

Please read Guidance 3xviii in order to complete this form.

### New Module Form/Module Narrative

1.	<b>Module code:</b>	M26
2.	<b>Title:</b>	Migration and Language Acquisition
3.	<b>Credit points:</b>	30
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	Autumn, Spring, Summer
6.	<b>Module leader:</b>	TBC
7.	<b>Accredited by:</b>	
8.	<b>Module restrictions:</b>	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	
9.	<b>Aims:</b>	<p>This module develops students' knowledge and understanding of language and migration in the global context of the 21st Century. The module has relevance for teachers in international school settings, as well as teachers supporting pupils with English as an additional language in the UK. The module focuses on two broad but intertwined areas of study.</p> <p>Firstly through theoretical perspectives and case-studies of schools and multilingual pupils, including some very young children, the module focuses on using first, second, additional and home languages in educational settings and critically examines how these benefit learners themselves, their educational communities and the wider society. Students will critically reflect on how languages that remain alive in learners' lives will serve as linguistic, artistic, social and cultural resources for the speakers, their families and communities.</p> <p>Secondly, the module examines the patterns of current and global migration. Students' knowledge and understanding of migrating people include multiple-origin and transnationally connected families in complex socio-economic situations, González et al's (2005) ideas around 'funds of knowledge' are used to combine languages and migration within social networks which are flexible, adaptive and active.</p>
10.	<b>Learning outcomes:</b> <i>(Knowledge and Skills sections can be merged if appropriate)</i>	<p>On successful completion of this module, the successful student will:</p> <ol style="list-style-type: none"> <li>1. Have an in-depth knowledge of approaches to multilingualism.</li> <li>2. Have an advanced understanding of the impact of languages and the processes of translanguaging as a tool for thinking.</li> <li>3. Deficit models that surround minority languages and many migrating communities and how to combat these views by examining global mobility and theoretical perspectives on multilingualism.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Critically evaluate and develop the use of home languages in educational settings, applying their understanding of how embedding these in everyday routines and practices accelerates the process of learning the school language.</li> <li>5. Critically analyse case studies to examine how 'funds of knowledge' impact children / young people's own responses to multilingualism.</li> <li>6. Research and evaluate reliable data on migration, as relevant to own context and educational setting.</li> <li>7. Critically evaluate policy documents in the light of theoretical frames focusing on multilingualism.</li> </ol>
11	<p><b>Syllabus:</b></p> <p>The curriculum is organised around these main themes:</p> <ul style="list-style-type: none"> <li>• Global trends: populations, migration and the changing terms used to examine these topics.</li> <li>• Learning and acquiring languages - neo-Vygotskian approach to thought and language.</li> <li>• Benefits of multilingualism.</li> <li>• Case-studies of multilingual communities and community provision for home-languages.</li> <li>• Practical solutions for supporting multilingualism in educational settings, including new technologies.</li> </ul>
12	<p><b>Learning and teaching strategy:</b></p> <p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> <li>• Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.</li> <li>• Allows students to manage and track their progress through the activities and assessments.</li> <li>• Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> </ul> <p>These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including:</p> <ul style="list-style-type: none"> <li>• Directed reading of selected papers, book chapters, specialist online materials.</li> <li>• Use of case study examples, videos and other learning materials.</li> </ul> <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> <li>• Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.</li> <li>• Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.</li> </ul>

	<ul style="list-style-type: none"> <li>Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.</li> </ul>																																			
13	<p><b>Assessment scheme:</b></p> <p><b>(a) Formative assessment scheme</b></p> <p>Students are formatively assessed continuously by their tutor as they progress through the module, with regular feedback via forums and individual tutor comments. This is achieved via:</p> <ul style="list-style-type: none"> <li>Self-assessment questionnaires giving feedback on progression.</li> <li>Course administration via Campus Online that gives clear progression information.</li> <li>Tutor access to the student's ongoing course notes.</li> <li>Regular prompts to engage with the tutor and other students in discussion via forums.</li> <li>Submission for review of student prepared materials as part of practice activities.</li> <li>Submission of draft assessments for tutor review and feedback.</li> </ul>																																			
	<p><b>(b) Summative assessment scheme</b></p> <table border="1"> <tr> <td colspan="5"><b>Critical Analysis Task 1</b> <i>Critical perspectives on migration and language acquisition including historical development and current legislation and policy. Identifying and conceptualising languages, and language use, and patterns of current and global migration.</i></td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>33.3%</td> <td>2000 words</td> <td>1,3,6,7.</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> <tr> <td colspan="5"><b>Practical Analysis Task 2</b> <i>A case study examining issues relating to migration and language, based on the student's understanding of the literature, legislation and guidance and including proposals for intervention and support to address issues.</i></td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>33.3%</td> <td>2000 words</td> <td>2,5.</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> <tr> <td colspan="5"><b>Reflective Analysis Task 3</b> <i>Reflections on the module, the process of developing the case study and the leadership implications relating to migration and language acquisition. Next steps for the student's own professional development.</i></td> </tr> </table>	<b>Critical Analysis Task 1</b> <i>Critical perspectives on migration and language acquisition including historical development and current legislation and policy. Identifying and conceptualising languages, and language use, and patterns of current and global migration.</i>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	33.3%	2000 words	1,3,6,7.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<b>Practical Analysis Task 2</b> <i>A case study examining issues relating to migration and language, based on the student's understanding of the literature, legislation and guidance and including proposals for intervention and support to address issues.</i>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	33.3%	2000 words	2,5.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<b>Reflective Analysis Task 3</b> <i>Reflections on the module, the process of developing the case study and the leadership implications relating to migration and language acquisition. Next steps for the student's own professional development.</i>				
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<p>In order to pass the module, the student will be required to achieve either:</p> <p><input type="checkbox"/> an overall aggregate of grade 16;</p> <p><input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component</p> <p><b><i>x</i> an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component</b></p> <p><input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component</p>				
Seen examination		.....%		
Unseen examination		.....%		
Coursework (no examination)		.....%		
14	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <i>x</i>		
15	<b>Length of exam</b>	.....hours		
16	<b>Learning materials</b>	<p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Abacioglu, C.S., Volman, M. and Fischer, A.H. (2020) 'Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching', <i>British Journal of Educational Psychology</i>, 90(3), pp. 736–752. doi:10.1111/bjep.12328.</p> <p>Blommaert, J and Rampton, B. (2011) <i>Language and Superdiversity. UNESCO : Social and Human Sciences</i>. Vol. 13, No. 2. Available online at <a href="https://unesdoc.unesco.org/ark:/48223/pf0000214780">https://unesdoc.unesco.org/ark:/48223/pf0000214780</a></p> <p>De Carvalho, R. (2016) 'Science initial teacher education and superdiversity: educating science teachers for a multi-religious and globalised science classroom', <i>Cultural Studies of Science Education</i>, 11(2), pp. 253–272. doi:10.1007/s11422-015-9671-y.</p>		

		<p>Dervin, F. &amp; Benjamin, S. (2015) <i>Migration, Diversity, and Education : Beyond Third Culture Kids</i>. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.</p> <p>Forbes, K. et al. (2021) 'Developing a multilingual identity in the languages classroom: the influence of an identity-based pedagogical intervention', <i>Language Learning Journal</i>, 49(4), pp. 433–451. doi:10.1080/09571736.2021.1906733.</p> <p>García, O. and Kleifgen, J.A. (2020) 'Translanguaging and Literacies', <i>Reading Research Quarterly</i>, 55(4), pp. 553–571. doi:10.1002/rrq.286.</p>						
<p><b>In addition, for in-house, joint and franchised programmes only</b></p>								
17	<p><b>UNISTATS - assessment</b></p>							
.	<p>Please indicate summary of the following assessment types #:</p>							
	COURSEWORK	.....%						
	EXAM	.....%						
	PRACTICAL	.....%						
18	<p><b>UNISTATS – learning and teaching</b></p>							
.	<p>Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).</p>							
	<p>Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p> <p>For Apprenticeship programmes, this is University-led Off The Job hours.</p> <p>The proposed number of scheduled teaching hours:</p>							
	<p>Placement Activity (e.g. placement, work based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):</p> <p>For Apprenticeship programmes, this is Employer-led Off The Job hours.</p>							
	<p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p> <p>For Apprenticeship programmes, this is Apprentice-led Off The Job hours.</p>							
19	<p><b>Module run (NB These should be set up four years in advance):</b></p>							
.	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner

20	<b>Timetabling information:</b>							
	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(b) Timetabled				YES/NO			
	(c) Student centrally allocated				YES/NO			

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional

<b>Validated collaborative partner (if applicable):</b>
Real Group Ltd

**Consultation**

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

**# Definition of UNISTATS assessment types:**

(For further details see LQEH Section 16)