

Subject card

Subject name and code	Information Technology in Didactics, PG_00210557						
Field of study	English Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2028/2029		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	3		Language of instruction		English		
Semester of study	5		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Corpus Linguistics and Glottodidactics -> Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Alina Mazurkiewicz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	Introduction to the issues of teaching English through information and communication technologies. Familiarizing students with Internet tools, websites, applications, materials, IT equipment and educational software for primary and secondary schools and adult education. Encouraging students to use new technologies in learning and teaching: multimedia and mobile learning. Creating a virtual environment for teaching and learning English.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAL3_U04] Selects and applies information and communication techniques (ICT) during the acquisition and processing of information in the framework of English Studies.	The student is able to choose and properly use the acquired knowledge of appropriate ICT methods and tools in the field of teaching.	[SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[FAL3_W15] Knows and understands the fundamental dilemmas of modern civilization in the context of issues related to intercultural linguistic and literary communication and the role of modern information technologies in the work of an English philologist.	The student knows and understands the fundamental dilemmas of contemporary civilization in the context of issues related to the use of modern information technologies in the work of a teacher of languages	[SW2] presentation/project/paper/report
	[FAL3_U12] Independently plans and implements lifelong self-education, in particular in the field of the English language, linguistics and English-language literatures.	The student is able to independently plan and implement lifelong self training in the area of using information and communication technologies in teaching and guide others in this area.	[SU2] presentation/project/paper/report
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	The student is able to cooperate and organize individual and team work in a virtual and stationary environment, cooperating with other people, taking a leading or managerial role in a teaching context;	[SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[FAL3_K03] Is prepared to make decisions and to critically evaluate and take responsibility for the consequences of their own actions and the actions of the teams in which they participate, in particular when performing analytical and interpretative tasks in the field of English-language literature and linguistics.	The student is ready to make decisions independently, critically evaluate his/her own actions, the actions of the teams he/she is a part of or manages and the organizations he/she participates when using information and communication technology in teaching.	[SK2] presentation/project/paper/report [SK5] implementation of a problem task
Subject contents	Teaching with the use of new technologies. Selection of topics: - Digital materials for teaching English at different levels of language proficiency in different age groups. - Internet: use of authentic materials. Artificial intelligence tools. GPT chat. Electronic dictionaries. - E-learning 2.0 and 3.0. - M-learning. - Interactive boards. Mobile devices. - Communication using electronics. - Creation of own educational materials and their use. - Network tools in creating educational materials (Wiki, Blog, Web 2.0, Web 3.0.). - Online self-education. - Analysis, evaluation and application of available online resources. - Use of the eTwinning platform to create and conduct international educational projects.		
Prerequisites and co-requisites	A. Formal requirements Choosing a teaching specialisation Knowledge of English at B2/C1 level. B Additional requirements ATTENDANCE AT ALL CLASSES IS COMPULSORY, UNLESS THE STUDENT HAS OBTAINED THE DEAN'S APPROVAL TO FOLLOW AN INDIVIDUAL STUDY PROGRAMME.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	project(s)	51.0%	40.0%
	completion of a problem-based task(s)	51.0%	60.0%
Recommended reading	Basic literature	- Sharma Nisha, Dr. Kumar Sandeep Artificial Intelligence in English Language Teaching (ELT): Revolutionizing and Enhancing ELT with AI (2024) - Graham Stanley. (2013). Language Learning with Technology. CUP - Sharma, P; Barrett, B. (2007) Blended Learning - using technology in and beyond the language classroom. Macmillan Publishers. - Źródła internetowe.	

	Supplementary literature	• Beatly, Ken. 2003. Teaching and Researching: Computer-assisted Language Learning. London: Pearson Education. • Gajek, E. (2002), Komputery w nauczaniu języków obcych, PWN. • Krajka, J. 2007, English Language Teaching in the Internet-Assisted Environment, Maria Curie-Skłodowska University Press, Lublin. • Kyle Mawer, Gordon Stanley. (2011). Digital Play: Computer games and Language Aims. Surrey: Delta Teacher Development Series. • Davies G. & Higgins J. (1982) Computers, language and language learning, London: Cl. • Dudeney G. (2007) The Internet and the language classroom, Second Edition, Cambridge: Cambridge University Press. • Lamy M.-N. & Hampel R. (2007) Online communication in language learning and teaching, Houndmills: Palgrave Macmillan. • Holmes M. & Arneil S. Hot Potatoes, University of Victoria, Canada. Downloadable from: http://hotpot.uvic.ca. • Mokwa-Tarnowska, Iwona. (2015). E-learning: blended learning w nauczaniu akademickim. Wydawnictwo Politechniki Gdańskiej.
	eResources addresses	
Example issues/ example questions/ tasks being completed	-	
Work placement	Not applicable	

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