

1. BASIC INFORMATION

Course	Managing bilingual centres and 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	Second
Academic year	2024-2025
Coordinating professor	Xiomara Núñez Rodríguez

2. PRESENTATION

This module provides essential tools for the effective management and organization of bilingual educational centers, emphasizing the importance of resolving conflicts in multilingual classrooms, addressing diversity, and meeting the needs of students with special educational needs. Students will gain the ability to describe the profile of a bilingual center manager, including the necessary skills and competencies required to create an inclusive and effective educational environment. The course also covers national and regional legal frameworks, teacher training, and strategies for integrating families into the bilingual community. Moreover, students will learn to analyze specific actions to support diversity and design activities that facilitate diversity management in the bilingual classroom, ensuring that all students receive a high-quality, equitable education. Topics include the organization and administrative structures of bilingual centers, best practices for their management, and the development of strategies that celebrate and respect cultural and linguistic differences.

3. COMPETENCES AND LEARNING OUTCOMES

Core competences:

- CB8. That students are capable of integrating knowledge and dealing with the complexity of formulating judgments based on information that, even when incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- CB9. That students can communicate their conclusions – and the knowledge and ultimate reasons that support them – to specialized and non-specialized audiences in a clear and unambiguous manner.
- CG2. Plan, manage, and design, in accordance with legislation, the organization and management of classrooms and centers where non-linguistic subjects are taught in a foreign language.

- CG5. Analyze and solve problems related to second language teaching, concerning the social, linguistic, and cultural aspects of bilingual education.
- CG7. Convey appropriate social and cultural values to today's society, with a particular emphasis on linguistic and intercultural competence.

Cross-curricular competences:

- CT2. Strategic Communication. The ability to effectively convey messages (ideas, knowledge, feelings, arguments), both orally and in writing, in such a way that the interests of the various parties involved in the communication are strategically aligned.
- CT3. Digital competence. Using information and communication technologies for data search and analysis, research, communication, and learning.
- CT4. Influential leadership. Influencing others to guide and lead them toward specific objectives and goals, taking into consideration their viewpoints, especially in situations arising from the volatile, uncertain, complex, and ambiguous (VUCA) environments of the current world.

Specific competences:

- CE3. Design and create the content and didactic resources for bilingual subjects in Spanish and English, taking into account the diverse characteristics of students with special educational needs.
- CE5. Critically analyze the situation of the educational center.
- CE6. Create plans and make modifications for the proper implementation and development of the bilingual program in Spanish and English at an educational center.
- CE7. Act and apply advanced theoretical knowledge in Spanish and English critically and reflectively in a multilingual and multicultural environment.
- CE9. Promote the development of multilingual and intercultural competences in students of the Spanish/English bilingual educational center to ensure their future opportunities for economic and social empowerment.

Learning outcomes:

- Describe the profile of the manager or director of bilingual educational centers.
- Analyze specific actions for addressing diversity and students with special educational needs in the bilingual classroom.
- Design activities for managing diversity 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
CB8, CB9, CG2, CG5, CG7, CT2, CT3, CT4, CE3, CE5, CE6, CE7, CE9	Describe the profile of the manager or director of bilingual educational centers.
CB8, CB9, CG2, CG5, CG7, CT2, CT3, CT4, CE3, CE5, CE6, CE7, CE9	Analyze specific actions for addressing diversity and students with special educational needs in the bilingual classroom.
CB8, CB9, CG2, CG5, CG7, CT2, CT3, CT4, CE3, CE5, CE6, CE7, CE9	Design activities for managing diversity in the bilingual classroom.

4. CONTENTS

- Managing bilingual centres.
- Organization and structures of bilingual centres.
- Solving conflicts in the multilingual classroom.
- Attention to students with specific educational needs in the bilingual classroom.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- 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
Master classes	10
Virtual classes (synchronous)	20
Case analysis	12
Oral presentations of assignments/projects	5
Research and projects	25
Study of contents and supporting documentation	50
Virtual mentoring	18
Virtual forum	8
Test of knowledge	2
TOTAL	150

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

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 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.

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 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.

8. SCHEDULE

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

Assessable activities	Deadline
Case/problem	6 May
Oral presentation	13 May

Comentado [DR1]: Actualizar fechas

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

The main references work for this subject is:

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- Studdert-Kennedy, M. (1998). The particulate origins of language generativity: from syllable to gesture. In J.R. Hurford, M. Studdert-Kennedy & C. Knight (eds.), *Approaches to the Evolution of Language: Social and Cognitive Bases*. Cambridge University Press.
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- Radford, A. (1996). Phrase Structure and Functional Categories. In P. Fletcher & B. MacWhinney (eds.), *The Handbook of Child Language*. Blackwell.
- Rapin, I. & Allen, D.A. (1987). Developmental dysphasia and autism in preschool children: characteristics and subtypes. In *Proceedings of the First International Symposium on Specific Speech and Language Disorders in Children* (pp. 20-35). Afasic.

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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 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

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 in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.