

## 1. BASIC INFORMATION

<b>Course</b>	Specific didactics II
<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>	2023-2024
<b>Coordinating professor</b>	Yeray López Hernández

## 2. PRESENTATION

In this module, we will enhance the integration of ICT in multilingual education, emphasizing its role in fostering creativity, critical thinking, and collaboration through STEAM.

Moreover, not only will we explore the SAMR (Substitution, Augmentation, Modification, Redefinition) model, which offers a structured approach to evaluating the extent of technology integration in educational environments, but we will also examine the advantages of elaborating MOOCs, cultivating design thinking and problem-solving abilities.

Lastly, we will investigate the Flipped Classroom concept in CLIL, wherein students acquire new knowledge using online materials anywhere they need, enabling more interactive and practical experiences during class sessions.

## 3. COMPETENCES AND LEARNING OUTCOMES

### Core competences:

- CB6. To possess and understand knowledge that provides a foundation or opportunity to be original in the development and/or application of ideas, often in a research context.
- CB9. That students are able to communicate their conclusions - and the underlying knowledge and reasons - to both specialized and non-specialized audiences in a clear and unambiguous manner.
- CG1. Analyze and evaluate theoretical linguistic theories, methodologies, and models.
- 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.
- CG3. Analyze, evaluate, and synthesize innovative ideas applied in the field of foreign language teaching.

- CG6. Acquisition of basic theoretical knowledge to underpin appropriate and informed teaching practice in the context of bilingual education.

**Cross-curricular competences:**

- CT2. Strategic communication. Convey messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of various stakeholders involved in the communication.
- CT5. Teamwork. Collaborate with others to achieve a shared goal, actively participating, showing empathy, and practicing active listening and respect for all team members.
- CT7. Resilience. Adapting to adverse and unexpected situations, whether they are personal or professional, overcoming them, and even turning them into opportunities for positive change.

**Specific competences:**

- CE1. Critically argue both orally and in writing and deliver content in at least the English and Spanish languages, both in person and virtually, adapting to different educational levels.
- CE4. Advanced knowledge of the curriculum content for Early Childhood and Primary Education subjects to teach in at least the Spanish and English languages.
- CE7. Act and apply advanced theoretical knowledge in Spanish and English critically and reflectively in a multilingual and multicultural environment.
- CE10. Design and develop the specific and technical content of different non-linguistic subjects appropriately in at least the Spanish and English languages.
- CE12. Design programs and materials using art and creativity, regardless of the language in which artistic expressions are presented and the culture to which they belong.

**Learning outcomes:**

- Evaluate resources and materials for teaching bilingual subjects.
- Design resources and materials for teaching bilingual subjects.

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

Competences	Learning outcomes
CB6, CB9, CG1, CG2, CG3, CG6, CT2, CT5, CT7, CE1, CE4, CE7, CE10, CE12	Evaluate resources and materials for teaching bilingual subjects.
CB6, CB9, CG1, CG2, CG3, CG6, CT2, CT5, CT7, CE1, CE4, CE7, CE10, CE12	Design resources and materials for teaching bilingual subjects.

## 4. CONTENTS

ICT and Plurilingual Education.

Design and creation of resources and materials to teach STEM subjects (Science, Maths...) in Pre-primary and Primary Education.

Design and creation of resources and materials to teach STEM subjects (Science, Maths...) in Secondary Education.

Design and creation of resources and materials to teach humanities, arts and social sciences.

Design and creation of resources and materials to teach experimental and health sciences.

## 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	7
Oral presentations of assignments/projects	5
Research and projects	30
Study of contents and supporting documentation	50
Virtual mentoring	18
Virtual forum	8

Test of knowledge	2
<b>TOTAL</b>	<b>150</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%
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	9 June
Research and projects	23 June
Oral presentation	7 July

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:

- Abdelilah-Bauer, B. (2007). *El desafío del bilingüismo*. Morata.
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- Dörnyei, Z. (2010). The L2 Motivational Self System. In Z. Dörnyei & E. Ushioda (eds.), *Motivation, Language Identity and the L2 Self* (pp. 9-42). Second Language Acquisition.
- Escandell, M.V. (2019). *Introducción a la pragmática*. Ariel.
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The recommended Bibliography is:

- Wilkins, D.A. (1985). *Notional Syllabuses*. Oxford University Press.

- 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.
- Sperber, D. (1996). ¿Cómo nos comunicamos? In J. Brockman & K. Matson (eds.), *Así son las cosas. De los orígenes al cosmos; de la evolución a la mente; del pasado al futuro* (pp. 207-214). Temas de debate.
- Sorace, A. (2003). Near-Nativeness. In C.J. Doughty & M.H. Long (eds.), *The Handbook of Second Language Acquisition*. Blackwell.
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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.
- Rapin, I. & Allen, D.A. (1988). Syndromes in developmental dysphasia and adult aphasia. *Research Publications-Association for Research in Nervous and Mental Disease*, 66, 57-75.

## 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](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 in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.