



1. General information

Course: CLIL FOR SOCIAL SCIENCES AND CIVIC VALUES

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: 311156

ECTS credits: 6

Academic year: 2023-24

Group(s): 10

Duration: C2

Second language:

English Friendly: N

Bilingual: Y

Lecturer: FRANCISCO DE BORJA CAPARROS RUIPÉREZ - Group(s): 10				
Building/Office	Department	Phone number	Email	Office hours
FACULTAD DE EDUCACIÓN	HISTORIA	967599200	Borja.Caparros@uclm.es	
Lecturer: FUENSANTA CASADO MORAGON - Group(s): 10				
Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación	GEOGRAFÍA Y ORD. TERRITORIO	8230	fuensanta.casado@uclm.es	
Lecturer: MANUEL JACINTO ROBLIZO COLMENERO - Group(s): 10				
Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación. Departamento de Filosofía-Sociología	FILOSOFÍA, ANTROPOL, SOCIOL Y ESTÉTICA	967599200- Ext. 2734	manuel.roblizo@uclm.es	See the virtual campus of the course or the webpage of our Faculty.

2. Pre-Requisites

Not established

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

In the context of the educational reality of our country, the Master's Degree in Bilingual Teaching and ICT satisfies a great social demand: the training of teachers -in the case of this subject, those who teach Social Sciences- in a bilingual instruction model. The training objectives of this master's degree respond, therefore, to tangible and real needs for permanent training of qualified professionals in Early Childhood and Primary education who need, either to be trained in this field as a previous step to their incorporation into working life, as a continuation of their Degree, or, already as practicing teachers, they need to recycle their knowledge and adapt their professional activity to the new social demands that arise from the bilingual education system.

Based on this reality, the subject CLIL for Social Sciences and Civic Values/CLIL for Social Sciences and Civic Values will provide future teachers of this subject with the necessary methodological training to carry out their task, from a practice-oriented and grounded perspective, on previous experiences and scientific evidence.

The third subject is justified by the content of the regulations for Primary Education related to the areas of knowledge and ICT, it consists of thematic blocks of three different areas:

Social Sciences (History and Geography): Didactics of History and Geography in linguistic programs/bilingual projects.

Social and Civic Values: Didactics of Social and Civic Values in linguistic programs/bilingual projects.

ICT/TIC: For the development and application of new technologies and software in these areas, specifically in the integrated teaching of languages and content.

4. Degree competences achieved in this course

Course competences

Code	Description
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).
CE05	To adapt ICT tools that promote educational innovation and informational, audiovisual, and digital literacy of students in the bilingual classroom.
CE07	To combine integrated assessment methods of linguistic and non-linguistic contents in bilingual instruction.
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.
CE13	To develop strategies for distance and/or hybrid teaching.
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

Application of ICT tools aimed at informational, audiovisual and digital literacy of students in the bilingual classroom

Application of integrated assessment methods of linguistic and non-linguistic content in the bilingual instruction

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

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

Planning and design of activities and tasks for Primary Education pupils integrating the first foreign language and the contents of the knowledge areas from the linguistic programs (Natural Sciences, Social Sciences, Mathematics, Physical Education, Social and Civic Values, Artistic Education)

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: 1. CLIL methodology for teaching History through the use of ICT.

Unit 2: 2. Implementation in teaching practice of the teaching of History with CLIL methodology and the use of ICT

Unit 3: 3. CLIL methodology for teaching Geography through the use of ICT.

Unit 4: 4. Implementation in teaching practice of the teaching of Geography with CLIL methodology and the use of ICT

Unit 5: 5. CLIL methodology for teaching Civic and Social Values through the use of ICT.

Unit 6: 6. Implementation in teaching practice of the teaching of Civic and Social Values with CLIL methodology and the use of ICT

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	CE11 CG01 CG02 CT01 CT02 CT07 CT10	1	25	N		Development of master classes, with the support of ICT and the participation of students.
Project or Topic Presentations [ON-SITE]	Individual presentation of projects and reports	CE11 CT01	0.4	10	Y	N	Presentation of theoretical works
Writing of reports or projects [OFF-SITE]	Self-study	CE01 CE03 CE11 CG02 CT02	2	50	Y	N	The students will work in a group and will have to share the theoretical contents previously explained in order to elaborate the corresponding work or works.
Study and Exam Preparation [OFF-SITE]	Self-study	CE01 CE03 CE05 CE11 CG01 CG02 CT02 CT07	0.8	20	N		Organization, preparation and study of the contents taught in the classroom.
Progress test [ON-SITE]	Problem solving and exercises	CE01 CE03 CE05 CE11 CG01 CG02 CT01 CT02 CT07 CT10	0.2	5	Y	Y	Test or final tests that allow to evaluate the knowledge acquired. It will be necessary to obtain a minimum of 40%
Computer room practice [ON-SITE]	Practical or hands-on activities	CE01 CE05	0.2	5	Y	N	Students will carry out practical activities related to Social Sciences through the use of ICT.
In-class Debates and forums [ON-SITE]	Debates	CE01 CE03 CE05 CE07 CE09 CE11 CE13 CG01 CG02 CT01 CT02 CT07 CT10	0.2	5	Y	N	Conducting debates in the classroom on the contents of the subject.
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	CE03 CG01 CG02 CT07	0.8	20	Y	N	SEARCH FOR INFORMATION AND READING OF SCIENTIFIC BIBLIOGRAPHY RELATED TO THE SUBJECT.
Laboratory practice or sessions [ON-SITE]	Practical or hands-on activities	CE01 CE03 CE05 CE07 CE09 CE11 CE13 CG01 CG02 CT01 CT02 CT07 CT10	0.4	10	Y	N	Practical activities on the theoretical contents.
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

	Continuous	Non-continuous	
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Evaluation System	assessment	evaluation*	Description
Assessment of activities done in the computer labs	10.00%	10.00%	Students will carry out practical activities related to Social Sciences through the use of ICT. the attendance of students to these activities will be mandatory and non-recoverable both in continuous and non-continuous evaluation.
Progress Tests	30.00%	30.00%	Written test. Students must obtain a minimum grade of 4 out of 10 in the final test.
Oral presentations assessment	20.00%	20.00%	Students will present the work in class.
Theoretical papers assessment	40.00%	40.00%	Students must carry out works or projects carried out with the contents of Social Sciences.
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:

- 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.
- 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).
- 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:

- 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.
- 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).
- 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:

- 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.
- 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).
- 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:

- 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.
- 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).
- 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 6): 1. CLIL methodology for teaching History through the use of ICT.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4.16
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1.66
Writing of reports or projects [AUTÓNOMA][Self-study]	8.33
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.37
Progress test [PRESENCIAL][Problem solving and exercises]	.83
Computer room practice [PRESENCIAL][Practical or hands-on activities]	.83
In-class Debates and forums [PRESENCIAL][Debates]	.83
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3.33
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1.66
Unit 2 (de 6): 2. Implementation in teaching practice of the teaching of History with CLIL methodology and the use of ICT	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4.16
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1.66
Writing of reports or projects [AUTÓNOMA][Self-study]	8.33
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.37
Progress test [PRESENCIAL][Problem solving and exercises]	.83
Computer room practice [PRESENCIAL][Practical or hands-on activities]	.83
In-class Debates and forums [PRESENCIAL][Debates]	.83
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3.33
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1.66
Unit 3 (de 6): 3. CLIL methodology for teaching Geography through the use of ICT.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4.16
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1.66
Writing of reports or projects [AUTÓNOMA][Self-study]	8.33
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.37
Progress test [PRESENCIAL][Problem solving and exercises]	.83
Computer room practice [PRESENCIAL][Practical or hands-on activities]	.83
In-class Debates and forums [PRESENCIAL][Debates]	.83
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3.33
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1.66
Unit 4 (de 6): 4. Implementation in teaching practice of the teaching of Geography with CLIL methodology and the use of ICT	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4.16
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1.66
Writing of reports or projects [AUTÓNOMA][Self-study]	8.33
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.37
Progress test [PRESENCIAL][Problem solving and exercises]	.83
Computer room practice [PRESENCIAL][Practical or hands-on activities]	.83
In-class Debates and forums [PRESENCIAL][Debates]	.83
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3.33
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1.66
Unit 5 (de 6): 5. CLIL methodology for teaching Civic and Social Values through the use of ICT.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4.16
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1.66
Writing of reports or projects [AUTÓNOMA][Self-study]	8.33
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.37
Progress test [PRESENCIAL][Problem solving and exercises]	.83
Computer room practice [PRESENCIAL][Practical or hands-on activities]	.83
In-class Debates and forums [PRESENCIAL][Debates]	.83
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3.33
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1.66
Unit 6 (de 6): 6. Implementation in teaching practice of the teaching of Civic and Social Values with CLIL methodology and the use of ICT	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4.16
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1.66
Writing of reports or projects [AUTÓNOMA][Self-study]	8.33
Study and Exam Preparation [AUTÓNOMA][Self-study]	3.37
Progress test [PRESENCIAL][Problem solving and exercises]	.83
Computer room practice [PRESENCIAL][Practical or hands-on activities]	.83
In-class Debates and forums [PRESENCIAL][Debates]	.83
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3.33
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1.66
Global activity	
Activities	hours
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	19.98
Writing of reports or projects [AUTÓNOMA][Self-study]	49.98
Computer room practice [PRESENCIAL][Practical or hands-on activities]	4.98
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	9.96
Study and Exam Preparation [AUTÓNOMA][Self-study]	20.22
Progress test [PRESENCIAL][Problem solving and exercises]	4.98
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	9.96

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	City	ISBN	Year	Desc
José Lull	Comics and CLIL: Producing quality output in social sciences with Hergé's The Adventures of Tintin https://resolver.ebscohost.com/openurl?sid=google&auinit=J&aulast=Lull&atitle=Comics+and+CLIL:+Producing+quality+output+in+social+sciences+with+Tintin&id=doi:10.5294/3997&title=Latin+American+Journal+of+Content+and+Language+Integrated+Learning&volume=7&issue=1&date=9721				2014	
Robert J. Swartz and D. N. Perkins	Teaching Thinking: Issues and Approaches	Routledge	Oxfordshire	113864837X	2016	
Glenn Ward	Understand postmodernism	Hodder	London	978-1444104981	2010	
Shlomo Sharan (ed.)	Handbook of Cooperative Learning Methods	Greenwood	Westport	978-0313283529	1994	
Cristina García-Barrero	Multicultural education in the CLIL Primary classroom through fairy tales https://digibuo.uniovi.es/dspace/bitstream/handle/10651/51402/TFM_CristinaGarc%C3%adaBarrero.pdf?sequence=6&isAllowed=y	Universidad de Oviedo	Oviedo		2019	Traba
Gérald Bronner and Francesco Di Iorio	The mystery of rationality. Mind, beliefs and the Social Sciences	Springer	Cham (Switzerland)	978-3-319-94028-1	2018	
Grupo de trabajo sobre educación bilingüe Elvira Barrios & Irene Acosta-Manzano	El programa bilingüe a examen. Un análisis crítico de sus fundamentos https://www.tandfonline.com/doi/abs/10.1080/01434632.2020.1759610	Asociación Acción Educativa			2017	
Cécile Barbeito Thonon and Marina Caireta	Juegos de paz. Cajas de herramientas para educar en una cultura de paz.	Los Libros de la Catarata	Barcelona	978-84-8319-480-5	2010	
Yolanda Ruiz de Zarobe and Rosa María Jiménez Catalán	Content and language integrated learning. Evidence from research in Europe	Multilingual matters	Bristol	978-1-84769-165-1	2009	