

COURSE PROGRAM

Academic Year: 2024/2025

Identification and characteristics of the course			
Code	401458	ECTS Credits	6
Course name (English)	Master's dissertation		
Course name (Spanish)	Trabajo Fin de Máster		
Degree programs	Máster Universitario en Enseñanza Bilingüe en Inglés para la Educación Primaria y Secundaria / Master in Bilingual Education through English for Primary and Secondary School Teachers		
Faculty/School	Faculty of Education and Psychology		
Semester	2	Type of course	Compulsory
Module	Final dissertation		
Matter	Final dissertation		
Lecturer/s			
Name	Office	E-mail	Web page
All teachers involved in the degree			
Subject Area	Filología Inglesa, Didáctica de la Lengua y la Literatura, Didáctica y Organización escolar, Psicología evolutiva		
Department	Filología Inglesa, Didáctica de las CCSS, de las Lenguas y las Literaturas, Ciencias de la Educación, Psicología		
Coordinating Lecturer (If more than one)	Rafael Alejo González		
Competencies			
<p>BASIC COMPETENCIES</p> <p>GC2 - To be able to design innovative teaching proposals integrating both the contents of non-linguistic disciplines involved in the different CLIL programmes and the foreign language being taught (English)</p> <p>GC4 -To get to know and to be able to apply research techniques and innovative teaching strategies in CLIL contexts.</p> <p>GC5 - To strengthen the knowledge of the educational advantages of Content and Language Integrated Learning (CLIL) and to be able to enhance them in classroom practices.</p> <p>BC6 - To develop and understand the required knowledge base for the elaboration and/or application of original ideas, often in a research context.</p> <p>BC7 - To apply the knowledge acquired and to be able to solve problems in new or unfamiliar contexts in broader (or interdisciplinary) environments related to their area of study.</p> <p>BC9 - To communicate their conclusions and the ultimate knowledge and rationale behind them to specialist and non-specialist audiences in a clear and unambiguous way.</p>			

CROSS-CURRICULAR COMPETENCIES

- CCC1 - To plan and organize personal work.
- CCC2 - To communicate effectively (in oral and written expression and comprehension) knowledge, procedures, results and ideas related to ICT, with special emphasis on the drafting of technical documentation.
- CCC7 - To search, analyse, assess, link, structure and summarize information coming from different sources, as well as to be able to integrate ideas and knowledge
- CCC10 - To show initiative to provide and/or evaluate alternative or innovative solutions to problems, showing flexibility and professionalism when considering different assessment criteria.
- CCC12 - To be able to discuss and justify the logic of decisions, showing appreciation for different points of view.

SPECIFIC COMPETENCIES

- SC1 - To get to know the main theoretical underpinnings of Bilingual Education and Content and Language Integrated (CLIL) programmes and to be able to establish similarities and differences between the different approaches to Bilingual Education.
- SC2 - To get to know and to be able to describe the main regulations for bilingual programmes at the European, national and regional levels
- SC3 - To apply educational innovation proposals that integrate the learning of non-linguistic subjects and the foreign language.
- SC5 - To be able to make proposals for methodological innovation based on CLIL principles.
- SC6 - To master the foreign language for teaching content at level C1 (English) according to CEFRL
- SC13 - To know the fundamentals of plurilingualism, as well as the different scientific aspects of learning a third language and the didactic issues linked to the successive or simultaneous teaching/learning of different languages and in different languages.

Contents

The subject Final dissertation is focussed on the structure, methodology, composition and public presentation of the dissertation the student will need to submit to be evaluated

Course syllabus

- Name of lesson 1: Introduction to the final dissertation: planning and design
- Name of lesson 2: Elaboration of drafts and follow-up of the work for the final dissertation
- Name of lesson 3: Final revision, appraisal and assessment of the final dissertation
- Name of lesson 4: Orienting the student for presenting and defending the final dissertation in public

Educational activities

Student workload in hours by lesson	Lectures	Practical activities	Monitoring activity	Homework
-------------------------------------	----------	----------------------	---------------------	----------

Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	2						2	
2	141						1	140
3	3						1	5
4	1						1	
Assessment								
TOTAL	150						5	145

L: Lectures (100 students)

HI: Hospital internships (7 students)

LAB: Laboratory or field practices (15 students)

COM: Computer room or language laboratory practices (30 students)

SEM: Problem classes or seminars or case studies (40 students)

SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)

PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies

3. Office-hour consultations to solve questions presented by students
4. Autonomous work to analyse documents and to elaborate reports and to answer practical cases.
5. Online learning. Use of online tools to enhance communication between teachers and learners or among the learners. Online learning activities and tasks.

Learning outcomes

Can write an MA dissertation on bilingual education integrating the theoretical concepts and teaching methodologies covered in the rest of the subjects of the Master's programme

Can present the results and conclusions of the dissertation in public

Assessment systems

The grade for the dissertation will be awarded by the tutor of the dissertation (30% of the final grade) as well as by the panel that will preside over the defence of the dissertation (70% of the final grade). In order for the defence of the dissertation to take place, students must have a positive evaluation report from the tutor. Likewise, in order to receive a pass mark for the dissertation, a minimum of 5 out of 10 must be obtained in both parts of the dissertation.

An official rubric format will be established in which the following assessment criteria will be included:

1. Understanding of the educational, linguistic and social processes that take place in bilingual educational environments.
2. Ability to carry out didactic programmes in the context of bilingual education programmes.
3. Design, selection and elaboration of didactic materials in bilingual schools.
4. Creating and developing curricular projects in bilingual schools.
5. Carrying out teaching innovations incorporating new methodologies, resources and materials, enhancing digital competence in the context of bilingual education.

6. Analysing educational situations and making proposals for improvement based on the evidence of data from an action-research process.

The assessment and its review process will be governed by the provisions of the Regulations at the University of Extremadura.

Everything related to format, extension, evaluation rubric and other requirements is detailed in the Guide for the elaboration and evaluation of the final dissertation published on the website of the center.

Bibliography (basic and complementary)

General bibliography

García Sanz, M. P. y Martínez Clares, P. (2011). *Guía práctica para la realización de trabajos fin de grado y trabajos fin de master*. Murcia: Editum.

Muñoz Alonso, G. (2011). *Estructura, metodología y escritura del Trabajo de Fin de Máster* (Cuadernos de filosofía). Madrid: Escolar y Mayo.

Romero Flor, L. (2013). *Elaborar y Presentar Trabajos Fin de Grado, Master y Tesis Doctorales*. Madrid: Editorial Académica Española.

Complementary bibliography

Depending on the specific topic chosen, supervisors will provide the students with the relevant references

Other resources and complementary educational materials