UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: MANAGEMENT AND INNOVATION IN EDUCATIONAL CONTEXTS

Type: BASIC

Degree: 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Year: 2

Main language: Spanish

Use of additional In the Bachelor's Degree in Primary Education (Group B) the main
languages: language will be English.

Web site: https://www.uclm.es/es/Albacete/EducacionAB

Code: 46311

ECTS credits: 6

Academic year: 2021-22

Group(s): 10 11 17 18 19 12 13 15

Duration: First semester

Second language: English

English Friendly: N

Bilingual: Y

Lecturer: EMMA ESCRIBANO PICAZO - Group(s): 19

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Lecturer: ISABEL MARIA GOMEZ BARRETO - Group(s): 10 17

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Lecturer: JOSE LUIS GOMEZ RAMOS - Group(s): 18

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Lecturer: MARÍA SOLEDAD LÓPEZ GARCÍA - Group(s): 15

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2. Pre-Requisites

Scholars ought to have acquired skills and previous knowledge on teaching and learning processes; on information and communication technologies (ICT) granting them access to the curricular content on the virtual space *Moodle*; on individual and group work; and on the management of the information (search and analysis from different sources and databases).

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

Apropos of the primary education degree, the course Management and Innovation in School Settings remains as a core subject. It also forms part of the Basic Training (Module 1.1.2.): *Processes and Educational Contexts*. Because of its characteristics, it provides both the necessary knowledge and training to pre-service teachers. Besides, the course focuses on the study of the duties that primary education teachers must own. It also focuses on the pedagogical vision upon the processes and practices comprising the didactic innovation produced in the formal contexts of primary education –as well as in the extracurricular settings and the management and the organisation of schools (documents, human resources, spaces, et cetera).

The course is narrowly linked to the following subjects: Teaching and Learning Processes; Sociology of Education; Education and Society; *Practicum* I and II; and the Undergraduate Dissertation. Hence, by this course, the intention is to make future teachers get *in-depth* knowledge about the dimensions and regulations concerning the educational processes; on the interactive and communicative processes; on the resolution of discipline problems; on the design, planning, and evaluation of teaching activities; and on the fundaments of educational research methodologies and techniques.

4. Degree competences achieved in this course

Course competences

Code	Description
1.1.2.II.01	Analizar y comprender los procesos educativos en el aula y fuera de ella relativos al periodo 6-12.
1.1.2.II.02	Know the foundations of Primary Education.
1.1.2.II.03	Analyse the teaching practice within the institutional context.
1.1.2.II.04	Understand the historical evolution of the educational system in our country and the political and legislative constraints of educational activity.
1.1.2.II.05	Understand interaction and communication in the process of education.
1.1.2.II.06	Address and solve discipline problems.
1.1.2.II.07	Promote cooperative and individual effort and pieces of work.
1.1.2.II.08	Promote a value education aimed at the preparation of active and democratic citizenship.
1.1.2.II.09	Understand and address school problems in multicultural contexts.
1.1.2.II.10	Design, plan and evaluate teaching and learning processes.
1.1.2.II.11	Know and apply innovation in Primary Education.
1.1.2.II.12	Participate in the elaboration of the educational project and other school duties guaranteeing quality standards.
1.1.2.II.13	Know and apply basic educational research methodology and techniques and be able to design innovation projects fulfilling standards.
CB01	Prove that they have acquired and understood knowledge in a subject area that derives from general secondary education and is appropriate to a level based on advanced course books, and includes updated and cutting-edge aspects of their field of knowledge.

CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CG01	Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and didactic knowledge about the corresponding teaching and learning procedures.
CG03	Effectively deal with language learning in multicultural and plurilingual contexts. Encourage pupils to read and critically assess texts from different scientific and cultural domains within the school curriculum.
CG04	Design and arrange learning spaces, with consideration of diversity and gender equality, equity and respect for human rights, which constitute the values of citizenship.
CG08	Critically and autonomously assess one¿s own knowledge, values and also those of the state, public and private social institutions.
CT02	Master information and communication technology (ICT).
CT03	Correct oral and written communication.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Describe and interpret the relationship between educational theories and practical achievements.

Effectively work both individually and as a team.

Understand the historical development of education in Spain within the social and educational context.

Identity and design each part of the institutional documents related to Primary Education.

Master the specific terminology of the courses that make up the module.

Explain the different dimensions of the educational process.

Distinguish innovative educational experiences and identify possible practical applications.

Design and implement educational projects on education in values.

Analyze teaching practice.

Design, apply and assess didactic units correctly.

6. Units / Contents

Unit 1: Presentation of the subject, guidelines on the realisation of practices, description of the assessment process, active methodologies, etc.

Unit 2: Legislation and organisation of primary schools in Spain.

Unit 3: Education in values.

Unit 4: Theory and practice of instructional design.

Unit 5: The school's Educational Project in the primary education stage.

ADDITIONAL COMMENTS, REMARKS

*For every mistake of those included in the 'List of mistakes to avoid' (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalised.

**If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.

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	1.1.2.II.01 1.1.2.II.02 1.1.2.II.03 1.1.2.II.04 1.1.2.II.05 1.1.2.II.06 1.1.2.II.07 1.1.2.II.08 1.1.2.II.09 1.1.2.II.10 1.1.2.II.11 1.1.2.II.12 1.1.2.II.13 CB01 CB02 CB04 CG01 CG03 CG04 CG08 CT02 CT03	1.2	30	Y	N	As much from the professor as from the students, the development of theoretical contents will be carried out through presentational instruction encompassing group discussions and reflections.
Class Attendance (practical) [ON-SITE]	Guided or supervised work	1.1.2.II.03 1.1.2.II.06 1.1.2.II.10 CB01 CB02 CG03	1.12	28	Y	Y	Amongst others, hands-on activities might involve workshops, seminars, debates, presentations where scholars' negotiation for the selection of such strategies might be taken into consideration. The instructional design assignment, specifically the written part, is compulsory to pass the course. It is necessary to get at least 40% out of 100% to average it with the rest of the assessable elements. Was it failed, it can be reassessed in the extraordinary call by demonstrating the same skills as expected in the original activity.
Study and Exam Preparation [OFF-	Creation of Mind Maps	1.1.2.II.01 1.1.2.II.02 1.1.2.II.03 1.1.2.II.04 1.1.2.II.05 1.1.2.II.06 1.1.2.II.07 1.1.2.II.08	3.6	90	Y	N	Group and autonomous study via

		1.1.2.II.09 1.1.2.II.10 1.1.2.II.11 1.1.2.II.12 CB01 CB02 CB04					concept mapping.
Final test [ON-SITE]	Assessment tests	1.1.2.II.01 1.1.2.II.02 1.1.2.II.03 1.1.2.II.04 1.1.2.II.05 1.1.2.II.06 1.1.2.II.07 1.1.2.II.08 1.1.2.II.09 1.1.2.II.10 1.1.2.II.11 1.1.2.II.12 1.1.2.II.13 CB01 CB02 CB04 CG01 CG03 CG04 CG08 CT02 CT03	0.08	2	Y	Y	In-person written exam encompassing two parts: essay and multiple choice. It is compulsory to get a minimum of 40% positive marks in this summative test to average such marks with the rest of the assessable activities from the subject. Was not the specified percentage gotten, the test would be resit in the extraordinary call.
			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	10.00%	10.00%	Unit of Work (5%) and Innovative Project (5%) presentations.
Final test	40.00%	40.00%	Written exam where examinees are assessed on all of the course topics.
Theoretical papers assessment	40.00%	40.00%	Theoretical and practical workshops: Summaries on scientific papers (14%). Design of content-based Units of Work (13% [it is compulsory to get at least 40% to succeed in this task]). Design of values-based Innovative Projects (13%).
Progress Tests	10.00%	10.00%	Creation of a digital portfolio based on concept maps plus active participation in the activities from each topic (individualised proofs of learning from each student's setting).
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:

Once carried out, the formative activities are not recoverable (a lesson, a workshop, the explanation of a text, et cetera, are not repeated). However, the knowledge and skills corresponding to such activities can be demonstrated in the extraordinary call throughout the equivalent tasks determined by the professor.

Activities planned as assessable are recoverable.

To pass the course, it is necessary to obtain at least a 50% positive marks in the summative test corresponding to the ordinary call. Likewise, not having acquired the necessary knowledge and skills on the training activity corresponding to the Unit of Work implies its subsequent delivery (both paper and digital formatting to be delivered on the day of the ordinary summative exam).

* The confirmation of the fraudulent realisation of assessable tests or the transgression of the instructions set by the professor for the performance of the final exam will result in a failing grade (with a numerical marking of 0) in the test. In the particular case of the final tests, the failing marks will be extended to the corresponding call.

** Where appropriate, any necessary modification or adaptation in the teaching guides as a consequence of any change in the teaching or evaluation model derived from the evolution of the pandemic will be documented through an addendum.

Non-continuous evaluation:

Within the four-week-period from the starting date, scholars not aiming at attending in person or regularly to lectures will agree with the professor a meeting via email. The same criteria for carrying out, presenting, and evaluating subject' activities will apply to these students. Within the settled deadlines, the lack of contact with the professor will be duly justified. Scholars not attending lectures nor contacting subject's professor will be assessed on the 100% of the competencies from the subject either on the ordinary or the extraordinary call.

Activities planned as assessable are recoverable.

To pass the course, it is necessary to obtain at least a 50% positive marks in the summative test corresponding to the ordinary call.

* The confirmation of the fraudulent realisation of assessable tests or the transgression of the instructions set by the professor for the performance of the final exam will result in a failing grade (with a numerical marking of 0) in the test. In the particular case of the final tests, the failing marks will be extended to the corresponding call.

** Where appropriate, any necessary modification or adaptation in the teaching guides as a consequence of any change in the teaching or evaluation model derived from the evolution of the pandemic will be documented through an addendum.

Specifications for the resit/retake exam:

Through a test acknowledging all of the contents from the subject matter, students must demonstrate mastery of the course. Concurrently with the resit exam, students must deliver previously failed or undelivered assignments from the formative assessment part. Progress activities are recoverable through an essay to be written the day of the resit exam.

Had students succeeded in the proposed matter tasks, marks would be kept to be averaged in the extraordinary call. Contrarily, had students not presented or achieved the necessary activities from continuous evaluation, they would do the tasks assigned by the professor to demonstrate 100% of the competencies from the subject and will deliver them one week before the resit exam.

* The confirmation of the fraudulent realisation of assessable tests or the transgression of the instructions set by the professor for the performance of the final exam will result in a failing grade (with a numerical marking of 0) in the test. In the particular case of the final tests, the failing marks will be extended to the corresponding call.

** Where appropriate, any necessary modification or adaptation in the teaching guides as a consequence of any change in the teaching or evaluation model derived from the evolution of the pandemic will be documented through an addendum.

Specifications for the second resit / retake exam:
It would be adjusted to the achievement of a test where students demonstrate mastery of the course.

* The confirmation of the fraudulent realisation of assessable tests or the transgression of the instructions set by the professor for the performance of the final exam will result in a failing grade (with a numerical marking of 0) in the test. In the particular case of the final tests, the failing marks will be extended to the corresponding call.

** Where appropriate, any necessary modification or adaptation in the teaching guides as a consequence of any change in the teaching or evaluation model derived from the evolution of the pandemic will be documented through an addendum.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	**hours**
Unit 1 (de 5): Presentation of the subject, guidelines on the realisation of practices, description of the assessment process, active methodologies, etc.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Group 17:	
Initial date: 20-09-2021	**End date:** 20-09-2021
Group 19:	
Initial date: 20-09-2021	**End date:** 20-09-2021
Group 11:	
Initial date: 20-09-2021	**End date:** 20-09-2021
Comment: Evaluation conditions, presentation subject	
Unit 2 (de 5): Legislation and organisation of primary schools in Spain.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	7
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	7
Study and Exam Preparation [AUTÓNOMA][Creation of Mind Maps]	22.5
Group 11:	
Initial date: 27-09-2021	**End date:** 22-10-2021
Group 17:	
Initial date: 27-09-2021	**End date:** 22-10-2021
Group 19:	
Initial date: 27-09-2021	**End date:** 22-10-2021
Comment: Temporary planning is liable to undergo changes or alterations.	
Unit 3 (de 5): Education in values.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	7
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	7
Study and Exam Preparation [AUTÓNOMA][Creation of Mind Maps]	22.5
Group 11:	
Initial date: 25-10-2021	**End date:** 26-11-2021
Group 17:	
Initial date: 25-10-2021	**End date:** 26-11-2021
Group 19:	
Initial date: 25-10-2021	**End date:** 26-11-2021
Comment: Temporary planning is liable to undergo changes or alterations.	
Unit 4 (de 5): Theory and practice of instructional design.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	7
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	7
Study and Exam Preparation [AUTÓNOMA][Creation of Mind Maps]	22.5
Group 11:	
Initial date: 29-11-2021	**End date:** 17-12-2021
Group 17:	
Initial date: 29-11-2021	**End date:** 17-12-2021
Group 19:	
Initial date: 29-11-2021	**End date:** 17-12-2021
Comment: Temporary planning is liable to undergo changes or alterations.	
Unit 5 (de 5): The school's Educational Project in the primary education stage.	
Activities	**Hours**

Class Attendance (theory) [PRESENCIAL][Lectures]	7
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	7
Study and Exam Preparation [AUTÓNOMA][Creation of Mind Maps]	22.5
Final test [PRESENCIAL][Assessment tests]	2

Group 17:	
Initial date: 20-12-2021	**End date:** 14-01-2022
Group 19:	
Initial date: 20-12-2021	**End date:** 14-01-2022
Group 11:	
Initial date: 20-12-2021	**End date:** 14-01-2022
Comment: Temporary planning is liable to undergo changes or alterations.	

Global activity	
Activities	**hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	28
Study and Exam Preparation [AUTÓNOMA][Creation of Mind Maps]	90
Final test [PRESENCIAL][Assessment tests]	2
	Total horas: 150

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Antonio Mateos Jiménez y Asunción Manzanares Moya	Mejores Maestros Mejores educadores	Aljibe	España	978-84-9700-817-4	2016	
Escamilla, A.	Las competencias básicas. Claves para su desarrollo en los centros.		Barcelona		2008	
García Beatriz y Sánchez, J.	Estrategias didácticas para enseñar a través del entorno En Mejores maestros mejores educadores. Mateo, , y Manzanares, A.		Málaga	978-84-9700-817-4	2016	
Gómez Barreto Isabel María	¿Cómo trabajar la competencia intercultural en la formación de maestros y maestras. En Mateo, A. y Manzanares, A. Mejores maestros mejores educadores	Aljibe	España		2016	
Huber, L. G.	El aprendizaje transversal integrado e intercultural. En Medina Revilla, A. y Domínguez Garrido, Mª C. (Editores): Didáctica. Formación básica para profesionales de la educación.	GRAO	Barcelona		2006	
IFIIE	Estudio sobre la innovación educativa en España	Secretaria del Estado de Educación y Formación del Profesorado	Madrid		2011	
Lorenzo Delgado, M. y otros	Gestionando los nuevos actores y escenarios de la formación en la sociedad del conocimiento.	Adhara	Granada		2007	
Moral Santaella, c. y Pérez García, Mª P.	Didáctica: teoría y práctica de la enseñanza.	Pirámide			2009	
Sánchez Fernández, S.	Didáctica de la educación en valores. En De La Herrán, A. y Paredes Labra, J.: Didáctica General. La práctica de la enseñanza en Educación Infantil, Primaria y Secundaria.	Mc GrawHill.	Barcelona		2008	
Hoffmann, B.	The Tyranny of Testing	Dover	New York		2003	
Mager, R. F.	Preparing Instructional Objectives	Lake Publishing Company	California		1984	
Novak, J. D.	Learning Creating and Using Knowledge: Concept Maps as Facilitative Tools in Schools and Corporations	Routledge	New York		2010	
Gómez, Barreto. Isabel; Rubiano Albornoz, Elisabel y Gil Madrona, Pedro. Coord..	Manual para el desarrollo de la metodología activa y el pensamiento visible en el aula https://www.edicionespiramide.es/libro.php?id=5641412	Pirámides	Madrid	978-84-368-4135-0	2019	Manual de actividades