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**ICT and school management**

**Master in Innovation  
Technology in Education**

**Catholic University of Valencia**

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Course 2023/2024

## COURSE SYLLABUS

		ECTS
<b>SUBJECT:</b> ICT and school management		3
<b>Area:</b> ICT and school management		3
<b>Module:</b> Management of ICT at school		6
<b>Training Type<sup>1</sup>:</b> BLENDED LEARNING	<b>COURSE:</b> 1 <b>Semester:</b> 1 <sup>th</sup>	
<b>Professors:</b> <b>Dra. Azahara Casanova Pistón</b>	<b>Department:</b> Education	
	<b>E-mail:</b> azahara.casanova@ucv..es	

## MODULE ORGANISATION

MANAGEMENT ICT IN EDUCATION CENTRE	6 ECTS
<p>This module is located in the first quarter within the curriculum and will last approximately 5 weeks.</p> <p>In it the subject "ICT and Management Centre" where students will be taught to create and maintain the website of the school, learn techniques for positioning through Internet (SEO) and digital marketing to improve the image of the centre on the Web. Integrate in the web the mini-sites generated in each of the classrooms and / or subjects. Improve communication and education of the entire educational community in the network as well as participation in projects and collaborative work spaces with the inter-centres.</p> <p>During the course "ICT and classroom management"; a study of the different types of ICT classroom will be made. The Personal Learning Environments of the teacher (PLE). Classroom management tools: classroom management tools, content filtering and</p>	

<sup>1</sup> Basic training (ordinary area), blended learning, optional, external Practices, Final Project.



## Course Syllabus

PCA-27-F-01 Ed.00

monitoring. Paperwork impact management at the classroom level and communication protocols with the responsible ICT centre / classroom.						
Module and Subjects						
Area	ECTS	SUBJECT	ECTS	Course/ semester		
Management of ICT at school	6	ICT and school management	3	1/1		
		ICT and classroom management	3	1/1		
COURSE SYLLABUS: ICT and school management						
Prerequisites: None						
OVERALL OBJECTIVES						
A. Learn to design and manage the school's website. B. Improving the visibility of the school in Internet. C. Handle management programs schools						
BASIC AND GENERAL COMPETENCES			Assessment criteria			
Basic			1	2	3	4
KC.7. That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.					X	
KC.10. Students must possess the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.						X
General			1	2	3	4
GC.2. Students are able to adapt to technologies and future environments and skills updating content.						X
GC.6. That students are able to promote the use of technology in the line of a good professional ethics.						X
GC.7. That students are able to generate, share and disseminate academic knowledge and professional					X	



SPECIFIC COMPETENCES <sup>2</sup>				
Specific	1	2	3	4
SC15 – That students are able to design learning environments on different websites				X
SC16 - Acquaint students with programs management schools.				X
SC17 - That students are able to select the most suitable web environment to the characteristics of their school as well as to manage the contents published in this environment				X

LEARNING OUTCOMES <sup>3</sup>	COMPETENCES
R1 The student designs and manages the school website	KC7, SC15, SC16, SC17
R2 Students improves the visibility of the school on the Internet	KC10, GC2, SC15, SC16, SC17
R3 The student knows, updates and manages programs management schools	GC6, GC7, SC15, SC16, SC17

<sup>2</sup> Follow correspondence with the above numbering. Specific competences are weighted 1 to 4 following criterion with the cross.

<sup>3</sup> Renumber the learning outcomes following the nomenclature proposed.

**Important Note:** The competencies are expressed in a generic sense of what is needed in the teaching guide learning outcomes. These results constitute a realization of one or more skills, making explicit the domain level or performance to be acquired by the student and the words contained in the criterion which will be evaluated. Learning outcomes demonstrate what the student will be able to show the end of the course or subject and reflect also the degree of acquisition of competence or skill set.



FACE-TO-FACE WORK TRAINING CLASSROOM ACTIVITIES			
ACTIVITY	Teaching Learning Methodology	In relation with learning outcomes	ECTS <sup>4</sup>
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, problems, field study, data search, analysis programs, etc.  Meaningful construction of knowledge through interaction and student activity.	ALL LEARNING OUTCOMES	0,72
VIRTUAL TUTORIES PRESENCIALS	Students customized to virtually and face service online, using the platform of the university.	ALL LEARNING OUTCOMES	0,24
VIDEO CONFERENCE	Training session through a video conference tool integrated in the virtual campus that involves the participation and / or exposure of the teacher and the class group in real time.	ALL LEARNING OUTCOMES	0,24
Total			(1,2*)

<sup>4</sup> Subject or matter is organized in **ON-SITE WORK TRAINING ACTIVITIES** and in **AUTONOMOUS WORK TRAINING ACTIVITIES**, with a percentage estimated at ECTS. A suitable distribution is as follows: 35-40% for the Presential formative activities and 65 - 60% for the autonomous work. (For a course of 6 ECTS: 2.4 and 3.6 respectively).

Teaching and learning methodology is described in this guide in a generic way, specifying in the teaching units of each subject or matter.



<b>AUTONOMOUS WORK TRAINING ACTIVITIES OF THE STUDENT<sup>5</sup></b>			
<b>ACTIVITY</b>	<b>Teaching Methodology Learning</b>	<b>In relation with learning outcomes</b>	<b>ECTS</b>
CONTINUOUS ASSESSMENT ACTIVITIES	Comments, summaries, critical analysis, reviews, glossaries, webquest, tests, etc., individually or in teams, to evaluate the acquisition of learning outcomes.	ALL LEARNING OUTCOMES	0,18
DISCUSSION FORUMS	Online discussions or opinions supervised by the teacher to allow students to express their ideas, opinions and comments that argued the contents worked.	ALL LEARNING OUTCOMES	0,18
VIRTUAL TUTORING	Personalized attention to student virtual and individually. Period of instruction or guidance by a teacher with the aim of reviewing and discussing the materials and topics, help in conducting the ongoing evaluation activities, etc.	ALL LEARNING OUTCOMES	0,18
ASYNCHRONOUS VIRTUAL SESSION	Showroom by the teacher, skills analysis, explanation and demonstration of skills, abilities and knowledge in the virtual classroom, which require feedback and participation of students at different times.	ALL LEARNING OUTCOMES	0,18
INDIVIDUAL WORK	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to deliver the lectures, practical classes and / or small group tutoring.	ALL LEARNING OUTCOMES	1,08
Total			(1,8*)

<sup>5</sup> All individual work training activities are performed using the platform of the university ([campusdocencia.ucv.es](http://campusdocencia.ucv.es))



EVALUATION SYSTEM FOR THE ACQUISITION OF SKILLS AND GRADING SYSTEM		
Assessment Tool <sup>6</sup>	ASSESSED LEARNING OUTCOMES	Percentage
Participation (face-to-face class/virtual class)	ALL	20%
Headings for the systematic observation of the execution of Tasks	R1, R2, R3	80%

**CRITERIA FOR THE GRANTING OF distinction:**

*According to the general rules you can only give honours to 20 students per fraction rather than 20, with the exception of groups of fewer than 20 students in total, which can provide tuition. Distinction is awarded to a student who has obtained outstanding grades and has stood out for its active participation in class, attendance at tutorials, presentation and preparation of work and engagement on the subject.*

DESCRIPTION OF CONTENTS	COMPETENCES
School website.	KC7, SC15, SC16, SC17
Internet positioning of the school.	KC10, GC2, SC15, SC16, SC17
Communication tools and training for the educational community.	GC6, KC7, SC16, SC17
Collaborative projects within and between schools.	KC10, GC7, SC17

<sup>6</sup> Assessment techniques and tools: oral exam-exposition, written tests (multiple choice tests, development tests, conceptual maps, etc.), supervised projects, projects, case studies, observation notebooks, portfolio, etc.



TEMPORAL ORGANIZATION OF LEARNING (Students of first registration):		
	BLOCK CONTENT/UNIT	NUMBER OF SESSIONS
1	School website. - Creation - Tools - Maintenance	
2	Internet positioning of the school - Technical SEO - Social media	
3	Communication tools and training of educational communities.	
4	Collaborative projects within and between schools - Tools - Spaces for communication and participation	

BIBLIOGRAPHY
<p>Álvarez-Herrero, J. F. y Roig-Vila, R. (2019). Las páginas web de los centros educativos. Análisis de la situación actual en la Comunidad Valenciana. Revista de Comunicación de la SEECI, 50, 129-147.</p> <p>Avilés Martínez, José María (2018). Educar en las Redes Sociales. Programa preventivo PRIRES. Desclée De Brouwer.</p> <p>Cabero Almenara, Julio (2013). Nuevos modelos, recursos y diseño de programas en la práctica docente. Centro de estudios financieros.</p> <p>Domingo Moratalla, Agustín (2013). Educación y redes sociales.</p> <p>García Jiménez, Francisco y Ruiz de Adana Garrido, Mª Ángela (2014). Las TIC en la Escuela. Teoría y práctica. Editorial Club Universitario.</p> <p>García-Valcarcel, Ana y Hernández, Azucena (2013). Recursos tecnológicos para la enseñanza e Innovación Educativa. Síntesis.</p> <p>Haro Ollé, Juan José (2010). Redes sociales para la educación. Anaya Multimedia</p>





Matía, Jesús (2016). Gestión TIC de centros educativos. IES Santa Clara, 100 años en vanguardia (eBook)

Montero, Lourdes (2013). Una historia, cuatro historias: acompañar proyectos de innovación educativa con las TIC. Graó.

Peñalosa Castro, Eduardo (2013). Estrategias docentes con Tecnología. Addison-Wesley.

Ruiz Peña, Francisco Javier (2017). La Renovación Pedagógica en los centros educativos. La Concepción Global TIC y la Formación del Profesorado como elementos impulsores. EAE.

Trujillo, Fernando (2014). Artefactos digitales. Graó.

Valverde, Jesús (2015). El proyecto de educación digital en un centro educativo: guía para su elaboración y desarrollo. Síntesis.



## Addendum to the Course Guide of the Subject

### MÁSTER UNIVERSITARIO EN INNOVACIÓN TECNOLÓGICA EN EDUCACIÓN

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.**



Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen onsite activities described in this section of the Course Guide,** as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

*Explanation about the practical sessions:*





## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

### ONLINE WORK

#### Regarding the Assessment Tools:



☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

