

Course Unit Descriptor

<b>Study Programme:</b> Language, Literature and Culture		
<b>Course Unit Title:</b> Application of new technologies in teaching		
<b>Course Unit Code:</b> 19.FFZB25		
<b>Name of Lecturer(s):</b> Ass. Prof. Ivana Ivanić, PhD		
<b>Type and Level of Studies:</b> Bachelor		
<b>Course Status (compulsory/elective):</b> compulsory		
<b>Semester (winter/summer):</b> summer		
<b>Language of instruction:</b> English, Romanian		
<b>Mode of course unit delivery (face-to-face/distance learning):</b> face-to-face combined with distance learning		
<b>Number of ECTS Allocated:</b> 3		
<b>Prerequisites:</b> None		
<b>Course Aims:</b>		
Introducing students to the principles of application of new technologies in the teaching of social sciences and humanities, as well as the concepts and opportunities they provide in the educational context.		
<b>Learning Outcomes:</b>		
The student is able to apply information technology in different contexts of the educational process; to create digital teaching content based on IT education standards; to master the skills that enable him to freely use various online platforms, applications and digital devices in teaching and practice.		
<b>Syllabus:</b>		
<p>Theoretical classes: The concept of information and communication technology. Types of computers. Portable digital devices. The concept of e-learning, u-learning and m-learning. Basic standards of information education. Digital literacy. Constructivism. Ergonomics. Digital Competence Framework and the Digital Age. Pedagogical outcome of the application of technology in different contexts of the educational process. The social networks. Gamification in the educational process. Modern online platforms and their use in teaching. Dyslexia software. Devices and applications for reading books in electronic form. Online encyclopedias. Smart boards and their use. Data protection and privacy on the Internet.</p> <p>Practical classes: introduction and training to work with modern tools, applications and platforms. Creating interactive content. Moodle. ATutor. aNewSpring. Chamilo. Canvas. Socrative .Blackboard. Sakai. Wiki, WordPress. PowerPoint. . Google Slides. Prezi. Beautiful.ai. Kahoot! Padlet. Voki. Nearpod. Moovly. Blendspace. Grammarly. Audacity. Snagit. Edmodo. EDpuzzle. Wordle. Glogster EDU. Vimeo. Jing. Flickr. Quizlet. Survey Monkey. Duolingo. RefME. GoConqr. Office Lens. myHomework Student Planner. 360 Cities. Facebook, Pinterest, Instagram, Twitter, LinkedIn, Orkut, Minecraft. Lex pad, YouTube, Google Scholar. Google Docs and Drive. Google FormsMicrobit. Evernote. TED/TED Ed. Coursera. Google Apps. e-Learning CONSORTIUM. Sheppard Software.</p>		
<b>Required Reading:</b>		
<p>Bogićević, M. Ristić, M., Radovanović, I. (2013). <i>Internet u obrazovanju. Pedagoški aspekti primene interneta u nastavi</i>. Beograd:Učiteljski fakultet, Univerzitet u Beogradu.</p> <p>Glušac, D. (2012). <i>Elektronsko učenje</i>. Zrenjanin: Univerzitet u Novom Sadu, Tehnički fakultet „Mihajlo Pupin“.</p> <p>Janjić, I., &amp; Spariosu, L. (2016). Moodle platform - assistance resource in learning Romanian as a foreignlanguage in Serbia. In I.Roceanu (Ed.), <i>eLearning Vision 2020, The 12th International Scientific Conference “eLearning and Software for Education”, Volume III</i> (96-101). Bucharest: “Carol I“ National Defence University Publishing House.</p> <p>Petrović, M. (2016). <i>Model e-učenja za podršku razvoju informatičkih kompetencija zaposlenih u obrazovanju</i>. Doktorska disertacija, Novi Sad: Prirodno-matematički fakultet u Novom Sadu <a href="http://nardus.mpn.gov.rs/handle/123456789/7184">http://nardus.mpn.gov.rs/handle/123456789/7184</a></p> <p>Rajović, R., Petković, V., &amp; Ivanić, I. (2018). Comparative Analysis of the Use of New Technologies and NTC Learning Method: A Case Study. In: I. Roceanu (ed.), <i>eLearning challenges and new horizons, The 14<sup>th</sup> International Scientific Conference “eLearning and Software for Education”</i> Bucharest: “Carol I“ National Defence University Publishing House, 203-211.</p> <p>Strarkey, L. (2012). <i>Teaching and learning in the digital age</i>. London; New York: Routledge.</p> <p>Wegerif, R. (2013). <i>Dialogic: education for the Internet age</i>. London; New York: Routledge.</p>		
<b>Weekly Contact Hours:</b> 2	<b>Lectures:</b> 2	<b>Practical work:</b> 0

**Teaching Methods:**

lectures and practical work, discussion, group and individual tutorials, mentorship, individual student work

**Knowledge Assessment (maximum of 100 points):**

<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
Active class participation	5	written exam	50
Practical work	10	oral exam	
Preliminary exam(s)	25	.....	
Seminar(s)	10		

The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.