



Universitat de Lleida

DEGREE CURRICULUM
**DIGITAL CREATIVITY IN
LEARNING THE ENGLISH
LANGUAGE**

Coordination: BORGES SAIZ, FEDERICO

Academic year 2022-23

Subject's general information

Subject name	DIGITAL CREATIVITY IN LEARNING THE ENGLISH LANGUAGE			
Code	100971			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	5	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	1.8	4.2	
	Number of groups	1	1	
Coordination	BORGES SAIZ, FEDERICO			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	6 credits= 150 student's work hours Class work: 52 h. (26 lectures) Private work: 98 h. for pre-lecture tasks, exercises, grammar tests, assessed assignments.			
Important information on data processing	Consult this link for more information.			
Language	English is the only language used in this subject (lectures, communication between lecturer and students, contents, assignments, tests, and so on). Likewise, English is the only language to be used by students for their assessment. The student's level of English must be B2 (Common European Framework of Reference for Languages) at the beginning of this course.			

Distribution of credits

DIGITAL CREATIVITY APPLIED TO LEARNING ENGLISH

6 credits= 150 student's work hours

Class work: 52 h. (26 lectures)

Private work: 98 h. for pre-lecture tasks, exercises, grammar tests, assessed assignments.

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BORGES SAIZ, FEDERICO	federico.borges@udl.cat	3	For a tutorial appointment write to federico.borges@udl.cat
SOLA CORTADA, IRIS	iris.sola@udl.cat	3	For a tutorial appointment write to iris.sola@udl.cat

Subject's extra information

The student's level of English must be B2 (Common European Framework of Reference for Languages) at the beginning of this course.

Learning objectives

DIGITAL CREATIVITY APPLIED TO LEARNING ENGLISH (100971)

Main learning goals are:

- Acquiring theoretical bases of digital creation applied to formal and informal learning of English.
- Practising digital creation aimed at learning English by means of the design and production of several digital products.

Competences

Competences to be developed in this course are these:

Basic

- CB2. Aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.
- CB3. Reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.

General

- CG1. Fomentar los valores democráticos, con especial incidencia en los de tolerancia, solidaridad, de justicia y de no violencia y conocer y valorar los derechos humanos.
- CG2. Conocer la realidad intercultural y desarrollar actitudes de respeto, tolerancia y solidaridad hacia los diferentes grupos sociales y culturales.
- CG3. Conocer el derecho de igualdad de trato y de oportunidades entre mujeres y hombres, en particular mediante la eliminación de la discriminación de la mujer, sea cual fuere su circunstancia o condición, en cualquiera de los ámbitos de la vida.
- CG4. Conocer las medidas que garantizan y hagan efectivo el derecho a la igualdad de oportunidades de las personas con discapacidad.
- CG5. Desarrollar la capacidad de analizar críticamente y reflexionar sobre la necesidad de eliminar toda

forma de discriminación, directa o indirecta, en particular la discriminación racial, la discriminación contra la mujer, la derivada de la orientación sexual o la causada por una discapacidad.

- CG6. Asumir el compromiso de desarrollo personal y profesional con uno mismo y la comunidad. Adaptar las propuestas de aprendizaje a las evoluciones culturales más significativas.

Specific

- CE2. Diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro.
- CE3. Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües.
- CE4. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar.
- CE9. Desempeñar las funciones de tutoría y de orientación con los estudiantes y sus familias, atendiendo a las singulares necesidades educativas de los estudiantes. Asumir que el ejercicio de la función docente ha de ir perfeccionándose y adaptándose a los cambios científicos, pedagógicos y sociales a lo largo de la vida.
- CE14. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente.
- CE15. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes.

Cross-curricular

- CT3. Implementar nuevas tecnologías y tecnologías de la información y la comunicación.
- CT4. Aplicar conocimientos básicos de emprendedoría y de los entornos profesionales.
- CT5. Aplicar nociones esenciales de pensamiento científico.

Subject contents

Course contents are distributed along four units, its materials available at the online setting of the course. Students will be able to use the material and guidelines available at the online setting of the course to prepare each assessed assignment (s. *Development Plan* and *Continuous Assessment*).

CORRESPONDENCE AMONG COURSE ELEMENTS

Unit	Assessed Assignment	Submission
Unit 1 CIT in language learning.	Learning production for informal learning in social media or the Internet.	Individual
Unit 2 Construction of multimedia texts.	Production of multimedia discourse (from a more complex one) as learning material for primary school students.	Individual
Unit 3 Development of communicative competence with digital media.	Design of a digital learning activity aimed at primary school students (CI, CM or CS) fostering communicative competence. Evidence of communicative competence in a learning instance at web or social media.	Individual
Unit 4 Digital storytelling: creation, edition, analysis.	Design of a digital story + classroom activity aimed at primary school students. In addition, you will give an oral presentation where you will present your project. Evidence of digital narrative aimed at learning English.	In pairs

Methodology

This subject is made up of 4 units (s. *Contents & Development Plan*) that go over key issues in digital creation for learning English. Students' progress will take place through projects, aimed at producing an evidence. These projects or evidences will be assessed (s. *Continuous Assessment*), and so will be too students' professional involvement in the course (s. *Continuous Assessment*).

Students are accountable for their learning, and therefore they are expected to review and work contents and tasks before and after lectures.

Development plan

DIGITAL CREATIVITY APPLIED TO LEARNING ENGLISH (100971)		
2022-2023 semester I		
Lecturers: Federico Borges & Iris Solà		
Thursday & Friday (11 - 13 h.)		
Week / Dates	Syllabus	Assignment
1 15 - 16 SEP	Course Tour Unit 1	
2 22 - 23 SEP	Unit 1	
3 29 - 30 SEP	No lectures	
4 6 - 7 OCT	Unit 1	
5 13-14 OCT	Unit 2	Evidence for Unit 1
6 20 - 21 OCT	Unit 2	
7 27 - 28 OCT	Unit 2	
8 3-4 NOV	Unit 2 Unit 3 - Development of the communicative competence through ICT	Evidence for Unit 2
9 10 - 11 NOV	Unit 3 - Development of the communicative competence through ICT	
10 17 - 18 NOV	Unit 3 - Development of the communicative competence through ICT	
11 24 - 25 NOV	Unit 3 - Development of the communicative competence through ICT Unit 4 - Digital storytelling: creation, editing and analysis	
12 1 - 2 DEC	Unit 4 - Digital storytelling: creation, editing and analysis	

DIGITAL CREATIVITY APPLIED TO LEARNING ENGLISH (100971)		
2022-2023 semester I		
Lecturers: Federico Borges & Iris Solà		
Thursday & Friday (11 - 13 h.)		
Week / Dates	Syllabus	Assignment
13 8 - 9 DEC	Unit 4 - Digital storytelling: creation, editing and analysis	
14 15 - 16 DEC	Unit 4 - Digital storytelling: creation, editing and analysis	Evidence for Unit 3
15 22 DEC	Unit 4 - Digital storytelling: creation, editing and analysis	
16 9 JAN - 3 FEB		Evidence for Unit 4

Evaluation

Continuous Assessment

Assessment for this course is continuous (see table below), where each assignment has a specific weight in the final course grade. Please note that **there is no re-take for any assessment**. In order to pass the course, students must:

- submit all four Unit assignments,
- get a final course grade of 5 or higher.

Submitting fewer than 50% of the score for assignments will lead to a final course grade of NO PRESENTAT / NO-SHOW, in compliance with UdL regulations (Normativa d'Avaluació de la UdL, *Disposició adicional Tercera*). Submitting 50% or more of the score for course assignments will mean that the student's final course grade will be the result of applying corresponding weights to the score for continuous assessment, as shown below. Therefore, the following will be the final course grade according to the total number of assignments submitted during the term:

- One unit assignment: No Presentat / No-show
- Two unit assignments: No Presentat / No-show
- Three unit assignments: Suspens <1> / Fail <1>
- Four unit assignments: average grade applying weights below.

These are the assessed assignments in the course, and their weight for the final course grade:

CONTINUOUS ASSESSMENT

Assessment	Weight in final grade
Participation (individual) Attendance, class contribution, private work.	20%
Unit 1. Evidence 1 (individual) Learning production for informal learning on social media or the Internet.	20%
Unit 2. Evidence 2 (individual) Production of multimedia discourse (from a more complex one) as learning material for primary school students.	20%

Unit 3. Evidence 3 (individual) Design of a digital learning activity aimed at primary school students (CI, CM or CS) fostering the communicative competence.	20%
Unit 4. Evidence 4 (in pairs) Design of a digital story + classroom activity aimed at primary school students. In addition, you will give an oral presentation where you will present your project.	20%

All four evidences and any other task or assignment will be done in English. Any assignment or evidence submitted after its deadline will be graded zero <0>.

Both speaking and written accuracy are part of any grade. For each instance of wrong spelling, wrong morphosyntax, or inaccurate textual coherence and cohesion, 0.25 points will be deducted from the corresponding grade. More than five of such wrong instances in any assessed assignment will lead to a grade of SUSPENS / FAIL.

Alternative assessment

Alternative assessment will be carried out through the submission of all four evidences for all four units (s. *Development Plan* and *Continuous Assessment*) at the end of the term. Each assignment for Alternative Assessment will contribute 25% to the final course grade. Deadline for the submission of all four assignments is 9 January 2023.

Fraudulent performance in assessment

Any assignment with evidence of plagiarism or fraudulent behaviour will be graded zero <0>. This will result in a mark of zero <0> for the subject, as per regulations in *Normativa de l'Avaluació i la Qualificació de la Docència en els Graus i Màsters de la UdL* (3.1.10). In addition, the subject lecturer or professor will inform the student and will issue a report to the Head of the department.

Should a submitted assignment show an unclear authorship, the student who submitted it will have to carry out a similar activity in the presence of the course lecturer. If the assignment shows a different level or authorship from the one shown in the first assignment, the course lecturer may decide to consider the grade for the second assignment as final, or to award any other grade that includes a penalty for fraudulent academic performance.

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- Bland, J. (2015). *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds*, Bloomsbury Publishing.
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Lynch, T. (1996). *Communication in the Language Classroom*, Oxford: Oxford University Press. Chapter 3

Slattery, M./Willis, J. (2001). *English for Primary Students*. Oxford: Oxford University Press.

Artículos:

Azmi, Noureddine. (2017). The Benefits of Using ICT in the EFL Classroom: From Perceived Utility to Potential Challenges. *Journal of Educational and Social Research*. 7. 10.5901/jesr.2017.v7n1p111.

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Vince, M. (2014). *Language Practice for Advanced*. London: Macmillan