

**COURSE DATA****Data Subject**

|                      |                                                |
|----------------------|------------------------------------------------|
| <b>Code</b>          | 44543                                          |
| <b>Name</b>          | New technology applied to education management |
| <b>Cycle</b>         | Master's degree                                |
| <b>ECTS Credits</b>  | 3.0                                            |
| <b>Academic year</b> | 2019 - 2020                                    |

**Study (s)**

| <b>Degree</b>                                                     | <b>Center</b>                                  | <b>Acad. year</b> | <b>Period</b> |
|-------------------------------------------------------------------|------------------------------------------------|-------------------|---------------|
| 2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations | Faculty of Philosophy and Educational Sciences | 1                 | First term    |

**Subject-matter**

| <b>Degree</b>                                                     | <b>Subject-matter</b>                                                   | <b>Character</b> |
|-------------------------------------------------------------------|-------------------------------------------------------------------------|------------------|
| 2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations | 3 - Methodology for assessment and intervention in the education system | Obligatory       |

**Coordination**

| <b>Name</b>                     | <b>Department</b>                                                |
|---------------------------------|------------------------------------------------------------------|
| DIAZ GARCIA, MARIA ISABEL       | 270 - Research Methodology, Educational Diagnosis and Assessment |
| SUAREZ RODRIGUEZ, JESUS MODESTO | 270 - Research Methodology, Educational Diagnosis and Assessment |

**SUMMARY**

The focus of interest in this module is the measurement, the diagnosis and the use of new technologies in an organization or educational institution. Analyzing its importance in the management and administration of schools, as well as in the processes of teaching and learning. The skills demanded from international agencies to teachers, students and executives will address. And the evaluation indicators on the maturity on ICT in schools will analyze.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

There are no prerequisites

## OUTCOMES

### 2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Utilizar y analizar de forma crítica instrumentos avanzados para la medición de competencias como indicadores de resultados (simples y complejos, tasas y ratios, índices producto de información multivariada) en la evaluación de organizaciones educativas (sistemas e instituciones).
- Utilizar y analizar de forma crítica diferentes instrumentos tecnológicos para en la gestión y administración de instituciones educativas, que promuevan de forma efectiva el cambio desde la sociedad de la información a del conocimiento.
- Ser capaces de establecer un compromiso ético deontológico a través de una vinculación consecuente con los valores éticos de la institución e institucionales y gestionar el centro de acuerdo con los principios éticos coherentes con un sistema democrático.

## LEARNING OUTCOMES

- Apply the acquired knowledge and are able to solve problems in new environments.
- Integrate knowledge and issue judgments reflect on the social and ethical responsibilities.
- They make public exhibitions in a way clear and unambiguous.
- They study either self-directed or autonomous.
- They know to use and analyze the instruments to measure competencies as indicators of results in the evaluation of educational organizations.
- They dominate the technological tools for the management and administration of educational institutions adapting them to the change of the information to the knowledge society.



Identify the ethical principles of a democratic system needed to manage a school.

## DESCRIPTION OF CONTENTS

### 1. Education in the information society

ICT and social change: information to the knowledge society. Paradigm shift. Integration policies. Reasons for the use of ICTs. Organizational changes - challenges for its implementation.

### 2. Organize and direct with ICTs

The educational management in the society of the information impact of ICTs in the management of schools. Bases of the use of ICT in management and administration. Usefulness of ICTs. Free software and its usefulness in the management of a school. ICT resources for schools: intranet of Central, institutional, web portals institutional of the Center, management software and tools for collaboration.

### 3. Technologies for learning and knowledge

ICT to the ACTs. Development of competences. Digital citizenship. Technologies for learning and knowledge in the classroom. Technological resources for learning: Multimedia Software, interactive digital whiteboards, collaborative applications, educational social networks, virtual environments for learning, personal environments of learning, augmented reality. ICT and innovation.

### 4. Competence framework for the integration of ICT

Proposals of ICT skills for teachers, students and managers: UNESCO competence standards. ISTE: NETS for Teachers. Students and Administrators. European ICT in Education competency framework. Guzman-Nussbaum proposal. The European Pedagogical ICT Licence. Skills ICT in Catalonia. ICT skills and need for empirical studies.

### 5. Indicators for the measurement of ICT in education

Indicators for the measurement of ICT in education. The technological maturity of an educational center. Need for international standards. International standards: UNESCO, European Union and Ibero-American Development Bank. Types of indicators: Basic, pedagogical, and impact.

**WORKLOAD**

| ACTIVITY                        | Hours        | % To be attended |
|---------------------------------|--------------|------------------|
| Theory classes                  | 7,00         | 100              |
| Group work                      | 5,00         | 100              |
| Classroom practices             | 5,00         | 100              |
| Tutorials                       | 4,00         | 100              |
| Development of group work       | 25,00        | 0                |
| Development of individual work  | 10,00        | 0                |
| Study and independent work      | 10,00        | 0                |
| Readings supplementary material | 9,00         | 0                |
| <b>TOTAL</b>                    | <b>75,00</b> |                  |

**TEACHING METHODOLOGY**

Participatory masterclass.

Collaborative learning.

Project management.

Study and student work to integrate the competencies of the module.

Attention individualized and/or group.

**EVALUATION**

The assessment of the acquisition competencies by students will be based on the combination of different types of information, related to the activities that students will develop. For this purpose, different procedures, may be used with the following weightings on the asignatura:

- Portafolios, which will include different work performed by the student. 30%
- Exposiciones in class of works. 10%



- ICT Integration project in a educational organization

Weightings and these procedures may present small changes, adjusting the apprenticeship contract made with the students at the beginning of the course.

## REFERENCES

### Basic

- Referència b1: Area, M. (2008). Una breve historia de las políticas de incorporación de las tecnologías digital sistema escolar en España. Quaderns digitals, 51. Recuperado de [http://www.quadernsdigitals.net/index.php?accionMenu=hemeroteca.VisualizaArticuloIU.visualiza&articulo\\_id=1](http://www.quadernsdigitals.net/index.php?accionMenu=hemeroteca.VisualizaArticuloIU.visualiza&articulo_id=1)

Referència b2: Claro, M. (2010). La incorporación de tecnologías digitales en educación. Modelos de identificación de buenas prácticas. Naciones Unidas, CEPAL Colección Documentos de proyectos. Recuperado de <http://www.eclac.org/publicaciones/xml/8/40278/tics-educacion-buenas-practicas.pdf>

Referència b3: ISTE (2007). NETS-S. Estándares nacionales (EEUU) de Tecnologías de la Información y Comunicación (TIC) para ESTUDIANTES. Recuperado de <http://www.eduteka.org/modulos/11/335/59/1>

Referència b4: Comisión Europea (2009). Indicators on ICT in Primary and Secondary Education. Dirección General de Educación y Cultura. [http://ute.uv.es/moodle/file.php/142/Indicadores/EU\\_ictindicrep\\_en.pdf](http://ute.uv.es/moodle/file.php/142/Indicadores/EU_ictindicrep_en.pdf)

Referència b5: Comisión Europea (2006). Impacto de las TIC en las escuelas europeas. European School Education Policy (EUN). Recuperado de [http://www.eduteka.org/ICT\\_InformeEuropa.php](http://www.eduteka.org/ICT_InformeEuropa.php)

Referència b6: Pedró, F. (2011). Tecnología en la Escuela: Lo que funciona y por qué. Documento Básico de la XXVI Semana Monográfica de la Educación: La educación en la sociedad digital. Fundación Santillana. Recuperado de [http://www.fundacionsantillana.com/upload/ficheros/noticias/201111/documento\\_bsico.pdf](http://www.fundacionsantillana.com/upload/ficheros/noticias/201111/documento_bsico.pdf)

### Additional

- Referència c1: Aguaron, J., Aguilar, L., Alamillo, M. y Sánchez, J.M. (2011). Proyecto Al otro lado de las TIC. Premio Internacional Educared 2011. Recuperado de <http://proyectos.xavierre.com/tic/acercade.html>

Referència c2: ITE. Instituto de Tecnologías Educativas (2011). Informe Iniciativas 1:1 en Educación. Ministerio de Educación. Departamento de Proyectos Europeos. Disponible en [http://recursostic.educacion.es/blogs/europa/media/blogs/europa/informes/Informe\\_1a1\\_mundial\\_ITE\\_octubre\\_2011.pdf](http://recursostic.educacion.es/blogs/europa/media/blogs/europa/informes/Informe_1a1_mundial_ITE_octubre_2011.pdf)



Referència c3: Sola, M. y Murillo, J.F. (2011). Las TIC en la Educación: realidad y expectativas. Informe anual 2011, nº 15. Fundación Telefónica. Disponible en [http://www.fundacion.telefonica.com/es/que\\_hacemos/media/publicaciones/Las\\_TIC\\_en\\_la\\_Educacion2.pdf](http://www.fundacion.telefonica.com/es/que_hacemos/media/publicaciones/Las_TIC_en_la_Educacion2.pdf)

Referència c4: Martínez Filgueira, M<sup>a</sup> E. (2006). Políticas autonómicas para la integración de las TIC en centros educativos, Revista Latinoamericana de Tecnología Educativa, 5 (2), 97-112. Disponible en [http://campusvirtual.unex.es/cal/editio/index.php?journal=relatec&page=article&op=view&path\[\]=229&path\[\]=215](http://campusvirtual.unex.es/cal/editio/index.php?journal=relatec&page=article&op=view&path[]=229&path[]=215)

Referència c5: León, M., Correa, J.M., Jiménez, E. e Ibañez, A. (2008). La gestión del cambio tecnológicos en los centros educativos del País Vasco; El papel de los directivos escolares. Pixel bit, 31, 39-57.

Referència c6: Peirats, J. y Sales, C. (2009). Inquietudes y complicidades en el uso de software de gestión en centros educativos. Revista Electrónica de Teoría de la Educación .

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **1. Contenidos**

No ha habido modificaciones

### **2. Volumen de trabajo y planificación temporal**

Las 3 últimas sesiones de clase -de las 7 totales- se realizan en modo no presencial, en los días y el horario habituales. Las clases concluyen la semana del 6 al 9 de abril, como estaba previsto. No ha habido otras modificaciones.

### **3. Metodología docente**

Las 3 últimas sesiones de clase se desarrollan en modo no presencial a través de la herramienta *blackboard collaborate*, complementada con la subida de materiales al Aula Virtual, como transparencias locutadas.

Las tutorías se realizan a través del correo electrónico o de videoconferencia, en modalidad individual y/o grupal.

### **4. Evaluación**



- Se mantiene la revisión y entrega de los trabajos académicos previstos.
- En el caso de pruebas previstas, se administran a través del aula virtual.
- No ha habido otras modificaciones.

## **5. Bibliografía**

No ha habido modificaciones.