**FABLE – Training Faculties on Blended Learning**

Erasmus+ project

**Library of blended and online learning courses and teaching sessions:** Success stories, best practices and cautionary tales from the academia.

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| Name of the course | | | **New Technologies and their Applicability in Hearing and Language** | | | | | |
| Amount of course credits in ECTS 6 | | | | | | |  | |
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| **Select one:** Is this observation | **Positive**: A Success story or best practice? | x | | **Neutral**: General observation? |  | **Negative**: A Cautionary tale? | |  |
| Major the course is related to | | | Master´s Degree of Primary Education | | | | | |
| Please give a short description of the course structure (number of lectures, weeks, online events…) | | | Undergraduate elective course. Completely online, 70 students divided into 3 groups.15 weeks/subjects.    Continuous evaluation (40%): 14 sessions (90 minutes), 1 presentation, 4 review sessions (60 minutes), 9 modules with 10-question tests.  Final exam (60%) | | | | | |

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| Please give a short description of this case: |
| The objective of this subject is the use of techno-pedagogical models to favour the learning of students with specific hearing and language needs. It was difficult for the students to gain knowledge of the proper use of technology as a tool that favors student learning because they were not practical classes adapted to the context of the students, showing them all the elements that the introduction entails of technology in the classroom and how to use it with students with hearing and language needs. |
| Which teaching tools, services, applications and software solutions were used? |
| Classes in adobe connect, screen sharing and online PPTs with subtitles for students with hearing needs. In addition, practice with collaborative tools that they could use in their classes and express their reflections, such as: Microsoft 365, Padlet, Nearpod, Wooclap, Mentimeter, Google for Education. |
| What are the most important lesson learned from this course? (Both in negative or positive viewpoint, if there are any) |
| In a practical way, the students learned to use the tools that could help in their teaching work, likewise, in a practical way, they developed digital skills that allowed them to make good use of technology to favour their learning, carrying out collaborative activities with their classmates. The only negative aspect was the lack of participation of some students because they accessed the course from mobile phones that did not allow them to use the tools. Through the Adobe Connect chat the teacher intervened to make the class inclusive. The positive aspect was that the tools could be used for live or deferred classes, so that all students of the e-learning model could participate. |
| If you have additional notes or comments, or want to provide a link to online materials, please put them here: |
| None |