UNIVERSIDAD TECNOLOGICA DEL CHOCÓ  
FACULTAD CIENCIAS DE LA EDUCACIÓN  
PROGRAMA DE LENGUAS MODERNAS CON ÉNFASIS EN INGLÉS  
NEW TECHNOLOGY FOR TEACHING FOREING LANGUAGE (Cód. \_\_\_\_\_\_\_\_)  
 NIVEL VIII

  
Programación General de Curso y/o Asignatura  
Guía programática  
Créditos: \_2\_\_

AÑO-PERÍODO 2017-2

**ELEMENTOS GENERALES ORGANIZATIVOS**

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0.3.- GRANDES TEMAS DE CONTENIDO

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0.3.3.- INDEPENDENT LEARNING TOOLS (I.L.T)

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1.3.3.- **UNIDAD 02:** AUDACITY AUDIO EDITION SOFTWARE MIXING AND EXPORTING AUDIO

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1.4.- RECURSOS DE APOYO ACADÉMICO

1.5.- EVALUACION DE COMPETENCIAS

2.- Programa Específico (**PLAN DEL ESTUDIANTE**)

2.1.- Temática semanal con las actividades del curso o asignatura

2.2.- Actividades del estudiante generadas por la temática del curso

3.- Metodología Y MEDIACIONES

3.1.- Momentos ASPECTUALES del Acto Pedagógico

3.2.- Acerca de las Exposiciones de los estudiantes

3.3.- Guía para la lectura de temas de lingüística

3.4.- Guía para la elaboración y presentación de informes de clases

4.- Anexos

 **0.- Programa referencial (Proyecto Institucional)**

**(NEW TECHNOLOGIES FOR TEACHING FOREIGN LANGUAGE)**

0.1.- ORIENTACIÓN INSTITUCIONAL

La Universidad tecnológica del Chocó a través del programa de inglés y Francés busca La formación de un docente con un alto nivel de competencias pedagógicas, comprometido con las exigencias de su campo específico, la investigación y con el desarrollo integral sostenible de nuestra región Pacífica colombiana y del país; capaz de crear conciencia acerca de los valores etnoeducativos, artísticos, literarios, sociales, culturales, éticos y morales.

De igual manera el Programa de Lenguas Modernas con énfasis en Inglés busca que sus egresados estén en capacidad de comunicarse en inglés y francés en forma oral y escrita, con un satisfactorio nivel de competencia comunicativa, acorde con su condición de hablantes del inglés y el francés como lenguas extranjeras.

Posean una competencia lingüística y unas bases sólidas teóricas y prácticas en el área de la didáctica de los idiomas extranjeros que les proporcionen habilidades y destrezas para enseñar de una manera eficiente y con claros principios metodológicos.

Tengan conocimientos generales sobre diferentes aspectos de la cultura y la vida en las comunidades anglófonas y francófonas que le permitan valorarlas y promover un sano entendimiento entre los pueblos.

0.2.- METAS DEL PROGRAMA ACADÉMICO

0.2.1.- Servir como alternativa de modelo para solucionar problemas educativos de este campo a nivel nacional.

0.2.2.- Ganar permanentemente espacios académicos, etnoeducativos, humanísticos y socioculturales que lo posicionen como programa rector en asuntos de lenguas, pedagogía de la lengua e investigación, en el departamento.

0.2.3.- Crear espacios donde la investigación sobre la importancia del inglés, francés y metodologías de la enseñanza a nivel local de la institución sea el motor de los estudiantes de pregrado y posgrado.

0.3.- GRANDES TEMAS DE CONTENIDO

0.3.1.- RECORDING, COPYING, PASTING, SPEED REDUCION, MIXING AUDIOS FOR TEFL

0.3.2. TEACHING ENGLISH (TELLING A STORY)

0.3.3.- 0.3.3.- INDEPENDENT LEARNING TOOLS (I.L.T).

0.4.- FUENTES GENERALES

**0.4.1.- Bibliográficas**

**0.4.2.- Personales**

**0.4.3.- Virtuales**

* <https://www.audacityteam.org/>
* <http://comiclife.com/>
* <http://www.xara.com/eu/products/xara3d/>
* <http://www.manythings.org/k/reading.html>
* <https://www.onenote.com/learningtools>
* <https://support.office.com/en-us/article/learning-tools-to-improve-reading-and-writing-skills-735fc6ea-21eb-401a-9293-4a481ef7e482?ui=en-US&rs=en-US&ad=US>
* <https://how-to-teach-english.ontesol.com/using-comic-strips-in-the-esl-classroom/>
* <https://www.google.com.co/search?q=comic+for+tefl&oq=comic+for+tefl&aqs=chrome..69i57j0l5.5911j0j4&sourceid=chrome&ie=UTF-8>

 **1.- Programa Analítico (proyecto docente)**

 1.1.- **JUSTIFICACIÓN**

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La asignatura electiva de Nuevas Tecnologías es de gran relevancia para la formación del futuro Docente, ya que con ésta, el estudiante se irá familiarizando con las herramientas tecnológicas, prácticas, software y diseño de actividades multimediales interactivas, todo lo anterior con el propósito de dinamizar y explotar el gran potencial que ofrece la tecnología bien aplicada al proceso de enseñanza y aprendizaje de una lengua extranjera.

 1.2.- **COMPETENCIAS A DESARROLLAR**

* DOWNLOADING, RECORDING, MIXING, EDITING AND EXPORTING AUDIO TO MP3
* TEACHING ENGLISH BY MEAN OF SHORT STORIES (COMICLIFE)
* INDEPENDENT LEARNING TOOLS (I.L.T)

Se busca que el estudiante de este curso sea competente para que:

1.2.1.- En términos de desarrollo conceptual

**Examine** (Comprenda e identifique aspectos y terminología tecnológica)

Por lo tanto el estudiante:

* + SE FAMILIARIZARÁ CON LA GRABACIÓN, EDICIÓN Y CONVERSIÓN DE AUDIOS A MP3
  + CREARÁ Y APLICARÁ EFECTIVAMENTE LAS HERRAMIENTAS DE APRENDIZAJE INDEPENDIENTE (I.L.T)
  + CONOCERÁ AQUELLOS ASPECTOS TÉCNICOS NECESARIOS PARA CREAR JUEGOS APLICADOS (TEFL)

1.2.2.- En términos de lo Formativo-Vivencial

El estudiante.

Por lo tanto:

• Adquirirá conocimientos básicos en el manejo de herramientas multimediales, para así aplicarlos al que hacer profesional.

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1.2.3.- En cuanto Comprobación-Regulación

(Ver 1.2.1.)

Por lo tanto:

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1.2.4.- En relación con lo teleológico y axiológico

(Ver 1.2.1.)

Por lo tanto:

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| 1.3.- **UNIDADES DE CONTENIDO**  El programa referencial institucional ha planteado el desarrollo de este curso por Unidades (6 en total). | **FUENTES ESPECÍFICAS Recomendadas** |
| 1.3.1.- **Unidad 01:**   * Course introduction * Course objective * Antivirus, cache files, cleaning pc)   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Bibliográficas:**  **Virtuales:**  [**https://how-to-teach-english.ontesol.com/helping-learners-become-independent/**](https://how-to-teach-english.ontesol.com/helping-learners-become-independent/)  Personales: |
| 1.3.2.- **Unidad 02:**  **AUDACITY**    **What is Audacity?**  **How does it work?**  **Workspace**  **Editing with Audacity** | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  <https://www.audacityteam.org/> (download)  <https://www.youtube.com/watch?v=aCisC3sHneM&t=136s> (tutorials)  Personales: |
| 1.3.3.- **Unidad 02:**  **AUDACITY**   * Reducing speed * Amplifying sounds * Recording audio from internet | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  <https://www.audacityteam.org/> (download)  <https://www.youtube.com/watch?v=aCisC3sHneM&t=136s> (tutorials)  Personales: |
| 1.3.4.- **Unidad 03:**  **COMICLIFE**   * What´s comiclife? * How does it work? * Comiclife workspace * Menu options * New templates * Saving editing mode * Importing images * Exporting to PDF | **Bibliográficas:** **-**  **Materiales auténticos**  **Virtuales:**  <http://comiclife.com/>  <https://www.google.com.co/search?safe=active&q=comic+life+for+teaching+english&spell=1&sa=X&ved=0ahUKEwiRu___sKnbAhWL2FMKHXpxA3oQBQgkKAA&biw=1242&bih=579>  Personales: |
| 1.3.5.- **Unidad 04:**  **XARA 3D**   * What´s Xara 3D? * Getting familiar with Xara workspace * My first animated gif title * My first animated gif button * Design options (tool review) | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  <http://www.xara.com/eu/products/xara3d/>  [**https://www.youtube.com/watch?v=zUZ8o1y4E\_g**](https://www.youtube.com/watch?v=zUZ8o1y4E_g)    Personales: |
| 1.3.6.- **Unidad 05:**  **INDEPENDENT LEARNING TOOLS (ILT)**  **First part**   * **What are the independent Learning Tools?** * **How do they work?** * **My first ILT activity** * **Audacity for doing the recordings** * **Looking for authentic websites (VOA)** * **Making (filling the blanks) activity** | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**    Personales: |
| 1.3.7- **Unidad 06**  **INDEPENDENT LEARNING TOOLS (ILT)**  **Second part**   * **My second ILT activity** * **Audacity for doing the recordings** * **Looking for authentic websites (VOA)** * **Making (filling the blanks) activity** * **Making (unscramble words ) activity** | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  Personales: |
| 1.3.8- **Unidad 07**  **Teaching English by mean of comic stories (training 1)**  **TELLING AND TEACHING**   * Unit introduction * Building background (example activities done by students) * Looking for the topic to teach (greetings, action verbs…) * What kind of genre is the story?   + Horror, action, love, Sci-fx.. | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  <https://how-to-teach-english.ontesol.com/using-comic-strips-in-the-esl-classroom/>  <https://www.google.com.co/search?q=comic+for+tefl&oq=comic+for+tefl&aqs=chrome..69i57j0l5.5911j0j4&sourceid=chrome&ie=UTF-8>  Personales: |
| 1.3.9- **Unidad 07**  **Teaching English by mean of comic stories (training 2)**   * Students at work (comic activity) * Telling a story * Looking for the digital material on the Internet. * Looking for some inspiration on the Internet (other websites) | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  <https://www.youtube.com/watch?v=v8u03oyxJuU>  Personales: |
| 1.3.10 – **Unidad 08**  **TELLING AND TEACHING**  **(ACTIVITY REPORT)** | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  Personales: |
| 1.3.11 – **Unidad 09**  **TURNING COMICLIFE TO LIFE**   * Building background * Doing a photo screen (pantallazos) * Pasting, cutting, and save pictures form comiclife.   + Tools: Audacity, Xara 3D, animated gifs, png images, websites. | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  Personales: |
| 1.3.12 – **Unidad 10**    **FINAL PROYECT**  **POWERPOINT ANIMATED STORY**   * Drafting the first activity (thinking about the story) * Looking for materials on Internet * Getting some backgrounds from the teacher and classmates. | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  Personales: |
| 1.3.13 – **Unidad 11**    **FINAL PROYECT**  **POWERPOINT ANIMATED STORY**   * Students at work * Turning a comiclife story to an animated PowerPoint story. | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  [**https://www.google.com**](https://www.google.com)**.**      Personales: |
| 1.3.14 – **Unidad 12**    **POWERPOINT ANIMATED STORY**   * **Students at work** | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**    Personales: |
| 1.3.15 **Unidad 12**    **PROJECT DEADLINE** | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**    Personales: |
| 1.3.16 – **Unidad 13**    **FINAL EXPOSITION** | **Bibliográficas:**  **Materiales auténticos**  **Virtuales:**  [**https://www.google.com**](https://www.google.com)**.**  <https://www.youtube.com/watch?v=v8u03oyxJuU>    Personales: |
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| 1.4.- **RECURSOS DE APOYO ACADÉMICO** | 1.5.- **EVALUACION DE COMPETENCIAS[[1]](#footnote-1)** |
| Este programa se llevará a cabo, mínimo, con los siguientes recursos:  (Lo siguiente es sólo un ejemplo, el docente es el que debe planear sus recursos de apoyo académico en virtud de la naturaleza del curso o asignatura)  1.4.1: Laboratorio de Inglés y francés  1.4.2.-.Conexión a internet  1.4.3.-.Software especializados | Se llevará a cabo en tres fases:  1.5.1.- Una **primera evaluación parcial** la cual consistirá en entregar un pequeño producto o multimedia realizado en PowerPoint, éste entregable tendrá un valor del **30 %** sobre la nota del primer parcial.  1.5.2.- Una **segunda evaluación parcial** la cual consistirá en entregar un segundo proyecto interactivo y demostrar e integrar ciertas herramientas multimedia aprendidas en el proyecto. **30%**  1.5.3.- Un **examen final** el cual consistirá de crear una página web con propósito educativo, y cargar el material interactivo y de estudio a la misma. **40%** |

** 2.- Programa sintético (Plan del estudiante)**

Es un esquema que contiene la planeación semanal (en virtud de los créditos que vale el curso) a partir de cada uno de los momentos que determinan los tiempos del trabajo del estudiante y del docente de manera coherente con los propósitos del aprendizaje y/o de las competencias que se han planeado desarrollar.

(El siguiente es sólo un ejemplo)

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 01  **(COURSE INTRODUCTION)** | 1 | **Students will know what´s the course objective** | Before Class |  |  |  |  |
| During the class | 12:00-2:00 pm | Course introduction  Course objective  Antivirus  Cache files  Cleaning useless files | Reflection by students and the Teacher.  Updating and keep cleaned the pc  What are cache files? How do I clean them? | Checking the assistance.  Updated antivirus.  Cache files cleaned. |
| After class | 2 hours The students chosen. | Students have to look for more information about how to keep save and updated the antivirus  Why is it good to clean the cache files? | •Have Ss update their PCs at home (antivirus and cache files) | Next class, the students must demonstrate did the activity at home.  Evidence by screenshot |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| **02 AUDACITY** | **2** | **ADACITY BASICS**  **PART 1** | 1) Before class. | 2 hours at home | What´s Audacity? | •Researching on internet. | • Oral evidence, students will start the class telling about what they found. |
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| 2) During the class | * **What´s Audacity?** * **How does it work?** * **Audacity workspace** * **Editing with Audacity** | | Downloading and installing Audacity software  Audacity first steps  Cutting, pasting, save and exporting to MP3 | •Checking attendance.  • Review work class activity.  Checking results (workclass) |
| 3) After the class | (Time chosen by students)  2 hours | Get an audio into Audacity, cut it and export it to MP3 | •Watch the video tutorial on internet  <https://www.youtube.com/watch?v=aCisC3sHneM&t=136s> | •Sstudents will start the class telling about their research.  How did they do it? |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 02  **AAUDACITY**  . | 3 | **ADACITY BASICS**  **PART 2** | Before class | Time chosen by students ( 2 hours) | As language teacher, What can I do with Audacity for improving the classes? | Looking for information on the internet. | • Share to the class the information found |
| During the class | 12:00 m. – 2:00 p.m. | Setting the recording configuration.  Recording audio from internet.  Amplify level and reduce track speed. | Making class exercises  Browse and find any audio on internet, record it, amplify it and reduce it the speed  Exporting to MP3 | • Students ‘attendance  • Review work class activity.  Demonstration in front of the class (simple exercise) |
| After class | Time chosen by students ( 2 hours) | Record and edit any audio from VOA. | •Download, cut, mix, edit, and export to MP3 | •Share the activity done with the rest of the class. |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 03  **CCOMIC**  **LLIFE** | 4 | **Comiclife for TEFL** | Before class | Time chosen by students ( 2 hours) | Researching about: what´s Comiclife software? | Looking the information on the Internet | • Oral evidence, students will start the class telling about their research |
| During class | 12:00 a 2:00 p.m. | Getting ready with Comiclife workspace.  Menu options.  New templates.  Save in edition mode.  Importing images.  Exporting to PDF. | Teacher explanation  Online tutorials  Work class ( Ss have to do some drafts, first steps in Comiclife.  Do a short comic | •Students assistant.  • Students report about what they did (demonstration) |
| After class | Time chosen by students (2 hours) | How can Comiclife improve the teaching and learning English process? | •Searching out on internet | • Oral report next class about the findings.. |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | Indicador de cumplimiento de las actividades |
| 04  **XARA 3D** | 5 | **XARA 3D for improving PowerPoint multimedia** | Before class | Time chosen by students  ( 2 hours) | What´s Xara 3D? | Looking for the information on the Internet | • Oral evidence, students will start the class telling about their findings. |
| During class | 12:00 m. – 2:00 p.m. | * **Getting familiar with XARA 3D workspace** * **My first animated title (GIF)** * **My first animated button (GIF)** * **Design option (tool review)** * **Animation picker** * **Exporting animation** | Attendance  Teacher explanations and demonstration  Work class activity | • Students´attendance.  • Review work class activity.  Report. (Students have to demonstrate they got the basics on Xara 3D |
| After class | Time chosen by students  (2 hours) | Make gif buttons with texture | •Researching on internet.  YouTube, Google…tutorials | • Report the activity to the teacher next class. |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 05  I.L.T | 06 | **Independent Learning Tools**  **Part 1** | Before class | Time chosen by students ( 2 hours) | What are the I.L.T? | Looking for the answers on the Internet | • Oral evidence, students will start the class telling about their findings. |
| During class | 12:00 m. – 2:00 p.m. | Students will know different websites and web resources for TEFL | Getting an Islcollective.com user account.  Getting familiar with the content offered by islcollective.  Looking for members and be a fan. ***(ex: Herber)*** | • Assistance.  User account ready  To be of some members |
| After class | Time chosen by students (2 hours) | To be a fan almost 5 best Islcollective designers | •Looking for the info on the internet.  Looking for members in Islcollective. | • Reporting the results to the teacher.  How many members are you following? |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 06  **ANIMATED GIF** | 07 | **What´s an animated gif?** | Before class | Time chosen by students ( 2 hours) | What is an animated gif? | Looking for the answers on the Internet | • Oral evidence, students will start the class telling about their findings. |
| During class | 12:00 m. – 2:00 p.m. | * Types of animated gifs * Where can I find an animated gif? * How to make an animated gif * Animated gif on PowerPoint | Go to google browser and look for some websites dedicated to animated gif.  Download an animated gif  Inserting a gif on PowerPoint | • Assistance.  Students have to report they can download and paste animated gif on powerpoint. |
| After class | Time chosen by students (2 hours) | Animated gifs creators. | •Looking for the free app on the internet.  Free animated gif creators (download) | Report the findings next class. |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 06  **ANIMATED GIF** | 08 | **Gif creator** | Before class | Time chosen by students ( 2 hours) | What is a photogram?  Why photograms are important for a fluent movement? | Looking for the answers on the Internet | • Oral evidence, students will start the class telling about their findings. |
| During class | 12:00 m. – 2:00 p.m. | Animated gif creator  (Making my fist animated gif) | Draw movement sequences:  Using the camera to take pictures and create movement sequences.  Upload this sequences to the animated gif creator.  Export the animation. | • Assistance.  Students have to share their created gifs to the rest of the class. |
| After class | Time chosen by students (2 hours) | Animated gifs creators. | •Make three different animated gifs. | Report the findings next class. |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 07  **PowerPoint triggers** | 09 | **Making effects and movement** | Before class | Time chosen by students ( 2 hours) | What is a trigger on PowerPoint (desencadenador) | Looking for the answers on the Internet | • Oral evidence, students will start the class telling about their findings. |
| During class | 12:00 m. – 2:00 p.m. | Triggering images and objects with powerpoint. | Add animation and trigger an object  Trigger two objects with one button. | • Assistance.  Report to the teacher the activity done. |
| After class | Time chosen by students (2 hours) | Triggering objects  Effects: in / emphasis / out | •Look for how to do it on the internet | Report the findings next class. |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 08  **PowerPoint Hyperlinks** | 10 | **Linking external files, objects and websites with PowerPoint** | Before class | Time chosen by students ( 2 hours) | What is a hyperlink on PowerPoint (desencadenador) | Looking for the answers on the Internet | • Oral evidence, students will start the class telling about their findings. |
| During class | 12:00 m. – 2:00 p.m. | Hyperlinking images, docs objects, and websites with powerpoint. | **Hyperlink one slide with:**  An external website  A PDF  A game  Another slide | • Assistance.  Report to the teacher the activity done. |
| After class | Time chosen by students (2 hours) | Hyperlinking:  Images  Titles  Buttons  websites | •Look for supporting tutorials on the internet | Report the activity done next class. |

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| 09  **PowerPoint Hyperlinks and triggers** | 11 | **Linking external files, objects and websites with PowerPoint, also give them animation** | Before class | Time chosen by students ( 2 hours) | How to best add trigger animation and hyperlinks on PowerPoint? | Looking for the answers on the Internet | • Oral evidence, students will start the class telling about their findings. |
| During class | 12:00 m. – 2:00 p.m. | Triggers and hyperlinks  First steps | **Hyperlink one slide with:**  An external website  A PDF  A game  Another slide  **Trigger and add animation to:**  **A title**  **An image**  **An object**  **A gif** | • Assistance.  Report to the teacher the activity done. |
| After class | Time chosen by students (2 hours) | Make an interactive menu | •One slide paste some buttons.  Then, add triggers and hyperlinks (audio, videos, images…)  Everything on one slide. | Report the activity done next class. |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 10  **MY FIRST MULTIMEDIA** | 12 | **Multimedia applied to TEFL (PowerPoint)** | Before class | Time chosen by students ( 2 hours) | Go to Islcollective.com and get some ideas | Looking the specific website | • Oral evidence, students will start the class telling about their findings. |
| During class | 12:00 m. – 2:00 p.m. | Designing my first activity | Sketching and planning the game.  Goal, content, theme, resources… | • Assistance.  Sharing the ideas to the teacher, and getting feedback |
| After class | Time chosen by students (2 hours) | Getting things ready to next class | * •Look for websites (save them) * Download or identify where the material is needed. | Report the activity done next class. |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 11  **MY FIRST MULTIMEDIA** | 13 | **Multimedia applied to TEFL (PowerPoint)** | Before class | Time chosen by students ( 2 hours) | Getting the materials ready | Identify and save the material needed | • Share the findings to the teacher |
| During class | 12:00 m. – 2:00 p.m. | Students at work  (working on the multimedia) | Inserting the materials on PowerPoint | • Assistance.  Sharing the ideas to the teacher, and getting feedback |
| After class | Time chosen by students (2 hours) | What is the color palette?  Why is it important when we design? | Look for the definition on Google. | Report the activity done next class. |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| 12  **MY FIRST MULTIMEDIA** | 14-15 | **Multimedia applied to TEFL (PowerPoint)** | Before class | Time chosen by students ( 2 hours) | Getting the multimedia ready | Looking for the materials on the internet. | • Share the findings to the teacher |
| During class | 12:00 m. – 2:00 p.m. | Students at work  (working on the multimedia) | Inserting the materials on PowerPoint  Improving the interphase. | • Assistance.  Sharing the ideas to the teacher, and getting feedback |
| After class | Time chosen by students (2 hours) | How to create nice titles online | Look for pnline title generator/ title creator/… | Report the activity done next class. |

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| **Unidad** | Semana | **Entrada de aprendizaje** | **Momento** | Horario | Matices temáticos | **Actividades sugeridas** | **Indicador de cumplimiento de las actividades** |
| **12** | 16 | **Multimedia ready** | The end of the semester | 12:00 – 2:00 p.m. | Multimedia ready |  | Sharing the project with the rest of the class, and sending it to the teacher. |

 **3.- Metodología Y MEDIACIONES**

Los estudiantes deberán entregar los trabajos, talleres o actividades los días acordados para ese propósito. En caso que el estudiante no pueda entregar el trabajo o actividad para el día designado, deberá presentar la debida excusa al profesor firmada por el jefe de programa en la cual justifique el motivo de su ausencia, de este modo el profesor podrá dar la oportunidad al estudiante de entregar el trabajo o en su defecto asignarle uno nuevo para su respectiva calificación.

** Nota importante:**

Con el objetivo de apoyarte en las actividades que desarrollarás en ausencia del docente, podrás comunicarte con él a través de los siguientes correos electrónicos: [alteratestate55@gmail.com](mailto:alteratestate55@gmail.com) y en el siguiente teléfono celular, 314 769 74 77

 **4.- Anexos**

1. La implementación de un mecanismo de evaluación del desarrollo de competencias, es motivo de una capacitación interna institucional [↑](#footnote-ref-1)