

## 1. BASIC INFORMATION

<b>Course</b>	Research on Language, Culture, and Identity
<b>Degree program</b>	Master's Degree in Bilingual Education
<b>School</b>	Online
<b>Year</b>	1
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Mandatory
<b>Language(s)</b>	English and Spanish
<b>Delivery mode</b>	Online
<b>Semester</b>	Second
<b>Academic year</b>	2024 - 2025
<b>Coordinating professor</b>	Martina S. Ramírez Orduña

## 2. PRESENTATION

The subject *Research on Language, Culture, and Identity* aims to give students a thorough grasp of the theoretical and practical elements of language, culture, and identity in educational research, particularly in the realm of bilingual education.

This subject will cover a variety of topics, such as methods, techniques, and fundamental tools in educational research. Current research trends in bilingual education will be explored, along with both traditional and innovative approaches to language learning and cultural integration in educational settings. It will also address fundamental topics in linguistic and anthropological studies concerning language, culture, and identity, as well as delve into the developing subject of bilingual education through a neuroscience lens. We seek to enhance our understanding of the effects of bilingualism on cognitive processes, brain development, and learning outcomes by incorporating findings from neuroscience.

The main goal is to provide students with the necessary skills and knowledge to effectively participate in creating and sharing scientific projects. This involves acquiring skills in information gathering and processing, analyzing research results, and effectively communicating their work.

Upon completion of this course, students will possess a comprehensive grasp of fundamental concepts and methodologies in language, culture, and identity research. They will also be equipped to utilize this knowledge in their research endeavors and contribute to the progression of bilingual education theory and practice.

### 3. COMPETENCES AND LEARNING OUTCOMES

#### Core competences:

- CG3. Analyze, evaluate and synthesize innovative ideas applied to the field of foreign language teaching.
- CG5. Analyze and solve problems related to second language teaching, with regard to the social, linguistic and cultural aspects of bilingual teaching.
- CB8. That students are able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- CB9. That students know how to communicate their conclusions -and the knowledge and ultimate reasons that support them- to specialized and non-specialized audiences in a clear and unambiguous way.

#### Cross-curricular competences:

- CT2. Strategic communication.
- CT3. Digital competence.
- CT6. Critical analysis.

#### Specific competences:

- CE8. Influence, motivate and sensitize students to value and contribute to the development of a plural, supportive, multilingual society open to other cultures.
- CE9. To foster the development of multilingual and intercultural competences in the students of the Spanish/English bilingual school, in order to ensure their future possibilities of economic and social emancipation.
- CE11. To investigate and integrate intercultural contents that imply respect for different cultures and ensure their correct adaptation to life in countries with different cultures.

#### Learning outcomes:

- Identify the political, social and economic issues that influence the implementation of bilingual programs.
- Recognize the importance of language for the cultural identity of peoples.
- Evaluate the relevance of language knowledge in today's society.
- Use the basic principles and tools of the different methodologies of educational research.

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

Competences	Learning outcomes
CG3; CG5; CB8; CB9; CT2; CT3; CT6; CE8; CE9; CE11	Identify the political, social and economic issues that influence the implementation of bilingual programs.
CG 3; CG 5; CC8; CT9; CT2; CT3; CT6; CE8; CE9; CE11	Recognize the importance of language for the cultural identity of peoples.
CG3; CG5; CB8; CB9; CT2; CT3; CT6; CE8; CE9; CE11	Evaluate the relevance of language knowledge in today's society.
CG3; CG5; CB8; CB9; CT2; CT3; CT6; CE8; CE9; CE11	Use the basic principles and tools of the different methodologies of educational research.

## 4. CONTENT

- Introduction to research methods in Education.
- Introduction to linguistic and anthropological studies on language, culture and identity.
- Reflection on the interaction among language, culture and identity.
- Studying bilingualism from a critical perspective.
- Implications of the different perspectives to understand bilingualism.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass.
- Cooperative Learning.
- Case Method.
- Project-Based Learning.
- Reverse Learning.
- Simulation Environment.

## 6. 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
Masterclass	8
Virtual classes (synchronous)	22
Case analysis	10
Test of knowledge	2
Oral presentation	10
Research and projects	22
Study of content and supporting documentation	50
Virtual mentoring	18
Virtual forum	8
<b>TOTAL</b>	<b>150h</b>

## 7. 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%
Oral presentation	10%
Case/problem	10%
Research and projects	20%

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

### 7.1. 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 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.

### 7.2. 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 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.

## 8. SCHEDULE

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

Assessable activities	Deadline
Case/problem	11 May
Research and projects	25 May
Oral presentation	1 June

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.

## 9. BIBLIOGRAPHY

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## 10. 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 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](mailto:orientacioneducativa@universidadeuropea.es)

## 11. 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 on virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.