



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

Code: 46311
ECTS credits: 6
Academic year: 2023-24
Group(s): 17 18 19 15
Duration: First semester
Second language:
English Friendly: N
Bilingual: Y

Main language: Spanish
Use of additional languages:
Web site:

Lecturer: ISABEL MARIA GOMEZ BARRETO - Group(s): 17				
Building/Office	Department	Phone number	Email	Office hours
Edificio Simón Abril (Pl. de la Universidad, 3)	PEDAGOGÍA	926053185	isabelmaria.gomez@uclm.es	The information about timing and place of the meetings is included in the Virtual Campus and on the Notice Board of the Corresponding Department.
Lecturer: MARIA INES MARTIN GARCIA - Group(s): 18				
Building/Office	Department	Phone number	Email	Office hours
Faculty of Education. Pedagogy	PEDAGOGÍA	967599200	MariaInes.Martin@uclm.es	The information about timing and place of the meetings is included in the Virtual Campus and on the Notice Board of the Corresponding Department.
Lecturer: BELEN SANCHEZ NAVALON - Group(s): 19				
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Edificio Simón Abril (Pl. de la Universidad, 3)	PEDAGOGÍA	+34967599200	Belen.SanchezNavalon@uclm.es	
Lecturer: FULGENCIO VALERA JIMENEZ - Group(s): 15				
Building/Office	Department	Phone number	Email	Office hours
FACULTAD DE EDUCACIÓN	PEDAGOGÍA	926053149	Fulgencio.Valera@uclm.es	The information about timing and place of the meetings is included in the Virtual Campus and on the Notice Board of the Corresponding Department.

2. Pre-Requisites

Students will have knowledge about teaching and learning processes, as well as basic skills in the use and management of Information and Communication Technologies (ICT) that allow them to access information related to the subject presented in the Moodle virt

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

The subject Management and Innovation of Educational Contexts belongs to the Basic Training of the Degree in Teacher in Early Childhood Education, integrated into the subject Organization of the school space, materials and teaching skills. This subject focuses on
In addition, it is important to initiate knowledge about educational practices of an innovative nature with content based on the use and management of ICT, in past, present and future cutting-edge methodologies, in the teaching of values related to: equality between I

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
Design and implement educational projects on education in values.
Analyze teaching practice.
Design, apply and assess didactic units correctly.
Identify 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.
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.

Additional outcomes

6. Units / Contents

Unit 1: Presentation of the subject, guidelines on practices, description of the evaluation process, active methodologies, etc.
Unit 2: Legislation and organization of the Primary School in Spain.
Unit 3: Education in values.
Unit 4: Theory and practice of Didactic Planning.
Unit 5: The Educational Project in Primary 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	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	
Class Attendance (practical) [ON-SITE]	Guided or supervised work	1.1.2.II.02 1.1.2.II.03 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.13	1.12	28	Y	Y	
Writing of reports or projects [OFF-SITE]	Self-study	1.1.2.II.02 CB01 CB04 CG01 CT02	3.6	90	Y	N	
Final test [ON-SITE]	Assessment tests		0.08	2	Y	Y	
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
Other methods of assessment	20.00%	20.00%	Reflexive analyzes of the organization of the Primary School: oral presentation and elaboration of synthesis of normative aspects and mental maps, schemes, summary.
Other methods of assessment	20.00%	20.00%	Workshop and elaboration of didactic programming/learning situations.
Oral presentations assessment	20.00%	20.00%	Design of innovative didactic proposals (oral presentation and delivery of summary sheets).
Test	40.00%	40.00%	Written 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:

In order to pass the course, it is essential to have a weighted average grade according to the evaluation criteria, equal to or higher than 5.

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

An active methodology is employed; thus, those students who for justifiable reasons cannot attend regular classes should talk to the professor in tutoring sessions to arrange a proposal that will include the theoretical information and activities to develop the skills listed in the guide of the course.

The final test may be developed in two quarterly partial tests.

It is essential to obtain 40% of the mark (4 out of 10) to make the mean applicable among the compulsory training activities.

*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 subject.

The detection by the teacher 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 subject 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).

Non-continuous evaluation:

In order to pass the course, it is essential to have a weighted average grade according to the evaluation criteria, equal to or higher than 5.

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

An active methodology is employed; thus, those students who for justifiable reasons cannot attend regular classes should talk to the professor in tutoring sessions to arrange a proposal that will include the theoretical information and activities to develop the skills listed in the guide of the course.

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(See Article 8 of the UCLM Student Assessment Regulations).

Specifications for the resit/retake exam:

In order to pass the course, it is essential to have a weighted average grade according to the evaluation criteria, equal to or higher than 5.

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

An active methodology is employed; thus, those students who for justifiable reasons cannot attend regular classes should talk to the professor in tutoring sessions to arrange a proposal that will include the theoretical information and activities to develop the skills listed in the guide of the course.

It is essential to obtain 40% of the mark (4 out of 10) to make the mean applicable among the compulsory training activities.

**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 subject.

The detection by the teacher 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 subject 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).

Specifications for the second resit / retake exam:

In order to pass the course, it is essential to have a weighted average grade according to the evaluation criteria, equal to or higher than 5.

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

An active methodology is employed; thus, those students who for justifiable reasons cannot attend regular classes should talk to the professor in tutoring sessions to arrange a proposal that will include the theoretical information and activities to develop the skills listed in the guide of the course.

It is essential to obtain 40% of the mark (4 out of 10) to make the mean applicable among the compulsory training activities.

**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 subject.

The detection by the teacher 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 subject 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).

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 practices, description of the evaluation process, active methodologies, etc.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	28
Writing of reports or projects [AUTÓNOMA][Self-study]	90
Final test [PRESENCIAL][Assessment tests]	2
Group 17:	
Initial date: 19-09-2023	End date: 19-09-2023
Group 18:	
Initial date: 20-09-2023	End date: 11-01-2024
Group 19:	
Initial date: 25-09-2023	End date: 11-01-2024
Group 15:	
Initial date: 25-09-2023	End date: 11-01-2024
Unit 2 (de 5): Legislation and organization of the Primary School in Spain.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	8
Group 17:	
Initial date: 25-09-2023	End date: 03-10-2023
Unit 3 (de 5): Education in values.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	8
Group 17:	
Initial date: 16-10-2023	End date: 24-10-2023
Unit 4 (de 5): Theory and practice of Didactic Planning.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Group 17:	
Initial date: 30-10-2023	End date: 06-11-2023
Unit 5 (de 5): The Educational Project in Primary Education.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	34
Group 17:	
Initial date: 07-11-2023	End date: 19-12-2023
Global activity	
Activities	hours
Writing of reports or projects [AUTÓNOMA][Self-study]	90
Final test [PRESENCIAL][Assessment tests]	2
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	28
Class Attendance (theory) [PRESENCIAL][Lectures]	86
	Total horas: 206

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
García, Beatriz. Sánchez, Y Sánchez, J.	Estrategias didácticas para enseñar a través del entorno. En A. Manzanares, A.Mateo	Algibe	Málaga		2016	Actividades didácticas de exploración y experimentación
Moral Santaella, C., Pérez García, M.	Didáctica Teoría y Práctica de la Enseñanza	Santaella	Madrid		2009	Manual de actividades prácticas para la educación infantil primaria y eSO
Gómez, Barreto. Isabel	Playful Learning, Thinking Dispositions, and Daring and Challenging Play in Early Childhood	IGI GLOBAL	EEUU	*10.4018/978-1-7998-	21	El juego como recurso de enseñanza y aprendizaje para la educación infantil
	https://www.igi-global.com/chapter/playful-learning-thinking-dispositions-and-daring-and-challenging-play-in-early-childhood/273444					

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	Pirámide	Madrid	978-84-368-4135-	2019	Manual de metodologías para educación infantil y primaria
Martin-García, M. I., López-Parra, E., Moreno-Díaz, A. y García-Toledano, E.	Personalidad situacional como herramienta de innovación educativa: conceptualización, relación con la inteligencia emocional. Estudio de caso.	Octaedro	Barcelona	978-84-18348-51-8	2020	P. 299-310.