



1. General information

Course: CLIL FOR EARLY CHILDHOOD EDUCATION**Type:** CORE COURSE**Degree:** 2369 - MÁSTER UNIVERSITARIO EN ENSEÑANZA BILINGÜE Y TIC PARA INFANTIL Y PRIMARIA**Center:** 101 - FACULTY OF EDUCATION IN ALBACETE**Year:** 1**Main language:** English**Use of additional languages:****Web site:****Code:** 311154**ECTS credits:** 6**Academic year:** 2022-23**Group(s):** 10**Duration:** First semester**Second language:****English Friendly:** N**Bilingual:** Y**Lecturer:** ISABEL LOPEZ CIRUGEDA - Group(s): 10

Building/Office	Department	Phone number	Email	Office hours
Office in the department of English	FILOLOGÍA MODERNA	967-599200	Isabel.LCirugeda@uclm.es	See Campus Virtual.

Lecturer: MARÍA ESTHER PAÑOS MARTÍNEZ - Group(s): 10

Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación. Planta baja. Laboratorio de Biología	PEDAGOGÍA	967599200 Ext. 2512	Esther.Panos@uclm.es	See Campus Virtual.

2. Pre-Requisites

Not established.

3. Justification in the curriculum, relation to other subjects and to the profession

The course unit aims to provide students with teaching instruction to face linguistic programmes in Early Childhood Education which takes into account the inforce legislation for this educational level, methodological trends for foreign language teaching for very young learners and good teaching practice.

The course unit adapts scaffolding and CLIL tools to the context of Early Childhood Education, highlighting the use of ICT and project-based work. It consists of three core areas:

- English: Teaching of foreign language for Early Childhood Education.
- Pedagogy: Early Childhood Education and Early Childhood Education pupils.
- Computing: Development and implementation of ICT and software in this area, specially regarding content and language integrated learning.

4. Degree competences achieved in this course

Course competences

Code	Description
CB08	To be able to integrate knowledge and face the complexity of making judgments founded on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of knowledge and judgments.
CE01	To integrate knowledge to adapt and create didactic materials for bilingual English/Spanish teaching, estimating the linguistic level with sensitivity to the different learning rhythms and styles.
CE03	To justify the implementation of diverse teaching/learning methods and approaches based on the integration of language and content (CLIL).
CE09	To define and design activities and tasks globally for Early Childhood Education, integrating the first foreign language and the areas of the second cycle (knowledge of oneself and personal autonomy, knowledge, and interaction with the environment and languages: communication and representation).
CE11	To apply the CLIL/AICLE methodology and evaluate the results of its implementation in real bilingual educational contexts and facilitate improvement measures.
CE12	To create materials for the integrated acquisition of language and contents through ICT.
CG01	To acquire advanced scientific training applied to Bilingual Education in the stages of Early Childhood and Primary Education.
CG02	To analyze the specific teaching problems of foreign languages (FL) and non-linguistic disciplines (DNL) linguistically, culturally, and methodologically within the framework of Bilingual Education.
CT01	"To adequately and publically express ideas and explain the content of a scientific-technical nature adapted to the different audiences or groups of interest (teachers, educators, families, students, etc.)."
CT02	To integrate ethical values in their professional and research performance and the management of pedagogical innovation.
CT07	To critically analyze the teaching practice, as well as the good practices, in the field of Bilingual Education using quality indicators.
CT10	To master Information and Communication Technologies (ICT).

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Planning and implementation of the CLIL/CLIL methodology in real bilingual educational contexts

Mastery of the different teaching/learning methods and approaches based on the integration of language and content

Planning and globalized design of activities and tasks for Early Childhood Education integrating the first foreign language and the areas of the second cycle (self-knowledge and personal autonomy, knowledge, and interaction with the environment and languages: communication and representation)

6. Units / Contents

Unit 1: CLIL for very young learners

Unit 2: Task-based approach for Early Childhood Education

Unit 3: ICT for the bilingual Early Education classroom

Unit 4: Curricular design for Early Childhood Education

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	CE03 CE09 CG01 CG02 CT07 CT10	1	25	N	-	Explanation of the contents.
Computer room practice [ON-SITE]	Practical or hands-on activities	CB08 CE11 CE12 CT10	0.2	5	Y	N	This activity can't be retaken.
Project or Topic Presentations [ON-SITE]	Individual presentation of projects and reports	CB08 CE09 CT01 CT02 CT07	0.4	10	Y	N	Class presentations of the projects.
Laboratory practice or sessions [ON-SITE]	Problem solving and exercises	CB08 CE01 CE09 CE11 CE12 CG02 CT01 CT07 CT10	0.4	10	Y	Y	Service learning projects or other equivalent teacher training practice. Students must get at least 4 out of 10 to make the average with the other assessable activities.
Progress test [ON-SITE]	Problem solving and exercises	CB08 CE01 CE03 CE09 CE11 CE12 CG01 CG02 CT02 CT07 CT10	0.2	5	Y	Y	Competency test. It will be necessary to get at least 4/10 to do the arithmetic mean with the rest of the class marks in order to pass.
Writing of reports or projects [OFF-SITE]	Self-study	CB08 CE01 CE03 CE09 CE11 CE12 CG01 CG02 CT02 CT07 CT10	2	50	Y	N	Written project on the course unit's contents.
Analysis of articles and reviews [OFF-SITE]	Self-study	CG01 CG02 CT07	0.8	20	N	-	Extension knowledge to the theoretical knowledge.
Study and Exam Preparation [OFF-SITE]	Self-study	CB08 CE01 CE03 CE09 CE11 CE12 CG01 CG02 CT07 CT10	0.8	20	N	-	Preparation of the competency test.
In-class Debates and forums [ON-SITE]	Problem solving and exercises	CB08 CE01 CE03 CE09 CE11 CG01 CG02 CT01 CT02 CT07	0.2	5	N	-	Forums and debates related to Early Childhood Education practice.
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Oral presentations assessment	20.00%	20.00%	Oral presentation of the written project.
Assessment of activities done in the computer labs	20.00%	20.00%	ICT training for Early Childhood Education.
Projects	30.00%	30.00%	Written group work.
Final test	30.00%	30.00%	Competency test.
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

Computer room practice cannot be retaken.

1. To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 to be able to make the average between the different tests and tasks.

2. If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

3. For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

Non-continuous evaluation:

Computer room practice cannot be retaken.

1. To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of

the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 to be able to make the average between the different tests and tasks.

2. If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

3. For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

Specifications for the resit/retake exam:

The established criteria will remain the same as in the ordinary call.

1. To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 to be able to make the average between the different tests and tasks.

2. If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

3. For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

Specifications for the second resit / retake exam:

The established criteria will remain the same as in the ordinary call.

1. To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 to be able to make the average between the different tests and tasks.

2. If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

3. For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 4): CLIL for very young learners	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	7
Computer room practice [PRESENCIAL][Practical or hands-on activities]	1
Laboratory practice or sessions [PRESENCIAL][Problem solving and exercises]	2
Writing of reports or projects [AUTÓNOMA][Self-study]	10
Analysis of articles and reviews [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
In-class Debates and forums [PRESENCIAL][Problem solving and exercises]	1.5
Unit 2 (de 4): Task-based approach for Early Childhood Education	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Computer room practice [PRESENCIAL][Practical or hands-on activities]	1
Laboratory practice or sessions [PRESENCIAL][Problem solving and exercises]	2
Writing of reports or projects [AUTÓNOMA][Self-study]	10
Analysis of articles and reviews [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
In-class Debates and forums [PRESENCIAL][Problem solving and exercises]	1.5
Unit 3 (de 4): ICT for the bilingual Early Education classroom	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Computer room practice [PRESENCIAL][Practical or hands-on activities]	1
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	5
Laboratory practice or sessions [PRESENCIAL][Problem solving and exercises]	3
Writing of reports or projects [AUTÓNOMA][Self-study]	15
Analysis of articles and reviews [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
In-class Debates and forums [PRESENCIAL][Problem solving and exercises]	1
Unit 4 (de 4): Curricular design for Early Childhood Education	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Computer room practice [PRESENCIAL][Practical or hands-on activities]	2
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	5
Laboratory practice or sessions [PRESENCIAL][Problem solving and exercises]	3
Progress test [PRESENCIAL][Problem solving and exercises]	5
Writing of reports or projects [AUTÓNOMA][Self-study]	15
Analysis of articles and reviews [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
In-class Debates and forums [PRESENCIAL][Problem solving and exercises]	1
Global activity	

Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	25
Progress test [PRESENCIAL][Problem solving and exercises]	5
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	20
Computer room practice [PRESENCIAL][Practical or hands-on activities]	5
Analysis of articles and reviews [AUTÓNOMA][Self-study]	20
Laboratory practice or sessions [PRESENCIAL][Problem solving and exercises]	10
Writing of reports or projects [AUTÓNOMA][Self-study]	50
In-class Debates and forums [PRESENCIAL][Problem solving and exercises]	5
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Redondo, B., Cózar-Gutiérrez, R., González-Calero, J. A., & Sánchez Ruiz, R.	Integration of Augmented Reality in the Teaching of English as a Foreign Language in Early Childhood Education				2019	
Martín Izquierdo, A.	Teaching geography in Early Childhood Education: Towns around the world through pop-ups and CLIL methodology				2019	
Sofronieva, E.	The challenge of matching language learning to early childhood education				2013	
Lazonder, A. W., & Harmsen, R.	Meta-Analysis of Inquiry-Based Learning: Effects of Guidance				2016	
Trundle, K. C., & Sackes, M.	Research in early childhood science education				2015	
Eshach, H., & Fried, M. N.	Should science be taught in early childhood?				2005	
Paños, E., Carrión, A., & Ruiz-Gallardo, J. R.	Promoting questioning in early childhood science education				2022	
Anderson, C. E., McDougald, J. S., & Cuesta Medina, L.	CLIL for young learners	Garnet	Reading, UK	9781901095661	2015	
Dominguez, S., & Trawick-Smith, J.	A Qualitative Study of the Play of Dual Language Learners in an English-Speaking Preschool				2018	
Kerckaert, S., Vanderlinde, R. & van Braak, J.	The role of ICT in early childhood education: Scale development and research on ICT use and influencing factors				2018	
Berger, K. S.	The Developing Person. Through the Life Span	Macmillan Higher Education			2014	