

**ECUADOR CENTRAL UNIVERSITY**  
**FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES**  
**DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES SP-**  
**FRA-ING**



FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES						
<b>CAREER:</b> Pedagogy of National and Foreign Languages with a Bachelor's Degree in Education Sciences. Mention Spanish - French and English.				<b>MODALITY:</b> VIRTUAL		
<b>SUBJECT OR EQUIVALENT:</b>				E-LEARNING		
<b>CODE:</b>				FFP02BEM06		
<b>CURRICULAR ORGANIZATION UNIT:</b>				BASIC TRAINING UNIT		
<b>FIELD OF TRAINING</b>				Epistemology and Research Methodology		
<b>ITINERARY</b>				YES	NO	x
				NAME: Not applicable		
<b>KNOWLEDGE INTEGRATION PROJECT:</b> Critical analysis of the Public Education Policy and its articulations with the rights of good living in specific contexts: emphasis on the identity of educational subjects and their interactions with the family, community and learning contexts.						
LEARNING ORGANIZATION	Teaching Component	# hrs	Practice, application and experimentation	# hrs	Component Self-Employment	# hrs
		<b>TOTAL SUBJECT HOURS OR EQUIVALENT</b>				
<b>PREREQUISITES</b>	SUBJECT OR ITS EQUIVALENTS	Study Techniques		<b>CODES</b>	FFP01BEM05	
<b>CO-REQUIREMENTS</b>	SUBJECT OR ITS EQUIVALENTS			<b>CODES</b>		
<b>ACADEMIC PERIOD (SEMESTER)</b>			SECOND	<b>PERIOD OF EXECUTION</b>		2021 - 2022
<b>Detail of tutoring hours</b>	<b>PRESENTATIONS</b>			<b>VIRTUAL</b>		
	INDIVIDUALS		GROUP	INDIVIDUALS		GROUP
	<b>Total Face-to-Face:</b>			<b>Total Virtual:</b>		
<b>CONTRIBUTIONS TO THE GRADUATE PROFILE</b>						
<b>Learning Outcomes of the Profile of Graduation</b>				<b>Integrating learning outcome of the subject or its equivalents</b>		
<ul style="list-style-type: none"> <li>It implements active and innovative methodological strategies for language teaching and learning, based on technology, didactics and pedagogy at a national and international level.</li> <li>Designs its own didactic material and evaluation instruments.</li> <li>Designs didactic resources and effective educational strategies based on real educational contexts.</li> <li>Organizes learning environments, welcoming and pleasant; suitable for the construction of</li> </ul>				<ul style="list-style-type: none"> <li>Design different educational itineraries taking into account the learning pace of each student.</li> <li>Quickly update information so that it is always available and accessible from anywhere, anytime and on any device.</li> </ul>		

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<p>knowledgeAdapts the curriculum according to the principles of inclusion and special educational needs.</p> <ul style="list-style-type: none"> <li>Identifies the linguistic problems that arise in the learning process of target languages.</li> <li>Organizes learning environments, welcoming and pleasant; suitable for the construction of knowledge.</li> </ul>	
<p><b>CHARACTERIZATION OF THE SUBJECT (CONTRIBUTION TO THE RELEVANCE STUDY, ESSENTIAL ROLE OF THE SUBJECT, ARTICULATION WITH RESEARCH AND PRE-PROFESSIONAL PRACTICES).</b></p>	<p>The E-learning unit of analysis generates teaching-learning processes that are carried out through the Internet, characterized by a physical separation between teachers and students, but with the predominance of both synchronous and asynchronous communication, through which a continuous didactic interaction is carried out, making the student the center of the training, as he/she has to self-manage his/her learning, with the help of tutors and peers.</p>
<p><b>TEACHING AND LEARNING METHODOLOGIES (REGULARITIES GIVEN THE NATURE OF THE COURSE AND THE SUBJECT IN TERMS OF METHODS, TECHNIQUES AND DIDACTIC RESOURCES WITH A VIEW TOWARDS INNOVATION).</b></p>	<p>Methodologies will be used to develop students' capacity for reflection, inquiry and diagnosis of practical situations of their daily life through inductive and deductive methods, which will lead them to categorize and analyze educational phenomena. Among the strategies to be used will be: group work, the class and problem solving, reading circles and workshops.</p>

**EVALUATION:**

**Escala de valoración.** - La escala de valoración establecida por la Universidad Central del Ecuador para la aprobación de las asignaturas es:

Indicador	Nota sobre 20	Porcentaje de la nota final	Ponderación
Evaluación formativa Aprendizaje y actividades Colaborativas (grupales)	20	30%	6 puntos
Evaluación formativa.- Trabajo Individual	20	35%	7 puntos
Evaluación sumativa final	20	35%	7 puntos
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>20 puntos</b>

**Equivalencias.** - La Universidad Central del Ecuador establece la siguiente escala de equivalencias:

**BIBLIOGRAPHIC RESOURCES**

BIBLIOGRAPHY BY UNIT/TOPIC/CHAPTER	PHYSICS		VIRTUAL	
	TITLE/AUTHOR/YEAR	EDITORIAL	TITLE/AUTHOR/YEAR	URL/SEQUENTLY EDITORIAL STANDARD

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<b>BASIC</b>			E-learning methodologies, Ghirardini B.; Tisovic J.; Korkmaz M.; Eberhardt U., 2014	<a href="#">e learning.pdf</a>
	Evolution and challenges of Virtual Education building the E-learning of the 21st century/Council scientific/2011	UOC		
<b>COMPLEMENTARY</b>	E-learning White Paper/Ruipérez G., García J./2020	Bubok Publishing, S.L.		

**MICRO-CURRICULAR DESCRIPTION BY UNIT/TOPIC/CHAPTER**

<b>UNIT/TOPIC/CHAPTER NUMBER</b>		UNIT I	<b>NAME:</b> E-Learning, definition and characteristics	
<b>LEARNING SCENARIOS</b>	<b>AULA</b>	<b>LABORATORIES/WORKSHOPS/OTHER</b>	<b>VIRTUAL</b>	<b>RECEIVING INSTITUTION FOR PPP/PVS</b>
			X	
<b>LEARNING OUTCOME</b>	Design different educational itineraries taking into account the learning pace of each student.			

**CONTENTS OF THE COURSE OR ITS EQUIVALENTS STRUCTURED BY UNIT, TOPIC AND CHAPTER**

WEEK	CONTENTS	TEACHING COMPONENT (Teacher-assisted activities and learning activities) collaborative)	APPLICATION PRACTICES AND EXPERIMENTATION	SELF-EMPLOYMENT	EVALUATION
1	Definition and Myths of E-learning	Brainstorming on E-learning	Reading circles to determine the definition and myths of E-Learning	Group work: Research on the definition of E-learning.	Tandem co-assessment: Comprehension of written texts through completion tables of information
	Characteristics of E-learning	Workshop on the characteristics of E-learning	Reading circles to identify the characteristics of the E-learning	Elaborate a concept map with the given information.	Heteroevaluation Rubric to evaluate concept maps.
	Types of e-learning	Workshop on types of E-learning	Identification of the types of E-learning used in the news	Draw up a comparative table of the types of E-learning.	Co-evaluation through a rubric of comparison and contrast
	12 keys to choosing an e-learning platform	Organization of the keys to choosing an E-learning platform	Identification of the keys to choosing an E-learning platform	Elaborate a concept map with the given information.	Co-evaluation: Students will assess through a rubric of an outline.

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<b>COGNITIVE AND PROCEDURAL SKILLS</b>	Abstraction/generalization, induction/deduction, definition/exemplification, comprehension/application, creativity, among others.
<b>ATTITUDES AND VALUES</b>	Scientific, critical, independent, proactive, among others. Honesty, solidarity, loyalty, responsibility, respect, tolerance towards inter and multiculturalism, among others.

**MICRO-CURRICULAR DESCRIPTION BY UNIT/TOPIC/CHAPTER**

<b>UNIT/TOPIC/CHAPTER NUMBER</b>		UNIT II		<b>NAME:</b> Structure for developing an e-learning course	
<b>LEARNING SCENARIOS</b>	<b>AULA</b>	<b>LABORATORIES/WORKSHOPS/ OTHER</b>	<b>VIRTUAL</b>	<b>RECEIVING INSTITUTION FOR PPP/PVS</b>	
			X		
<b>LEARNING OUTCOME</b>		The student will be able to identify each of the phases of the PACIE Methodology.			

**CONTENTS OF THE COURSE OR ITS EQUIVALENTS STRUCTURED BY UNIT, TOPIC AND CHAPTER**

<b>WEEK</b>	<b>CONTENTS</b>	<b>TEACHING COMPONENT (Teacher-assisted activities and learning activities) collaborative)</b>	<b>APPLICATION PRACTICES AND EXPERIMENTATION</b>	<b>SELF-EMPLOYMENT</b>	<b>EVALUATION</b>
1	Virtual Learning Environment	Workshop on EVAs	Reading circles to define EVAs	Elaborate a conceptual map on Virtual Learning Environments.	Heteroevaluation with the use of a rubric to evaluate conceptual and mental.
	PACIE Methodology	Definition of the PACIE Methodology	Identification of the phases of the PACIE Methodology	Group work creating mental associations that establish relationships between concepts or objects	Heteroevaluation with the use of a rubric to evaluate a summary.
	Presentation Phase	Workshop on the Presentation phase	Identification of the principles of the presentation phase	Elaboration of conceptual and mental maps of texts.	Heteroevaluation with the use of a rubric to evaluate conceptual and mental.
	Phase Scope	Organization of main and secondary ideas on the Scope phase.	Identification of relationships between main and secondary ideas	Creation of a syncretic and brief outline that will allow information retention relevant	Co-evaluation: Students will assess through a rubric of one. scheme

<b>COGNITIVE AND PROCEDURAL SKILLS</b>	Abstraction/generalization, induction/deduction, definition/exemplification, comprehension/application, creativity, among others.
<b>ATTITUDES AND VALUES</b>	Scientific, critical, independent, proactive, among others. Honesty, solidarity, loyalty, responsibility, responsibility, respect, tolerance towards inter and multiculturalism, among others.

**MICRO-CURRICULAR DESCRIPTION BY UNIT/TOPIC/CHAPTER**

<b>UNIT/TOPIC/CHAPTER NUMBER</b>	UNIT III	<b>NAME:</b> Design of an E-learning course foreign language
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LEARNING SCENARIOS		AULA	LABORATORIES/WORKSHOPS/ OTHER	VIRTUAL	RECEIVING INSTITUTION FOR PPP/PVS
				X	
<b>RESULT OF LEARNING</b>		The student will be able to design an online foreign language course, taking into consideration the language skills to be developed			
<b>CONTENTS OF THE COURSE OR ITS EQUIVALENTS STRUCTURED BY UNIT, TOPIC AND CHAPTER</b>					
WEEK	CONTENTS	TEACHING COMPONENT (Teacher-assisted activities and learning activities) collaborative)	APPLICATION PRACTICES AND EXPERIMENTATION	SELF-EMPLOYMENT	EVALUATION
1	Training Phase	Brainstorming and explanation of the Training Phase	Reading circles to establish the principles of the Phase. Training	Elaborate a conceptual map	Heteroevaluation Evaluation rubric for maps conceptual
	Interaction Phase	Interaction Phase Workshop	Reading circles to establish the principles of the Interaction Phase	Elaborate a conceptual map	Heteroevaluation with the use of a rubric to evaluate conceptual and mental.
	E-learning Phase	Workshop on the E-learning Phase	Reading circles to establish the principles of the E-learning Phase	Develop an outline	Co-evaluation: Students will assess through a rubric of one. scheme
	Cooltext	Presentation of the program for the creation of titles	Elaboration of Titles for the Class V platform.	Creation of a classroom on the Class V platform	Co-evaluation: Classroom presentation checklist virtual
<b>COGNITIVE AND PROCEDURAL SKILLS</b>		Abstraction/generalization, induction/deduction, definition/exemplification, comprehension/application, creativity, among others.			
<b>ATTITUDES AND VALUES</b>		Scientific, critical, independent, proactive, among others. Honesty, solidarity, loyalty, responsibility, respect, tolerance towards inter and multiculturalism, among others.			

MICRO-CURRICULAR DESCRIPTION BY UNIT/TOPIC/CHAPTER					
UNIT/TOPIC/CHAPTER NUMBER			UNIT IV	NAME: Strategies for evaluation within an EVA	
LEARNING SCENARIOS		AULA	LABORATORIES/WORKSHOPS/ OTHER	VIRTUAL	RECEIVING INSTITUTION FOR PPP/PVS
				X	
<b>RESULT OF LEARNING</b>		Students are able to add resources and activities to the units created in the Class V platforms o Edmondo o Chamilo			
<b>CONTENTS OF THE COURSE OR ITS EQUIVALENTS STRUCTURED BY UNIT, TOPIC AND CHAPTER</b>					
WEEK	CONTENTS	TEACHING COMPONENT (Teacher-assisted activities and learning activities) collaborative)	APPLICATION PRACTICES AND EXPERIMENTATION	SELF-EMPLOYMENT	EVALUATION

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<b>1</b>	The Role of the Teacher and the Student in the Education in the line	Defining and explaining the role of the teacher and student in education. online	Discussion of the importance of virtual supported education	Elaborate a conceptual map	Heteroevaluation Rubric for concept map evaluation
	Moodle Resources: Crossword Puzzle and the Hanging	Elaboration of Moodle resources	Individual Work Virtual Classroom on the Class V platform	Creation of a classroom on the Class V platform	Co-evaluation Check list on the virtual classroom
	Create an evaluation guide for task	Virtual classroom development workshop	Individual Work Virtual Classroom on the Class V platform	Creation of a classroom on the Class V platform	Co-evaluation Check list on the virtual classroom
	Evaluation with rubrics in Moodle	Virtual classroom development workshop	Individual Work Virtual Classroom on the Class V platform	Creation of a classroom on the Class V platform	Heteroevaluation Check list on virtual classroom
<b>COGNITIVE AND PROCEDURAL SKILLS</b>		Abstraction/generalization, induction/deduction, definition/exemplification, comprehension/application, creativity, among others.			
<b>ATTITUDES AND VALUES</b>		Scientific, critical, independent, proactive, among others. Honesty, solidarity, loyalty, responsibility, respect, tolerance towards inter and multiculturalism, among others.			

DRAFTED BY	TEACHER RESPONSIBLE	REVISE D	APPROVED
DATE: November 19, 2021 SIGNATURE:   <b>LILIANA ELIZABETH JINEZ TAPIA</b> PINE-EFI Career Teacher	DATE: November 21, 2021 SIGNATURE:  Coordinator of the General Subjects Area PINE-EFI Career	DATE: November 25, 2021 SIGNATURE:  Career Director PINE-EFI Career Path	DATE: November 25, 2021 SIGNATURE:    Members of the Board of Career Career PINE-EFI