



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO  
**MÁSTER UNIVERSITARIO EN  
ENSEÑANZA BILINGÜE Y  
APRENDIZAJE INTEGRADO DE  
CONTENIDOS Y LENGUAS EXTRANJER**



2024/25 YEAR

**COORDINACIÓN Y ORGANIZACIÓN DE  
PROGRAMAS AICLE**

### Course details

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**Course name:** COORDINACIÓN Y ORGANIZACIÓN DE PROGRAMAS AICLE

**Code:** 599002

**Degree/Master:** MÁSTER UNIVERSITARIO EN ENSEÑANZA BILINGÜE Y APRENDIZAJE INTEGRADO DE CONTENIDOS Y LENGUAS EXTRANJER

**Year:** 1

**ECTS Credits:** 4.0

**Classroom hours:** 0

**Face-to-face classroom percentage:** 0.0%

**Study hours:** 100

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

### Coordinating teacher

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### Brief description of the contents

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- To review the principles of bilingual education in formal contexts.
- To understand the basics of the regulations of bilingual programmes locally and abroad.
- To analyse the characteristics of the main models of organizing bilingual education programmes.
- To establish the guidelines for the collaboration between content and language specialists.

### Prerequisites

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#### Prerequisites established in the study plan

None

#### Recommendations

Recommended linguistic level B2 (CEFRL)

## Study programme

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### 1. Theory contents

#### 1. Macro and micro organisational decisions:

- Official guidelines and regulations.
- The School Linguistic Project.
- Integrated Curriculum.
- Languages across the curriculum.

#### 2. Implementing a CLIL programme: challenges and initiatives.

- Functions and responsibilities of the school management staff.
- The role of the bilingual coordinator.
- Functions of language assistants.
- Complementary activities: extracurricular activities, cultural events, collaboration networks, and international exchanges.

#### 3. Advocating a 3-level coordination and collaboration:

- Foreign language teachers-content teachers.
- Content teachers-content teachers.
- Foreign language teachers-mother tongue teachers.

### 2. Practical contents

- Official guidelines and regulations.
- The School Linguistic Project.
- Integrated Curriculum.
- Languages across the curriculum.
- Functions and responsibilities of the school management staff.
- The role of the bilingual coordinator.
- Functions of language assistants.
- Complementary activities: extracurricular activities, cultural events, collaboration networks.

## Bibliography

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## Methodology

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### Clarifications

Methodology will be adapted in terms of frequency and number of activities.

### Face-to-face activities

### Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	40
<i>Information processing activities</i>	40
<i>Information search activities</i>	20
<b>Total hours</b>	<b>100</b>

## Results of the training and learning process

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### Knowledge, competencies and skills

- CG2MIE B To know and apply the standard regulation as well as the local, autonomous/regional, national and international regulations in the field of bilingual education and CLIL.
- CB6 To possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
- CB7 To know how to apply acquired knowledge and problem-solving abilities to new or unfamiliar environments within broader (or multidisciplinary) contexts related with the student's area of study.
- CB8 To be able to integrate knowledge and face the complexity of making judgments
- CT2 To know and apply policies and practices of attention giving, especially to socially disadvantaged students, and to incorporate the principles of equality between men and women and of universal accessibility for all in the field of study.
- CT4 To develop skills for cooperative work and team participation, negotiating skills and to incorporate the values of cooperation, effort, respect and commitment with the search for quality as a sign of identity.
- E1MIEB To know the characteristics, similarities and differences between immersion, bilingual education and CLIL.
- E2MIEB To know the main research results in these types of programs and their main associations, networks and publications to assist continuous learning.
- E3MIEB To understand how a bilingual institution is organized and what are the keys points to its correct coordination.
- E6MIEB To design integrated curricula of your area of knowledge with linguistic content to develop bilingual teaching programs.
- E9MIEB To master English at B2 or C1 level in all communicative skills of the chosen language and with knowledge of the sublanguages of your discipline.

### Assessment methods and instruments

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Tools	Percentage
Group or individual globalizing projects	60%
Means of practical execution	20%
Students assignments	20%

**Period of validity for partial qualifications:**

Until the end of the academic year.

**Clarifications:**

Methodology will be adapted in terms of frequency and number of activities.

**Sustainable development goals**

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Quality education  
Gender equality  
Reduced inequalities  
Peace, justice and strong institutions  
Partnerships for the goals

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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).*

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