

17-18

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

GUÍA DE ESTUDIO PÚBLICA



OPEN LANGUAGE LEARNING

CÓDIGO 24409297



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Nombre de la asignatura	OPEN LANGUAGE LEARNING
Código	24409297
Curso académico	2017/2018
Títulos 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	INGLÉS

PRESENTACIÓN Y CONTEXTUALIZACIÓN

PRESENTATION

In the past decades there have been several initiatives to broaden access to the learning traditionally offered through formal education systems. The boundaries between formal and non-formal education are becoming more and more blurred and there are ever-growing open practices and a wider range of Open Educational Resources (OERs) which aim for 'opening up' education to anyone, anywhere. In this course we will look at the open provision of educational resources and practices for language learning, which have been enabled by information and communication technologies.

A video presentation of this subject has been elaborated by its coordinator, Dr. Elena Martín-Monje, and can be accessed through this link: <https://canal.uned.es/mmobj/index/id/54668>

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR ESTA ASIGNATURA

PREVIOUS REQUIREMENTS

An adequate knowledge of the English Language is required (B2 or more) and a strong commitment to use, produce and share free learning resources and research outcomes.

EQUIPO DOCENTE

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Wednesday: de 10:00 a 14:00 horas.

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Wednesday 16:00-20:00

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

RESULTADOS DE APRENDIZAJE

LEARNING OUTCOMES

This subject contributes to develop the following learning outcomes:

1. To understand the issues of Open Educational Practices applied to Language Learning. Students should adopt a producer role as active participants in the learning process.
2. To encourage students to publish work as Open Educational Resources for Language Learning. Students can make a significant contribution to increasing the use of OER by publishing their work under an open license.
3. To take an active role in assuring the quality of Open Educational Resources for Language Learning, so that they play an active role in assuring the quality of content by adding comments on what content they are finding useful and why.
4. To participate in activities to support Open Educational Resources for Language Learning development. To support the use of Open Educational Resources for Language Learning for



the purposes of self-directed study and, at a more advanced level, by being able to create their own curriculum/courses of study.

CONTENIDOS

METODOLOGÍA

METHODOLOGY

The main methodological principles in this subject are:

- **Distributed Cognition and Connectivism** to emphasize the ontological nature of knowledge as “in-between” people, artifacts and different environments.
- **Activity Theory** to offer a “design in use” perspective on open language learning, with a focus on the learners’ goals that direct their actions.
- **Social Constructivism and Communities of Practice** to highlight the structures and processes that scaffold learning in formal and informal environments.
- **Student-Centered Learning and Personalized Learning** to give students opportunities to lead learning activities, participate more actively in discussions, design their own learning projects, explore topics that interest them, and generally contribute to the design of their own course of study.

These principles will be applied in different activities based on the creation and/or adaptation of Open Educational Resources for Language Learning.

SISTEMA DE EVALUACIÓN

BIBLIOGRAFÍA BÁSICA

BASIC BIBLIOGRAPHY

All the necessary learning resources will be provided in the online platform. Besides, some good reference materials are:

- Beaven,A., Comas-Quinn,A. &Sawhill, B.(Eds.) (2013) Case Studies of Openness in the Language Classroom <http://research-publishing.net/publications/2013-beaven-comas-quinn-sawhill/>
- Martín-Monje, E. &Bárcena, E. (Eds.) Language MOOCs: Providing Learning, Transcending Boundaries. Warsaw/Berlin: De Gruyter:
<http://www.degruyter.com/viewbooktoc/product/455678>
- OER Handbook for Educators 1.0 <http://goo.gl/o7xu3H>



BIBLIOGRAFÍA COMPLEMENTARIA

ISBN(13):9781138807419

Título:MOOCS AND OPEN EDUCATION AROUND THE WORLD (2015)

Autor/es:Bonk, Curtis Jay ; Reynolds, Thomas H. ; Reeves, Thomas C. ; Lee, Mimi M. ;

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COMPLEMENTARY BIBLIOGRAPHY

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- Daniel, J. (2012). Making sense of MOOCs: Musings in a maze of myth, paradox and possibility. *Journal of Interactive Media in Education*, 2012(3), Art-18. DOI: <http://dx.doi.org/10.5334/2012-18>
- Downes, S. (2012, January 6). *Creating the Connectivist Course*. [Blog post]. Retrieved from <http://halfanhour.blogspot.com.es/2012/01/creating-connectivist-course.html>
- Godwin-Jones, R. (2012). Emerging Technologies: Challenging hegemonies in online learning. *Language Learning &Technology*, 16(2), 4-13. Retrieved from <http://llt.msu.edu/issues/june2012/emerging.pdf>
- Littlefield, J. (2015). The Dark Side of the MOOCs: Big Problems with Massively [sic] Open Online Courses. Retrieved from: <http://distancelearn.about.com/od/isitforyou/a/The-Dark-Side-Of-The-Moocs-Big-Problems-With-Massively-Open-Online-Courses.htm>
- Martinez, M. (2001). Key design considerations for personalized learning on the web. *Educational Technology &Society*, 4(1), 26-40.
- Steels, L. (2003) Social language learning. In M. Tokoro &L. Steels (eds.). *The Future of Learning*. Amsterdam: IOS Press, 133-162.
- Vázquez-Cano, E. &Martín-Monje, E. (2014). *Nuevas tendencias en la elaboración y utilización de materiales digitales para la enseñanza de lenguas*. Madrid: McGraw-Hill-Interamericana.
- Vázquez-Cano, E., López-Meneses, E. &Sarasola, J.L. (2013). *La expansión del conocimiento en abierto: Los MOOCs*.Barcelona: Octaedro.

RECURSOS DE APOYO Y WEBGRAFÍA

SUPPPORT MATERIALS

This subject has a virtual course with different tools for communication between students and teacher. The Internet is used as a source of information related to all areas covered in the course. Communication among students through the virtual course allows collaborative learning and the achievement of common goals shared among students.



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 hayan sido sustituido por términos genéricos, se entenderán hechas indistintamente en género femenino o masculino, según el sexo del titular que los desempeñe.

