1. BASIC INFORMATION

Course	Internship
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	Daniel Rodríguez Rodríguez

2. PRESENTATION

The internships are 100% in-person, providing students with the opportunity to apply theoretical knowledge to real-world settings. These internships are conducted in national (Spanish) and international educational centers, where students will gain practical experience in managing multilingual classrooms, designing educational materials, and developing teaching competences. The placement process is based on the needs of the educational centers and student availability, following the established external internship placement procedure. Students will be supported by an academic tutor, in addition to the center's tutor, ensuring the acquisition of essential competences in planning and teaching bilingual subjects. These internships take place in a variety of settings, including public, semipublic, and private educational centers, academies, and publishing houses, offering comprehensive experience in the field of bilingual education.

3. COMPETENCES AND LEARNING OUTCOMES

Core competences:

- CB7. That students can apply the knowledge they have acquired and their problem-solving skills in new or less familiar environments within broader (or multidisciplinary) contexts related to their area of study.
- 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.

- CG4. To argue and engage in constructive debate with other professionals in the academic community and with the wider society.
- CG5. Analyze and solve problems related to second language teaching, particularly in terms of the social, linguistic, and cultural aspects of bilingual education.
- CG7. To convey appropriate social and cultural values to today's society, with a special emphasis on linguistic and intercultural competence.

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:

- CE13. Practically integrate the knowledge, skills, and competences acquired in the master's program, applying them in academic and professional environments where bilingual education activities in Spanish and English are carried out.

Learning outcomes:

• Apply theoretical knowledge to practical work.
• Gain practical experience in the planning and teaching of bilingual subjects.
• Acquire practical experience in the management of multilingual classrooms and centers.

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

Competences	Learning outcomes
CB7, CB9, CG1, CG3, CG4, CG5, CG7, CT2, CT5, CT7, CE13	Apply theoretical knowledge to practical work.
CB7, CB9, CG1, CG3, CG4, CG5, CG7, CT2, CT5, CT7, CE13	Gain practical experience in the planning and teaching of bilingual subjects.
CB7, CB9, CG1, CG3, CG4, CG5, CG7, CT2, CT5, CT7, CE13	Acquire practical experience in the management of multilingual classrooms and centers.

4. CONTENTS

Internship in national (Spanish) educational centres: managing multilingual classrooms, designing materials and developing teaching competences in public, semipublic and private national educational centres, academies and publishing houses.

Internship in international educational centres: managing multilingual classrooms, designing materials and developing teaching competences in public, semipublic and private international educational centres, academies and publishing houses.

5. TEACHING-LEARNING METHODOLOGIES

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

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
Internship	110
Report and document preparation	20
Virtual mentoring	20
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
Student's external internship report	30%
Academic tutor's report	30%
External internship supervisor's report	40%

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.

8. SCHEDULE

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

Assessable activities	Deadline
Internship	13/01/2025 – 30/06/2025
Deadline internship report	21 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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- Austin, J.L. (1962). *How To Do Things With Words*. Oxford University Press.
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- Escandell, M.V. (2019). *Introducción a la pragmática*. Ariel.
- García, O. (2009). *Bilingual education in the 21st century.* Wiley-Blackwell.
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- Landsberry, L. (2019). Defining Bilingualism. *Bulletin of Nagoya College, 57,* 145-154.
- Li, W. (2000). Dimensions of bilingualism. In W. Li (ed.), *The bilingualism reader*. Routledge.
- Owens, R.E. (2003). *Desarrollo del Lenguaje* (5th ed.). Pearson.
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- Serra, M., Serrat, E., Solé, R., Bel, A., & Aparici, M. (2000). *La adquisición del lenguaje*. Ariel.

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.