Universidad de Alcalá

TEACHING GUIDE

COMPUTER-ASSISTED INSTRUCTION

Master's Degree in Teaching English as a Foreign Language

Academic year 2025/2026
1st Term

TEACHING GUIDE

Name of the subject:	Computer-Assisted Instruction
Code:	200406
Degree in which it is taught:	MA in Teaching English as a Foreign Language
Department and Area of Knowledge:	**Modern Philology, English Philology**
Character:	**Optional**
ECTS credits:	**4**
Year and term:	**1st Term**
Faculty:	Soraya García Esteban soraya.garciae@uah.es
Tutoring Schedule:	Upon request
Language of instruction:	English

1. PRESENTATION

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This course intends to explore current teaching theories applied to Instructional Technology and to examine technological tools, resources and methods in order to improve teaching and learning English as a Foreign Language (EFL). Participants are expected to become familiar with some computer and online applications which they can incorporate into their own teaching.

2. COMPETENCES and LEARNING OUTCOMES

- Basic and general competences:

CG1 - Acquire the basic didactic knowledge that characterizes the teaching and learning process of a foreign language.

CG2 - Apply the knowledge acquired in new or less-known environments within broader (or multidisciplinary) contexts related to the field of teaching English.

CB10 -Students develop the learning skills that allow them to continue studying in a way that will be mostly self-directed or autonomous

- Transversal competences:

C1 – Communicative competence in English.
C2 – Ability to think critically

C3 – Manage bibliographic resources
C4. Ability to use ICT

- Specific competences:

CE1.6 - Harmonize the methodological approaches used with new technologies: audiovisual media, computer systems, etc.

CE4.1 - Participate in group discussions and activities related to the teaching of the English language, developing autonomous and critical thinking.

CE5.1 - Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning process of the English language as a foreign language.

CE5.4 - Continue the training of teaching professionals by using the appropriate bibliography, attendance to courses and meetings, etc.

Learning outcomes:

- Know the resources available on the web for teaching English as a foreign language.
- Become familiar with the language used to describe new information technologies and communication.
- Know the new roles assigned to the teacher and the student in a virtual teaching context

3. CONTENTS

Content blocks	Total classes, credits or hours
Topic 1**. Internet and its possibilities**	1 credit
Topic 2. **Educational technology: resources, materials and theoretical foundation**	1 credit
Topic 3. **Using technological resources in the classroom**	1 credit
Topic 4. **Developing digital competence and skills**	1 credit

Timetable

This is an online course. Students will be supported through Blackboard e-learning platform, which will be used to access the contents, as a tool for self-study activities, independent revisions of module materials and for class communication. You can expect the course to take approximately 100 virtual hours to complete, which will include reading the material online and taking a wide assortment of interactive exercises and assignments.

4. TEACHING-LEARNING METHODOLOGIES - TRAINING ACTIVITIES

4.1. Distribution of credits (specify in hours)

Training activities	Hours
Tasks, assignments and readings, compulsory or optional	30 hours
Revision of theoretical content	30 hours
Online activities and debates	9 hours
Self-directed learning by student:	30 hours
Individual tutoring	1 hours
Total hours	100 hours

4.2. Methodologies, materials and teaching resources

The course will deal with both theoretical and practical contents, but most attention will be given to the latter. On the one hand, the learning modules focus on selected reading materials. On the other, the course deals with practical activities which give students an opportunity to get familiar with the use of new technologies for teaching English as a Foreign Language.

One of the basic objectives for this course is to provide students with ideas about ways in which new technologies can be integrated into the classroom. Thus, participants enrolled in the course will be asked to reflect about their own teaching practice in individualized activities and tutorials and to prepare e-learning materials which can be useful for their own learners. Contents will be published in the virtual platform

5. ASSESSMENT: Procedures, assessment and marking criteria

The contents, as well as most of the assigned readings and some titles in the bibliography are written in English. Therefore, students who take this course are expected to be proficient in the English language to follow the course contents and complete the course assignments satisfactorily.

By the end of the course, students are expected to be able to:
- Demonstrate the acquisition of the main theoretical and practical contents of the subject.
- Apply the contents to practical activities.
- Be able to formulate opinions, critical judgements and reflections.
- Incorporate original ideas and approaches.

Continuous assessment:

The entire assessment process will be based on the continuous assessment of the student, in such a way as to guarantee the acquisition of both the contents and the competences of the subject. The assessment is in accordance with the UAH learning assessment regulations.[1]

- **Ordinary call**

The assessment will consist of a combination of participation in the virtual classroom, written assignments and a final paper as described below.

Course assignments will be marked as follows:

- Online activities: 30%
- Design of educational materials: 30%
- Final project: 40%

Course assignments will be marked on the basis of:

- Thoroughness: accurate grasp of the requirements of the tasks (clear aims, appropriate correction criteria, etc.).
- The quality of the assessment tasks: the activities are valid and adequately reflect the objectives, the length is appropriate, etc.
- Knowledge, understanding and appropriate application of the theoretical and practical principles discussed in this course.
- Originality, in going beyond simple reliance on material provided in the contents of the course, and creativity in bringing novel approaches and ideas to the work. Originality and creativity may be demonstrated in content and/or in presentation.
- High standards of presentation in terms of oral/written expression, audiovisual materials, etc.

The following grading descriptors will be applied:

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[1] UAH Learning Assessment Regulation (30 September 2021). https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf

- **Outstanding** (MH): Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved to an exceptionally high level. Written assignments and the final paper show that students have read and thought at a level well beyond what is expected on the module. Students are always well-prepared for discussion in face-to-face-sessions and participate actively in all activities.
- **Excellent** (SB): Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved to a very high standard and most at an exceptionally high level. Written assignments and the final paper show all or most of the appropriate characteristics expected for this type of work. Students are practically always well-prepared for discussion in face-to-face sessions and participate actively in all activities.
- **Very Good** (N): Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Written assignments and the final paper have a good foundation in the prescribed reading and build on ideas put forward in contents of the module. Students participate actively in face-to-face sessions and activities, and have done most of the preparation.
- **Satisfactory** (A): Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Written assignments and the final paper show some of the appropriate characteristics expected for this type of work. Students sometimes participate in face-to-face sessions and occasionally contribute to discussions.
- **Fail** (S): Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Written assignments and the final paper show limited understanding of the basic principles, concepts and teaching strategies of the module. Students' participation is scarce and when they participate, they are often not prepared or they do not say much.

- **Extraordinary call**

There will be a reassessment opportunity at the end of the second semester. The same assessment criteria, strategy and marking procedures will be applied for the extraordinary call.

Final assessment:

Students may be eligible for the final assessment, notwithstanding the fact that the reasons for this may have to be assessed in each specific case, the completion of on-site internships, work obligations, family obligations, health reasons and disability. Pursuing studies on a part-time basis does not in itself confer the right to opt for the final assessment.

In order to take advantage of the final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The director of the Master's degree must assess the circumstances presented by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written reply to his or her request, it will be understood that the request has been accepted.

Due to the characteristics of this module, the entire evaluation process requires the continuous assessment of the student The same assignments, assessment criteria, strategy and marking procedures will be applied.

While the assessment tests are in progress, the guidelines set out in the Regulations establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of any irregularities committed during these tests, including the consequences of committing academic fraud according to the Disciplinary Regulations of the Student Body of the University of Alcalá.

The teaching-learning methodology and the assessment process will be adjusted when necessary, following the guidelines of the Unit of Attention to Diversity, to implement curricular adaptations to students with specific needs

6. BIBLIOGRAPHY

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