

BED 5340 [18864]

Dual Language Education: A Capstone Course

*Underlying Knowledge, Skills, Abilities, and Dispositions
Critical to Growing and Sustaining Dual Language Bilingual Education*
Fall 2020 * Aug. 25 – Dec. 17th



Faculty: Dr. Elena Izquierdo

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Virtual Office Hours: WR 11:30 -12:30 and by appointment

Course Information: BED 5340 [18864] **ONLINE**

3 Credit Hours

Prerequisites: BED 5335; BED 5336; BED 5339 (B or better)

Field Experience

Three Pillars of Dual Language Education



Course Description: BED 5340 - Capstone Course for DL Education

Capstone Course for Dual Language Education The course has two major components. One is the field experience component, which involves designing and implementing lessons with K-12 students in a Dual Language setting. The second component is students' documentation of their learning in an electronic portfolio. It will include students' experiences through the coursework, observations, field experiences, and reflections aligned to the program objectives. The portfolio will be produced and disseminated electronically. Students will present the portfolio as part of the capstone course. For the field experience component students will learn how dual language is implemented in real-world settings. Students are expected to observe and correlate practices of dual language education with the theories and methods studied in their coursework.

Course Purpose/Objectives

This course is designed to provide opportunities for students to synthesize and demonstrate their learning experiences in their DLBE Certificate program and preparation for future DLBE leaders.

- Demonstrates learning and knowledge in research, goals, models of DLBE;
- Demonstrates learning and knowledge in biliteracy development;
- Demonstrates learning and knowledge in planning for the DLBE lesson/classroom;
- Demonstrates learning and knowledge in delivering instruction/assessment in DLBE settings;
- Demonstrates learning and knowledge in promoting classroom/school environment sociocultural competence and critical consciousness; and
- Demonstrate ability to professionally present the capstone ePortfolio.

Capstone Project – ePortfolio

A critical aspect/component of the capstone course requires an ePortfolios created by the student as part of a way to demonstrate learning and the learning process. The content will focus on the various competencies and skills necessary for effective planning, preparing and teaching, and learning in DLBE settings captured through actual observations and interview of DLBE teachers/leaders. Reflective practices are an essential ingredient in your preparations. You write about what you *think about* something you observed. You make connections to what you have learned throughout your journey and discussed in class. A reflection is writing about what you observed, how you understood it, and you can include questions on what you observed.

All writing, must follow APA format. Use references/citations following APA guidelines.

Resource at: <http://owl.english.purdue.edu/owl/resource/560/01/>

*** At any time, please feel free to request an individually meeting with me on ZOOM.**

Sept 1 Zoom Meeting: *What is a Capstone Project in DLBE?*

Sept 7 Brainstorm DLBE Project – Topic, Direction

Sept 14 – 28 Journal Capstone Initiates: Topic; Data Gathering Ideas

Oct 5-26 Field Observations; Data gathering and other information to begin to organize and document

Oct. 29 Zoom Meeting to discuss field observations; data gathering; and documentation in preparation for assembling eportfolio.

Nov 2- Dec. 1 Eportfolio organization and assembling

Dec 12 Presentation of DLBE Eportfolio

Dec 16 Grades

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