



Guía Docente

The TIC and the Management of the Classroom

**Master academic in Innovation
technological in Education**

University catholic of Valencia



Course 2023-24

TEACHING GUIDE OF THE SUBJECT	
	ECTS
SUBJECT: ICT and the management of the classroom	3
Subject: ICT and the management of the classroom	3
Module : Management of the TIC in the center educational	6
type _____ Formation ¹ : _____ MANDATORY _____	COURSE : 1 Semester : 1st
Faculty: Monica Martinez Dominguez	Department: Didactics general education theory and innovation technological
	E-mail: monica.mdominguez@ucv.es

ORGANIZATION OF THE MODULE

MANAGEMENT OF THE TIC IN THE CENTER EDUCATIONAL	6 ECTS
<p>This module is located in the first semester within the study plan and will have an approximate duration of 5 weeks.</p> <p>In the HE finds the subject "The TIC and the Management of the Center", where HE will teach the student to create and maintain the website of the educational center, learn positioning techniques through the Internet (SEO) and digital marketing to improve the image of the center on the Internet. Integrate the mini-sites generated in each of the classrooms and/or subjects. Improve communication and training of the entire educational community in the network as well as participation in Projects and work spaces collaborative intercenters.</p> <p>In the subject "ICT and Classroom Management"; there will be a study of the different typologies of classroom TIC. The environments personal of Learning of the teacher (PLE). Tools management of the classroom: tools of control classroom, content filtering and monitoring. Incident management at classroom level and protocols of communication with the responsible ICT of center/classroom.</p>	

¹Basic training (subject Common), Compulsory, Optional, Practices external, Work End of Degree.



subjects and Subjects						
Subject	ECTS	SUBJECTS	ECTS	Course/ semester		
ICT management in the center educational	6	ICT and the Management ofCenter	3	1/1		
		ICT and the Management of the Classroom	3	1/1		
GUIDE TEACHER SUBJECT: ICT and management of the Classroom						
Requirements previous: None						
GOALS GENERAL						
<p>A. Use and manage environments personal of Learning and resources of the Web 2.0for improve the management of the classroom.</p> <p>B. Participate in Projects collaborative inter-centers .</p> <p>C. Know the different typologies that us can find in a Classroom TIC. Classroomof the future.</p> <p>D. Learn to check he classroom through he use of tools free.</p> <p>E. Know share contents so much inside of the classroom as through he use ofttools in the cloud.</p> <p>F. Manage properly the incidents TIC in he classroom.</p> <p>G. Know the aspects of elderly relevance for he use sure and responsible of theTIC, with special interest in his use in he classroom.</p>						
COMPETENCES BASIC AND GENERAL ²			Weighting of competition			
basic			1	2	3	4
CB.6. Possess and understand knowledge that provides a basis or chance of be original in he development I application of ideas, to slight in a context of investigation.					x	
CB.8. That students are able to integrate knowledge and face to the complexity of formulate judgments to leave of ainformation that, being incomplete either limited, include ponderabout the responsibilities social and ethics linked to the application of their knowledge and trials.			t o y e s		x	
CB.9. That students know how to communicate their conclusions and knowledge and reasons latest that the sustain to publicspecially and No specialized of a mode clear and without ambiguities.					x	

² List all the competencies correlatively. Each of them should be weighted from 1 to 4 using as criterion he degree contribution of the subject/subject to the acquisition and development of the competition.



generals	1	2	3	4
GC.3. That the students be able of innovate his methodologyteacher incorporating the competence digital in he classroom.				x
GC.5. That the students be able of work of shapeautonomous, doing synthesis of contents and issuing judgments for his debate and analysis later in he classroom virtual.	to			x

COMPETENCES SPECIFIC ³				
specific	1	2	3	4
CE.1. That the students know the epistemological aspects and/or the production of knowledge technological and consider his application to theambit educational.				x
EC.15. That the students belearning able design environme dand in different sites Web nts				x

RESULTS OF LEARNING ⁴	COMPETENCES
He student body learn to build and use environments personalof learning.	CB6, CB8, CB9 CG3, CG5, CE1, CE15
He student body learn to use tools and resources of theTIC for improve the management of the classroom.	CB6, CB8, CG5, CE15

³ The specific skills HE ponder of 1 to 4 Following the same criterion what with the transverse.

⁴ Enumerate correlatively the learning outcomes Following the nomenclature proposal.

Important note: The competencies are expressed in a generic sense, so it is necessary to include them in the guide teacher learning outcomes. These results constitute a concretion of a or several competitions, making explicit the degree of mastery or performance that the student must acquire and contain in their formulation the criteria by which they will be evaluated. The learning outcomes show what the student will be able to demonstrate at the end of the subject or subject and also reflect the degree of acquisition of the competence or set competitions.



ACTIVITIES FORMATIVE OF JOB PRESENTIAL			
ACTIVITY	Methodology of Teaching-Learning	Relationship with Results of Learning of the subject	ECTS ⁵
CLASSES PRACTICES	sessions of work supervised group by the teacher. Study of cases, problems, field study, search of data, analysis of programs, etc significant construction of knowledge through the interaction and activity of the student.	ALL THE RESULTS	0.525
TUTORIALS VIRTUALS PRESENTIALS	Personalized attention to students shape virtual and face-to-face on-line, using the Platform of University.	ALL THE RESULTS	0.15
VIDEO CONFERENCE NCEGUM	Session formative through of a tool of video conference integrated in the campus virtual that involves the participation and/or exposure of the teacher and the class group in time real.	ALL THE RESULTS	0.1
Total			(0.775)*

⁵ The subject I subject HE organize in **ACTIVITIES FORMATIVE OF JOB PRESENTIAL** and in **ACTIVITIES FORMATIVE OF JOB AUTONOMOUS OF THE STUDENT**, with a percentage My dear in ECTS. A **adequate distribution** is the following: **35-40%** for the Activities formative face-to-face and **65-60%** for the of Autonomous work. (For a subject of 3 ECTS: 1,2 and 1.8 respectively).

The teaching-learning methodology is described in this guide in a generic way, specifying the units didactics in the that the subject and/or matter is organized



JOB TRAINING ACTIVITIES EMPLOYED STUDENT MODEL 6			SELF -
ACTIVITY	Methodology of Teaching-Learning	Relationship with Results of Learning of the subject	ECTS
ACTIVITIES OF ASSESSMENT KEEP GOING	Comments, summaries, critical analyses, reviews, glossaries, webquest, tests, etc., individually or in teams, to evaluate the acquisition of the results of learning.	ALL THE RESULTS	0.1
FORUMS OF DISCUSSION	discussions or opinions in line supervised by the teacher that allow the students the expression of their ideas, opinions and comments argued regard to the contents worked.	ALL THE RESULTS	0.625
I WORK IN CLUSTER	Work that requires the participation of different students with a purpose common that forces to the interaction staff and the distribution and compliance of responsibilities and that demands of the establishment of determined meetings between the members of the group and with the teacher tutor	ALL THE RESULTS	0.6
SESSION VIRTUAL ASYNCHRONOUS	Exposure of contents by part of the teacher, competency analysis, explanation and demonstration of capabilities, skills and knowledge in the classroom virtual, that require of the feedback and participation of the student body in different time.	ALL THE RESULTS	0.1
JOB AUTONOMOUS	Student Study: Individual Preparation of readings, essays, resolution of issues, seminars, jobs, memories, etc for deliver in the classes theoretical, classes practices I tutorials of small group.	ALL THE RESULTS	0.55
Total			(1,975)*

6 all the activities formative of job autonomous HE perform using the platform of the university (campusdocencia.uv.es)



SYSTEM OF ASSESSMENT OF THE ACQUISITION OF THE COMPETENCES AND SYSTEM OF RATINGS		
Instrument of evaluation ⁷	RESULTS OF LEARNING EVALUATED	Percentage awarded
assistance and stake (face-to-face/virtual)	ALL	twenty %
Rubrics for the assessment of the job practical	R1, R3	80%

CRITERIA FOR THE CONCESSION OF TUITION OF HONOR:

The student to obtain the qualification of Matricula de Honor must achieve the highest grade in each of the partial qualifications and in the Final Project. According to the faculty to which the title and in accordance with the general regulations, only one honors degree can be given for every 20 students by fraction of 20, with the exception of the case of groups of less than 20 students in total, in which that HE can give a tuition.

DESCRIPTION OF CONTENTS	COMPETENCES
The environments personal of Learning (PLE) as aid to the Learning Permanent and to the development of the work teacher.	CB6, CG3, CE1
Design and construction of a Around Staff of Learning (PLE) of support to the work teacher in the classroom.	CB6, CB8, CB9, CG3, CG5, CE15
Typologies of Classroom TIC. Classroom of the future.	CG3, CB9
sharing of contents in the Classroom	CE15, CG3, CB8, CB6
Management of incidents and communication with the responsible TIC	CG5, CB9

⁷Techniques and instruments evaluation: exam-exhibition oral tests written (objective tests, of development, maps conceptual...), jobs directed, Projects, study of cases, notebooks observation, briefcase, etc



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Addendum to the Guide teacher of the subject

MASTER ACADEMIC IN INNOVATION TECHNOLOGICAL IN EDUCATION

Given the exceptional situation caused by the health crisis situation caused by the COVID-19 and having in account the measures of security relative to the development of the activity educational in the ambit teacher academic current, HE proceeds to introduce the modifications opportune in the guide teacher for guarantee that the students reach the results of learning of the subject:

Situation 1: teaching without limitation of capacity (when the number of enrolled students is less than the permitted capacity of the classroom, according to the measures of established security) .

In this case No HE establishes no change in the guide teacher.

Situation 2: teaching with limitation of capacity (when the number of students enrolled is superior to capacity permitted of the classroom, according to the measures of established security) .

In this case HE establish the following modifications:

1. Activities formative of job face-to-face:

All the activities planned to be carried out in a classroom in this section of the guide teacher , will be carried out through the simultaneity of face-to-face teaching in the classroom and synchronous virtual teaching. Students may attend classes in person or through of the tools telematics facilitated by the university (video conference).



In all case, the students that receive the teaching in person and those that receive for video conference shall rotate periodically.

In the case concrete of this subject, are videoconferences HE will perform to through of:

<input checked="" type="checkbox"/>	Microsoft Teams	<input checked="" type="checkbox"/>	Blackboard Collaborate Ultra
<input checked="" type="checkbox"/>	kaltura		

Situation 3: Lockdown by a new state of alarm.

In this case HE establish the following modifications:

1. Activities formative of job face-to-face:

All the activities planned to be carried out in a classroom in this section of the guide teacher, as well as personalized and group tutorials, will be carried out through the tools telematics facilitated by the university (video conference). In the case concrete of this subject, to through of:

<input checked="" type="checkbox"/>	Microsoft Teams	<input checked="" type="checkbox"/>	Blackboard Collaborate Ultra
<input checked="" type="checkbox"/>	kaltura		

clarifications about the sessions practices:

2. System of assessment of the acquisition of the skills and system of ratings



MODALITY PRESENTIAL

In how much to the instruments of assessment:

- ☒ No HE go to carry out modifications in the instruments of assessment. In the case of No can carry out the evidence of assessment of shape face-to-face, HE they will viatelematics to through the campus UCVnet .
- ☐ HE go to carry out the following modifications for fit the assessment of the subject to the teaching No face-to-face

According to the guide teacher		Adaptation
Instrument of assessment	% awarded	Description of platform changes that HE proposed will employ

The rest of instruments of assessment No HE will modify regard to it that figure in the guide teacher.

Observations to the system of assessment:

MODALITY TO DISTANCE

In how much to the instruments of assessment:

- ☒ No HE go to carry out modifications in the instruments of assessment. In the case of No can carry out the evidence of assessment of shape face-to-face, HE they will viatelematics to through the campus UCVnet .



☐ HE go to carry out the following modifications for fit the assessment of the subject

According to the guide teacher		Adaptation
Instrument of assessment	% awarded	Description of platform changes that HE proposed will employ

He rest of instruments of assessment No HE will modify regard to it that figure in the guide teacher.

Observations to the system of assessment: