Universidad de Alcalá

GUÍA DOCENTE

Integrated Planning for Bilingual Education

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera
Universidad de Alcalá

Curso Académico 2018/19
2º cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	**Integrated Planning for Bilingual Education**
Código:	**201770**
Departamento:	**Filología Moderna**
Área de Conocimiento:	**Filología inglesa**
Carácter:	**Obligatoria/Optativa**
Créditos ECTS:	**4**
Cuatrimestre:	**2º**
Profesorado:	**Tom Morton**
Correo electrónico:	**Students will be informed at the beginning of the course**
Idioma en el que se imparte:	**Inglés**

1. MODULE DESCRIPTION

This module focuses on understanding and working with the complexities of planning units of work when language and content are integrated and both are the objects of learning. The module particularly underlines the importance of conceptualising learning for progression which may be at different levels: unit, lesson and task sequence. This module aims to investigate how practice can be better informed by theories and seeks to enable participants to articulate their own Theory of Practice in bilingual settings through creating an e-portfolio.

2. AIMS

Generic competences:

At the end of the course students should:

- Understand and apply fundamental principles of planning for learning in bilingual education;
- Discuss the advantages and challenges of implementing bilingual education programmes informed by research;
- Reflect deeply and critically on the implications for practice of planning, monitoring, and assessing learning through a foreign language;
- Articulate an individual Theory of Practice which incorporates general principles of a bilingual teaching methodology.

Specific competences:

At the end of the module students are expected to be able to demonstrate an understanding of planning and its implication for monitoring, evaluating and assessing learning which
- takes their own students' specific needs into account
- takes the specific context of bilingual teaching into account
- takes account of short, medium and/or long-term planning

- includes a variety of instructional activities for learning progression

3. MODULE CONTENTS

UNITS	Credits
1. Introduction and climates for CLIL (VISION) 1.1 How can **we** learn as a collaborative yet distributed community of professionals? 1.2 What is my vision for my CLIL classroom? 1.3 What are the demands of making bilingual teaching effective? 1.4 What do we have to do to make planning effective?	• 1 credit
2. Contexts for learning in CLIL (RATIONALE) 2.1 What kind of constraints and opportunities are typical in my own context? 2.2 What are the difficult questions when planning for progression in CLIL? 2.3 How can we collaboratively and individually construct a theoretical rationale which applies theory to our classroom practices? 2.4 How can I adapt other models and/or materials so that they are relevant to and impact on my context?	• 1 credit
3. Planning for Learning (PROFESSIONAL TOOL KIT) 3.1 Constructing the tool kit 3.2 Planning units or equivalent of work 3.3 Adding more tools to the Kit 3.4 Monitoring and evaluating learning	• 1 credit

4. Theories of Practice 4.1 What are the key elements of reflection and evaluation in my context 4.2 Articulating my Theory of practice 4.3 Critiquing tools for the evaluation 4.4 Collecting evidence	• 1 credit

Class timetable

The course has a blended approach although for practical reasons much of it will be accessed on line.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Readings	20
Study activity (to be handed in)	22
Reflective activities (to be handed in)	25
Study of on-line component	20
Participation in chats	4
Face-to-face teaching sessions	9

4.2. Learning activities

Whilst most of the work will be carried out in the VLE/on-line, it is envisaged that an extended face to face initial session will set up a *modus operandi* for each cohort of participants in terms of creating collaborative climates for on-line working and learning sets across institutions. After this launch, students will be expected to build up work which contributes to their e-portfolio which will be continually peer-reviewed throughout the time allocated for collaborative work through a range of interactive tasks and activities. It is also expected that participants will draw on their own professional contexts to provide a meaningful context in which to situate their work. In constructing the e-portfolio, students will be expected to add their own reflections and engage in the VLE reflective activities to illustrate their thinking and their practices. Throughout the module there will be opportunities for students to engage in collaborative or pair work including collaborative reading and study. Some aspects of the e-portfolio are individual (e.g. the Vision, Rationale and Theories of Practice), others have been planned to encourage collaborative learning (Tool Kit), sharing good practice and engaging in deep theoretical discussion.

5. ASSESSMENT

Assessment of the e-portfolio will be based on the following elements:

Reflective Activities: 30%   (i. Vision. ii. Theory of Practice)
Study Activity: 35%   (Rationale)
Group/individual practical work: 35%   (Tool Kit)

The following criteria will be used for assessment:
- The extent to which depth of understanding of planning is demonstrated using theory to substantiate principles (Rationale)
- The nature and depth of each participant's individual (Vision and Theory of Practice)
- The examples produced which illustrate understanding of principles (Tool Kit)
- Critical awareness demonstrated e.g. the challenges of the rationale
- Ability to adopt and adapt existing exemplars
- Quality of e-portfolio including presentation, coherence and fitness for purpose.

Note: Should a student, for some reason, need to opt for final assessment s/he will have to ask for permission in writing to the Programme Director. If permission is granted, the additional activities and the study activity will constitute the totality of the mark (100%).

6. BIBLIOGRAPHY

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