



UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE COMUNICAÇÃO E EXPRESSÃO
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS

COURSE PLAN

PGI410126: Tecnologias em Ensino e Aprendizagem – 2020.2

Professor: Celso Henrique Soufen Tumolo

Office hours: by appointment email: celso.tumolo@ufsc.br

Weekly credits: 4

Classes: Mondays, at 2 o'clock

Site: <https://tumolo.paginas.ufsc.br/>

Course Description – General

Discussions and analysis of the contribution of technological resources for the process of L2 teaching and learning.

Course Description – Specific

This course comprises three strands. The first is on discussion of the use of digital technology in general as well as in SLA focusing on computer assisted language learning - CALL, and related topics. The second is on a discussion of how language ability can be developed by means of digital resources. This implies that the development of language components such as grammar and vocabulary, and skills such as listening, speaking, reading and writing will be briefly discussed and digital resources will be considered for that development. The third takes an opposite route with a discussion of the affordances of digital resources. This implies that digital resources will be chosen, and considered in terms of their affordances for the development of language ability.

Procedures

The procedures involve readings, discussions, presentations, and activities developed on the Moodle. There will be synchronous online classes on Mondays, starting at 2pm, in which topics will be presented and developed with the students, and assignments will be given. The virtual room for that will be linked on the Moodle, under the name Room for Online Class. There will be asynchronous participation, in the form of forums to discuss related topic. There will also be assignments, to be done asynchronously by the students. The schedule is below. Communication will be through Moodle (message) and email celso.tumolo@ufsc.br.

Evaluation

Students are expected to read the suggested texts, participate in the discussions in the forums, do the assignments, and prepare and present a unit/an activity using some digital resource.

- participations in forums, showing good reflection on the source texts (30%)
- assignments (40%)

- development and presentation of a unit/an activity (30%)

Schedule

Week 1 – (introduction to the course + introduction to and development of Unit 1)

February 1st (class 1 – synchronous) (videoconference)

- Introductions, presentation of the course plan with an overview of the course;
- Introduction by the teacher to **Unit 1: Technology Dilemma**, with an overview of the ideas of Prensky, Carr, and Social Dilemma.

February 2nd to 5th (class 2 – asynchronous) (online only on the Moodle)

- Reading the assigned texts by Prensky and Carr
- Watching the film documentary Social Dilemma
- Participating in all the Forums for debating the topics

Week 2 – (recap of Unit 1 + introduction to Units 2 and 3 and development of Unit 2)

February 8th (class 3 – synchronous) (videoconference)

- Recap by the teacher of **Unit 1: Technology Dilemma**, with the ideas of Prensky, Carr, and Social Dilemma and debate by students
- Introduction by the teacher to **Unit 2: Technology and SLA**
- Introduction by the teacher to **Unit 3: Multimedia**

February 9th to 12th (class 4 – asynchronous) (online only on the Moodle)

- Reading the assigned texts on CALL and related topics
- Participating in all the Forums for debating CALL and related topics

Week 3 (development of Unit 3)

February 15th Carnival Holidays

February 17th to 19th (class 5 – asynchronous) (online only on the Moodle)

- Reading the assigned texts on Multimedia
- Watching the videos on Multimedia
- Participating in all the Forums for debating Multimedia

Week 4 (recap of Units 2 and 3 + introduction to and development of Unit 4)

February 22nd (class 6 – synchronous) (videoconference)

- Recap by the teacher of **Unit 2: Technology and SLA**
- Recap by the teacher of **Unit 3: Multimedia**
- Introduction by the teacher to **Unit 4: Digital Technology at the School**

February 23rd to 26th (class 7 – asynchronous) (online only on the Moodle)

- Reading the assigned texts on Digital Technology at the School
- Watching the documentaries Destino Educação: Escolas Inovadoras
- Participating in all the Forums for debating Digital Technology at the School

Week 5 (recap of Unit 4 + introduction to and development of Units 5 and 6)

March 1st (class 8 – synchronous) (videoconference)

- Recap by the teacher of **Unit 4: Digital Technology at the School**
- Introduction by the teacher to **Unit 5: Vocabulary**
- Introduction by the teacher to **Unit 6: Grammar**

March 2nd to 5th (class 9 – asynchronous) (online only on the Moodle)

- a) Reading the assigned texts on Vocabulary
- b) Reading the assigned texts on Grammar
- c) Participating in the Forums for debating Vocabulary
- d) Participating in the Forums for debating Grammar

Week 6 (recap of Units 5 and 6 + introduction to and development of Units 7 and 8)

March 8th (class 10 – synchronous) (videoconference)

- a) Recap by the teacher of Unit 5: Vocabulary
- b) Recap by the teacher of Unit 6: Grammar
- c) Introduction by the teacher to **Unit 7: Reading**
- d) Introduction by the teacher to **Unit 8: Writing**

March 9th to 12th (class 11 – asynchronous) (online only on the Moodle)

- a) Reading the assigned texts on Reading
- b) Reading the assigned texts on Writing
- c) Participating in the Forums for debating Reading
- d) Participating in the Forums for debating Writing

Week 7 (recap of Units 7 and 8 + introduction to and development of Units 9 and 10)

March 15th (class 12 – synchronous) (videoconference)

- a) Recap by the teacher of Unit 7: Reading
- b) Recap by the teacher of Unit 8: Writing
- c) Introduction by the teacher to **Unit 9: Listening**
- d) Introduction by the teacher to **Unit 10: Speaking**

March 16th to 19th (class 13 – asynchronous) (online only on the Moodle)

- a) Reading the assigned texts on Listening
- b) Reading the assigned texts on Speaking
- c) Participating in the Forums for debating Listening
- d) Participating in the Forums for debating Speaking

Week 8 (recap of Units 9 and 10 + presentations by students of activities with digital resource)

March 22nd (class 14 – synchronous) (videoconference)

- a) Recap by the teacher of Unit 9: Listening
- b) Recap by the teacher of Unit 10: Speaking
- c) Presentations by students of their units/activities with digital resource

Week 9 (presentations by students of activities with digital resource)

March 29th (class 15 – synchronous) (videoconference)

- a) Presentations by students of their units/activities with digital resource

Due dates for assignments and activity

Assignment 1 Technology Dilemma due date: February 12th

Assignment 2 Multimedia due date: February 26th

Unit/Activity for the use of some digital resource due date proposal: March 5th

Assignments 3 and 4 Vocabulary + Grammar due date: March 12th

Assignments 5 and 6 Reading + Writing due date: March 19th

Assignments 7 and 8 Listening + Speaking due date: March 26th

Unit/Activity for the use of some digital resource due dates final version: March 17th and 24th

Basic Bibliography

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- Mayer, R. E. (2009). *Multimedia Learning*. 2nd edition. New York, NY: Cambridge University Press.
- Menezes, V. (2019). Tecnologias digitais no ensino de línguas: passado, presente e futuro. *Revista da ABRALIN*, v. 18, n. 1.. DOI 10.25189/rabralin.v18i1.1323
- Prensky, M. (2012). *Brain Gain: technology and the quest for digital wisdom*. New York, NY: Palgrave Macmillan.
- Rhodes, L. (Producer) & Orlowski, J. (Director). (2020). *The Social Dilemma*. [Netflix]. United States: Exposure Labs, Argent Pictures & The Space Program.
- Rudolph, M. (2017). Cognitive Theory of Multimedia Learning. In: *Journal of Online Higher Education* vol. 1, no. 2.
- Souza-Neto, A. (2020). Escola, currículo e tecnologias: desafios da integração pedagógica. São Paulo: Pimenta Cultural, 154 p. DOI: 10.31560/pimentacultural/2020.215
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Complementary Bibliography

- BrainPOP Educators. *Understanding Multimedia Learning: Integrating Multimedia in the K12 Classroom*. Available at <<https://educators.brainpop.com/printable/integrating-multimedia-k-12-classroom/>>
- Chapelle, C., & Jamieson, J. (2008). *Tips for teaching with CALL: Practical approaches to computer-assisted language learning*. White Plains, NY: Pearson Education, Inc.
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