

BASIC INFORMATION

Course	Bilingualism and cultural diversity
Degree program	Master's Degree in Bilingual Education
School	Online
Year	1
ECTS	6 ECTS
Credit type	Mandatory
Language(s)	English and Spanish
Delivery mode	Online
Semester	First
Academic year	2024-2025
Coordinating professor	Nuria Félez Castañé

1. PRESENTATION

Throughout this module you will be introduced to the basic cultural, historical, institutional, legal and political aspects related to bilingualism and cultural diversity.

In the first unit we will define the basic concepts such as culture or bilingualism itself. In the second unit, we will contrast the importance of bilingualism in actual societies. In the third unit, we will identify the main institutions and policies related to bilingualism and we will address teachers training. In the fourth one, we will analyse Anglo-Saxon culture and how cultural products can become highly valuable teaching resources. In the fifth unit, we will assess intercultural competence and its importance in the global world, and we will select resources for bilingual education. In the last didactic unit, we will create a didactic intervention proposal for the classroom, keeping an eye on NEAE students and the latest investigations regarding bilingualism and cultural diversity.

Thus, the theoretical knowledge and practical applications of the module will allow us to situate ourselves in the current context and to acquire and develop our own tools and resources for our teaching practice.

2. COMPETENCES AND LEARNING OUTCOMES

Core competences:

- CG5. Analyse and solve problems related to second language teaching, with regard to the social, linguistic and cultural aspects of bilingual teaching.
- CG7. Transmit social and cultural values appropriate to today's society, with special emphasis on linguistic and intercultural competence.
- CB6. Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.

- CB7. Students must be able to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.

Cross-curricular competences:

- CT1 Creativity. Creating new ideas and concepts from known ideas and concepts, reaching conclusions or solving problems, challenges and situations in an original way.
- CT5 Teamwork. Cooperating with others in the achievement of a shared objective, participating in an active and empathetic way, listening actively and respecting all members.
- CT7 Resilience. Adapting to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

Specific competences:

- CE8. Influence, motivate and raise students' awareness so that they value and contribute to the development of a plural, supportive, multilingual society that is open to other cultures.
- CE9. To foster the development of multilingual and intercultural competences in the pupils of the Spanish/English bilingual school, in order to ensure their future possibilities of economic and social emancipation.
- CE12. Design programmes and materials applying art and creativity, irrespective of the language in which the artistic manifestations are given and the culture to which they belong.

Learning outcomes:

- Analyse the most relevant elements of the culture of English-speaking countries.
- Assessing the history and politics of bilingual education in international contexts.
- Apply the intercultural competence in the bilingual classroom.

The following table shows the relationship between the competences developed during the course and the learning outcomes pursued:

Competences	Learning outcomes
CG5, CG7, CB6, CT1, CE8	Analyse the most relevant elements of the culture of English-speaking countries.
CG5, CG7, CB6, CB7, CT1, CT7, CE9	To foster the development of multilingual and intercultural competences in the pupils of the Spanish/English bilingual school, in order to ensure their future possibilities of economic and social emancipation.
CG5, CG7, CB6, CB7, CT1, CT5, CT7, CE8, CE9, CE12	Apply the intercultural competence in the bilingual classroom.

3. CONTENTS

Culture of English-speaking countries.

Intercultural competence: cultural variables and attention to diversity.

History and politics of bilingual education.

4. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class.
- Cooperative learning.
- Case method.
- Problem-based learning.
- Project-based learning.
- Reverse learning.
- Simulation environment.

5. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Online mode:

Learning activity	Number of hours
Master classes	10
Virtual classes (synchronous)	20
Case analysis	6
Problem solving	8
Preparation of reports and written papers	8
Research and projects	20
Study of contents and supporting documentation	50
Virtual mentoring	18
Virtual forum	8
Test of knowledge	2
TOTAL	150

6. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Online mode:

Assessment system	Weight
Test of knowledge	60%
Case/problem	10%

Project	20%
Activity design	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

6.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

6.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

7. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
What prejudices do I have about cultural diversity?	5 February
Let's talk about it.	21 March
Proposal of a learning situation in a bilingual centre in which bilingual and intercultural competences are promoted.	11 April

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

8. BIBLIOGRAPHY

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9. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at: orientacioneducativa@universidadeuropea.es

10. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.