail (institutional)
Website	

OTHER IMPORTANT INFORMATION

Content Justification

The content of this course is related with the current need of training in ICTs and the use of information for academic and professional purposes, mainly focussed on two particular disciplines: teaching and translation.

Courses Related in Study Plan

Research Techniques
Research in the English Classroom: methods and techniques

Required Knowledge to Address the Course

The student should have a proficient level of the language, at least a B2 level of English

Pre-Required Knowledge

Those of the Master's study plan.

COMPETENCES

Basic and General Competences

Basic competences
Application of knowledge Learning skills

General competences
Teamwork
Ethical commitment
Ability to learn autonomously

Key competences University of Almeria
Knowledge of a second language
Problem-solving skills
Computer skills

Specific Competences

- Management of tools for information access that enable students to obtain results when facing real problems in the English classroom.
- Ability to use computer tools in the field of translation.
- Ability to translate audio-visual and scientific-technical dissemination texts.
- Ability to create and process lists of specific terms related to a wide range of diverse scientific settings.

LEARNING OUTCOMES

1. Operational use of a translation memory program, Déjàvu
2. Ability to use the "Hot potatoes" program for the preparation of teaching activities.
3. Ability to design a personal website with useful teaching content for students
4. Mastery of the use of a wide range of electronic and online tools
5. Ability to use a video captioning program

PLANNING

Contents

Chronogram (Type A)
1ª Online session Introduction to Google classroom Flipped learning and Blended learning Blog discussion
2nd Session Flipped Learning explanation, pros and cons Edpuzzle, explanation and possibilities Edpuzzle practice Screen Cast o Matic Padlet, explanation and possibilities
3 rd session Prezi Prezi practice Avatars, explanation, possibilities and practice
4th session Web RTC Rubrics Explain your own tool Final evaluation
5th session Matecat application to the translation of Word documents, Power Point files, and web pages.
6th session: Aegisub application to subtitling a music video
7th Session: Design of a website with links to different resources for teaching and English translation
8th online session: Results and evaluation of the aforementioned activities

Learning System and Methodology / Contingency Plan

This is a blended course, combining activites online + in-person sessions in the classroom

Ordinary setting: Master class, debate and discussion, audiovisual content, in-class and virtual activities.

CONTINGENCY PLAN: In the event of high health alert levels, the training activities planned in the Teaching Groups will be given by videoconference.

Teaching Innovation Activities

Functional Diversity / Functional Disability

Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (http://www.ual.es/discapacidad) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in fully compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity. This fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

COMPETENCY ASSESSMENT

Criteria and Assessment Tools / Contingency Plan

EVALUATION (convocatoria ordinaria, extraordinaria, única final):

Activities (50%) Oral Presentation (50%)

CONTINGENCY PLAN: e-learning activities (50%) Oral presentation (50%)

In accordance with the provisions of Ch. 1.4.4 of the "Regulations for the Evaluation of Student Learning at the University of Almería", the practice of plagiarism will be penalized both in the work carried out by other students and in bibliography and web pages.

Follow-Up Mechanisms

Attendance at tutorial sessions
Attendance and participation in seminars
Participation in communication tools (discussion forums, emails)
Submission of activities in virtual classroom

COURSE MATERIALS

Recommended Course Materials

Basic

> ANDÚJAR VACA, ALBERTO. Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning.. IGI Global, Hershey, PA. 2020.

> AUSTERMUHL, Frank . Electronic Tools for Translators. St. Jerome. 1. 2001.

> SAMUELSSON-BROWN, Geoffrey. A Practical Guide for Translators. Multilingual Matters. 4ª rev.. 2004.

Complementary

BAKER, Mona. In Other Words. Routledge. 1992.

REPETTO, M. & TRENTIN, G. Using Network and Mobile Technology to Bridge Formal and Informal Learning. Chandos Publishing. 2013.

Couse Materials Available in UAL's library

You can see the bibliography that currently exists in the Library Management System by consulting the following address https://www.ual.es/bibliografia_recomendada70481102

WEBSITES

- http://www.educause.edu/ero/article/exploring-students-mobile-learning-practices-higher-education Baiyun, C. et al. 2010. "Exploring Students' Mobile Learning Practices in Higher Education"
- http://unesdoc.unesco.org/images/0021/002162/216284E.pdf 2012: Working Memory Capacity and Mobile Multimedia Learning Environments

http://unesdoc.unesco.org/images/0021/002196/219637s.pdf 2012: Turning on Mobile Learning in Europe: Illustrative Initiatives and Policy Implications