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Federal State Autonomous Educational Institution of Higher Education "Patrice Lumumba Peoples' Friendship University of Russia"

Institute of Russian language

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Basics of digital technologies in education

course title

Recommended by the Didactic Council for the Education Field of:

45.03.01 Philology

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Applied digital philology (Bachelor's degree)

2025 г.

1. INTERNSHIP GOALS

The discipline “Digital Technologies in Education” is included in the master’s program “Applied digital philology” in the direction 45.03.01 “Philology” and is studied in 6th semester of 3rd year. The discipline is implemented by the Department of Russian Language 5. The discipline consists of 4 sections and 4 topics and is aimed at studying of information technology.

The purpose of mastering the discipline is to develop the future teacher's information culture and digital competencies in the area related to the use of information technology both in the classroom and remotely.

2. REQUIREMENTS FOR LEARNING OUTCOMES

1) The internship implementation is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire during the internship

Competence code	Competence descriptor	Competence formation indicators (within this course)
UC-4	ability to use current communication tools for academic and professional interaction in the Russian Federation's official language and in one or more foreign languages.	UC-4.1 Usage of various types of communication technologies for academic and professional interaction
GPC-1	ability to use a variety of communicative tactics, rhetorical devices, and stylistic devices used in a variety of communication sectors in his professional work, including teaching.	GPC-1.1 Implementation of professional communication in activities related to science, education, information and communication, translation, and other branches of philology
GPC-4	usage of digital technologies and methodologies in philological professional activity for the research and modelling of professional activity objects, data analysis, and information presentation.	GPC-4.3 Usage of digital technologies and methods in professional activities to present information

3. INTERNSHIP IN HIGHER EDUCATION PROGRAMME STRUCTURE

The internship refers to the variable component of block of the higher educational programme curriculum.

Table 3.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results.

Competence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*
UC-4	ability to use current communication tools for academic and professional interaction in the Russian Federation's official language and in one or more foreign languages.	Foreign language in professional activities**; Turkish language; Russian as a foreign language in professional activities**; Russian as a foreign language in professional sphere communications; German; Information databases	Foreign language in professional activities**; Turkish language; Russian language as foreign in professional activities**; Russian language as foreigner in the field professional communications; Storytelling in digital and traditional environment**; German;
GPC-1	ability to use a variety of communicative tactics, rhetorical devices, and stylistic devices used in a variety of communication sectors in his professional work, including teaching.	Philology in the system of modern humanitarian knowledge	Teaching practice; Undergraduate practice; Infostylistics;
GPC-4	usage of digital technologies and methodologies in philological professional activity for the research and modelling of professional activity objects, data analysis, and information presentation.		Machine learning. Tools speech recognition; Digital technologies comparative text research; Research Job; Undergraduate practice;

* To be filled in according with the competence matrix of the higher education programme.

4. INTERNSHIP WORKLOAD

Possible wording

1)The total workload of the internship is 2 credits 72 academic hours.

Type of study	Total hours	Semesters
		6
Classroom activities (total)	15	15
Including:		
Lectures (L)	15	15

Seminars (S)			
Laboratory work (LW)			
Self-guided work		39	39
Control (exam/test with assessment), acc.		18	18
Total labor hours	hours	72	72
	Credit	2	2

5. INTERNSHIP CONTENTS

Table 5.1. Internship contents*

Modules	Contents (topics, types of practical activities)	Type of study*
Module 1. Digitalization of education in Russia and in the world	Brief history of educational technologies. IT technologies in education. Digitalization of education. Digital transformation of education. Benefits of digitalization of the educational cluster. Digital educational trends. Health impacts of digitalization.	L
Module 2. Didactic capacity of digital technologies	Didactic capacity of using multimedia technology and virtual reality. Didactic capacity of telecommunications technology. Didactic capacity of computer modelling. Didactic capacity of Artificial Intelligence.	L
Module 3. Digital educational resources	Introduction to remote teaching and digital tools for presenting content. Tools for developing and designing learning materials. Applications for developing lexico-grammatical simulators. Digital tools for creating games. Digital tools for online assessment. Digital tools for creating online games.	L
Module 4. Digital technologies of distance learning and mobile learning	The concept of distance learning and its forms. Modern models of distance learning. Mobile learning. Using the phone for educational purposes. Advantages and disadvantages of mobile learning.	L

6. INTERNSHIP EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

The infrastructure and technical support necessary for the internship implementation include: computer classes and devices that comply with current sanitary and fire safety standards.

7. INTERNSHIP LOCATION AND TIMELINE

The internship can be carried out at the structural divisions of RUDN University (at Moscow-based organisations, as well as those located outside Moscow).

The internship at an external organisation (outside RUDN University) is legally arranged on the grounds of an appropriate agreement, which specifies the terms, place and conditions for an internship implementation at the organisation.

The period of the internship, as a rule, corresponds to the period indicated in the training calendar of the higher education programme. However, the period of the internship can be rescheduled upon the agreement with the Department of Educational Policy and the Department for the Organization of Internship and Employment of RUDN students.

8. RESOURCES RECOMMENDED FOR INTERNSHIP

Main readings:

1. Жукова Г.С., Борисова Л.Р., Седых И.Ю. Цифровые трансформации в современном образовании. Москва. Кнорус. 2023. 196 с.
https://lib.rudn.ru:443/MegaPro/UserEntry?Action=Link_FindDoc&id=507365&idb=0
2. Герасимова В.Г., Романова Ю.Д., Дьяконова Л.П. Цифровое образование: модели, платформы и технологии. Москва. Русайнс. 2023. 145 с.
https://lib.rudn.ru:443/MegaPro/UserEntry?Action=Link_FindDoc&id=507363&idb=0
3. Гриншкун В.В. Современная цифровая образовательная среда: ресурсы, средства, сервисы. Москва. Проспект. 2021. 213 с.
https://lib.rudn.ru:443/MegaPro/UserEntry?Action=Link_FindDoc&id=506978&idb=0
4. Мусиенко С.О., Д.А. Егорова, Хрустова Л.Е., Корнилова Е.В. Цифровизация образования. Москва. Кнорусс. 2022. 162 с.
https://lib.rudn.ru:443/MegaPro/UserEntry?Action=Link_FindDoc&id=507361&idb=0

Additional readings:

1. Блохина Н.Ю., Кобелева Г.А. Современные образовательные технологии в рамках реализации федерального проекта «Цифровая образовательная среда» КОГОАУ ДПО «ИРО Кировской области». Киров, 2020. 74 с.
2. Бурнаева Е.М., Каминская Т.Е. Информационные технологии в педагогической деятельности. Министерство науки и высшего образования Российской Федерации, Тихоокеанский государственный университет. Хабаровск: Изд-во Тихоокеан. гос. унта, 2021. 99 с.
3. Хеннер Е. К. Информационные технологии в образовании. Теоретический обзор. Пермский государственный национальный исследовательский университет. Пермь, 2022. 110 с.
4. Transforming higher education through digitalization: Insights, tools and techniques. CRS Press. Taylor and Francis Group. 2022. 344 p.

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System (RUDN ELS)
<http://lib.rudn.ru/MegaPro/Web>
- EL "University Library Online" <http://www.biblioclub.ru>
- EL "Yurayt" <http://www.biblio-online.ru>
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" <http://e.lanbook.com/>

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation
<http://docs.cntd.ru/>
- Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

The training toolkit and guidelines for a student to do an internship, keep an internship diary and write an internship report:*

1. Safety regulations to do the internship (safety awareness briefing).
2. Machinery and principles of operation of technological production equipment used by students during their internship; process flow charts, regulations, etc. (if necessary).
3. Guidelines for keeping an internship diary and writing an internship report.

*The training toolkit and guidelines for the internship are placed on the internship page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL AS INTERNSHIP RESULTS

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the internship results are specified in the Appendix to the internship syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

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