



INSTITUTO DE ESTUDIOS DE POSGRADO  
**MÁSTER UNIVERSITARIO EN  
ESTUDIOS INGLESES AVANZADOS:  
LINGÜÍSTICA COGNITIVA,  
LITERATURA Y EDUCACIÓN B**



2024/25 YEAR

**LA ENSEÑANZA DE IDIOMAS EN EL  
SIGLO XXI: APRENDIZAJE  
COLABORATIVO, ORIENTACIÓN  
EDUCATIVA, Y PENSAMIENTO DE  
DISEÑO.**

### Course details

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**Course name:** LA ENSEÑANZA DE IDIOMAS EN EL SIGLO XXI: APRENDIZAJE COLABORATIVO, ORIENTACIÓN EDUCATIVA, Y PENSAMIENTO DE DISEÑO.

**Code:** 103415

**Degree/Master:** MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES  
AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y  
EDUCACIÓN B

**Year:** 1

**ECTS Credits:** 4.0

**Classroom hours:** 16

**Face-to-face classroom percentage:** 16.0%

**Study hours:** 84

**Online platform:** <https://moodle.uco.es/>

### Coordinating teacher

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### Brief description of the contents

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1. To know the last methodological approaches for foreign language teaching.
2. To analyse the track of 21st century pedagogy as well as its implication for the learning and teaching of foreign languages.
3. To develop students' critical ability to apply, analyse and evaluate both the pros and cons of the implementation of these new approaches into foreign language teaching contexts.

### Prerequisites

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#### Prerequisites established in the study plan

None.

#### Recommendations

A level of B2 (CEFR) in English is recommended to do the course.

## Study programme

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### 1. Theory contents

- Introduction to last holistic methodologies for foreign language teaching. To learn languages in the new millenium and in the Knowledge Society.
- Cooperative learning: Concept and strategies.
- Emotional literary and personal development tools: Coaching and mindfulness.
- Design thinking: Prototype, experimentation and collective intelligence.
- The human being: Creativity and learning.
- Recent methodologies for teaching and learning languages.

### 2. Practical contents

Theoretical and practical contents are intertwined, so the practices of this course are planned according to the theoretical blocks.

## Bibliography

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- Bolton, Michele Kremen. "The Role of Coaching in Student Teams: A "Just-in-Time" Approach to Learning" *Journal of Management Education* 23(3) June 1999: 233-250.
- Brockbank, Anne and Ian McGill. *Facilitating Reflective Learning Through Mentoring & Coaching*. London and Philadelphia: Kogan Page, 2006.
- Brunnera, Ronald and David Hillb. "Using Learning Styles Research in Coaching" *Journal of Physical Education, Recreation & Dance* 63(4), 1992: 26-62.
- Design Thinking for Educators: <http://www.designthinkingforeducators.com/design-thinking/Ei4Change> -Emotional Intelligence 4 Change -. <http://ei4change.com/>
- Elias, Maurice J. *Promoting Social and Emotional Learning: Guidelines for Educators*. Virginia: Association for Supervision and Curriculum Development, 1997.
- Fazel, P. "Learning Theories within Coaching Process" *International Scholarly and Scientific Research & Innovation* 7(8) 2013: 2343-2349.
- Gloss, Erica J. "A Hint of This and a Pinch of That: Theories That Inform Coaching and Consulting" *Graduate Studies Journal of Organizational Dynamics*, 2(1), 2012: 1-13.
- Maree, Kobus and Maurice J. Elias *Educating People to be Emotionally Intelligent*. Connecticut and London: Praeger, 2007.
- Merlevede, Patrick E. and Denis C. Bridoux. *Mastering Mentoring and Coaching with Emotional Intelligence*. Crown House Publishing, 2004.
- Muñoz, Rocío (ed.). *Propuestas didácticas a la luz del coaching*. Universidad de Córdoba, 2015.
- Parsloe, Eric and Melville Leedham. *Coaching and Mentoring: Practical Conversations to Improve Learning*. London and Philadelphia: Kogan Page, 2000.
- Sargent, Leisa D. et al. "Enhancing the Experience of Student Teams in Large Classes: Training Teaching Assistants to be Coaches" *Journal of Management Education* 33, 2009: 526-552.
- Taking Design Thinking to School: <http://web.stanford.edu/dept/SUSE/taking-design/presentations/Taking->

## Methodology

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### Face-to-face activities

| Activity                             | Total     |
|--------------------------------------|-----------|
| <i>Assessment activities</i>         | 6         |
| <i>Oral communication activities</i> | 6         |
| <i>Written expression activities</i> | 4         |
| <b>Total hours</b>                   | <b>16</b> |

### Off-site activities

| Activity                                       | Total     |
|--|-----------|
| <i>Exercise and problem solving activities</i> | 42        |
| <i>Information processing activities</i>       | 42        |
| <b>Total hours</b>                             | <b>84</b> |

## Results of the training and learning process

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### Knowledge, competencies and skills

- CB7 To ensure that students know how to apply the knowledge gained and are able to problem solve in unfamiliar situations in a variety of multidisciplinary contexts within their field of study.
- CE12 The ability to link own knowledge and teaching experience through the use of new teaching methods in the context of foreign language classes.
- CG2 To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas.
- CG3 Ability to foster, in academic and professional contexts, technological, social or cultural advancement within a knowledge-based society.
- CT1 To know how to manage the sources of scientific information and useful resources for study and research.
- CT2 Development of skills for correct oral, written and graphic communication.
- CT5 To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

## Assessment methods and instruments

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| Tools                                    | Percentage |
|--|------------|
| Group or individual globalizing projects | 40%        |
| Means of practical execution             | 30%        |
| Oral means                               | 30%        |

### Period of validity for partial qualifications:

Academic year 24-25

### Clarifications:

Advice and guidance will be available for part-time students once the subject starts.

Plagiarism and/or cheating during the performance of any of the assignments carried out during the course will entail instant failure. This also includes the use of any artificial intelligence tools. The professor reserves the right to conduct a personal interview with the students about any of the assignments carried out in the course to clarify originality or any other relevant aspect. Plagiarism constitutes a criminal action that will lead to legal and academic consequences for students according to regulations in the University of Córdoba regarding fraud, cheating and plagiarism, as recognized in the Coexistence Regulations of the University of Córdoba (BOUCO, February 24, 2023), particularly Art. 8, section g; Art. 9, section d; and Art. 11, section 6.

## Sustainable development goals

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Quality education  
 Gender equality  
 Sustainable cities and communities  
 Peace, justice and strong institutions

## Other Faculty

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*The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).*