



## Information about the subject

**Degree:** Master's Degree in Technological Innovation in Education

**Faculty:** Education and Teacher Training

**Code:** 1360007

**Name:** ICT and Classroom Management

**Credits:** 3    **ECTS**    **Year:** 1 **Semester:** 1

**Module:** ICT Management in the Educational Center

**Subject Matter:** ICT and Classroom Management

**Type:** Compulsory

**Department:** Education Sciences

**Type of learning:** Hybrid

**Language(s) in which it is taught:** Spanish

**Lecturer/-s**

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## Module organization

### BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
ICT Management in the Educational Center	6	ICT and Classroom Management	3	1/1
ICT Management in the Educational Center	6	ICT and School Management	3	1/1



## Recommended Knowledge

- Advanced office suite (word processor, presentations, and spreadsheets)
  - Proficient use of mobile devices or digital tablets
  - File compression and decompression
- Advanced use of virtual communication tools (forums, email, video conferencing tools such as TEAMS)**

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	He student body learn to build and use environments personal of learning.
R3	He student body learn to use tools and resources of theTIC for improve the management of the classroom web.



## Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
CG3	That the students be able of innovate his methodology teacher incorporating the competence digital in the classroom.				X
CG5	That the students be able of work of shape autonomous, doing synthesis of contents and issuing judgments for his debate and analysis later in the classroom virtual.				X

Code	Basic	Weighting			
		1	2	3	4
CB6	Possess and understand knowledge that provides a basis or chance of be original in the development I application of ideas, to slight in a context of investigation.			X	
CB8	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 ponder about the responsibilities social and ethics linked to the application of their knowledge and trials.			X	
CB9	That students know how to communicate their conclusions and knowledge and reasons latest that the sustain to public specialized and no specialized of a mode clear and without ambiguities.			X	

Code	Specific	Weighting			
		1	2	3	4
CE1	That the students know the epistemological aspects and/or the production of knowledge technological and consider his application to the ambit educational.				X
CE15	That the students be learning in different sites Web able design environme nts				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
All the learning outcomes	20%	Assistance and stake (face-to face /virtual)
R1, R3	80%	Rubrics for the assessment of the job practical

**Mention of Distinction:** In accordance with the current regulations on the evaluation and grading of subjects at UCV, the "Honors" mention may be awarded to students who have obtained a grade equal to or greater than 9.0. The number of "Honors" mentions cannot exceed five percent of the students enrolled in the group in the corresponding academic year unless the number of enrolled students is less than 20, in which case only one "Honors" mention may be granted. Exceptionally, honors may be assigned among the different groups of the same subject globally. However, the total number of honors to be granted will be the same as if assigned per group, but these may be distributed among all students based on a common criterion, regardless of the group they belong to. The criteria for granting "Honors" will be made according to the criteria stipulated by the subject's responsible professor detailed in the "Observations" section of the evaluation system of the teaching guide.

### Single evaluation:

Single evaluation is understood as that which the student performs in an exceptional and alternative way when, for not having attended class sufficiently, he/she cannot perform the evaluation tests that, in general, are established in the teaching guide of the subject. This is not a single test but a set of as many tests and / or evaluation activities as necessary to demonstrate and measure each and every one of the learning outcomes defined for the subject. These tests can be requested throughout the course of the course and/or, in any case, at the end of the course on the official evaluation dates.

In single evaluation: 80% of the grade will correspond to the works recommended by the teacher and 20% to objective tests.

### Fundamental Principles for the Use of Artificial Intelligence:

Students will be able to use AI for:

- Consultation of doubts about training activities
- Assisted learning (alternative explanations or self-assessment exercises).
- Searching for alternative resources and references for study

Students may not use AI for:

- Recording or transcribing, in whole or in part, any activity performed in the classroom, in order to obtain summaries or notes made by AI.
- Generating text in work related to Activity X
- Submitting AI-generated work as your own
- Providing the IA with statements, practice or evaluation tests to obtain responses



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Supervised group work sessions led by the professor. Case studies, problem-solving, field study, data collection, program analysis, etc. Meaningful construction of knowledge through student interaction and activity
M2	Personalized student attention, both virtually and in-person online using the university's platform
M3	Training sessions through a videoconferencing tool integrated into the virtual campus, involving real-time participation and/or presentations by the teacher and the class group
M4	Online debates or discussions supervised by the teacher, allowing students to express their ideas, opinions, and comments based on the content studied
M5	Personalized student attention, both virtually and individually. Instruction or guidance periods conducted by a teacher to review and discuss materials and topics addressed, assist in carrying out continuous assessment activities, etc.
M6	Content presentations by the teacher, competence analysis, explanation, and demonstration of skills, abilities, and knowledge in the virtual classroom that require student feedback and participation at different times.
M7	Comments, summaries, critical analyses, reviews, glossaries, webquests, tests, etc., individually or in teams, to evaluate the acquisition of learning outcomes.
M8	Student study: Individual preparation of readings, essays, problem-solving, seminars, papers, reports, etc., to submit in theoretical classes, practical classes, and/or small group tutorials.



## In-class learning

Activity	Learning Outcomes	Methodology	ECTS	Hours
PRACTICAL CLASSES	All the learning outcomes	M1	0.20	5
Total			0.20	5

## On-line learning

Activity	Learning Outcomes	Methodology	ECTS	Hours
VIDEOCONFERENCE	All the learning outcomes	M3	0.08	2
VIRTUAL FACE-TO-FACE TUTORIALS	All the learning outcomes	M2	0,24	6
CONTINUOUS ASSESSMENT ACTIVITIES	All the learning outcomes	M5	0,22	5,5
Total			0,54	6,3

Activity	Learning Outcomes	Methodology	ECTS	Hours
Discussion Forums	All the learning outcomes	M4	0.12	3
Virtual Tutoring	All the learning outcomes	M7	0,02	0,5
Asynchronous Virtual Session	All the learning outcomes	M6	0.08	2
Total			0,22	5,5



## Autonomous work

Activity	Learning Outcomes	Methodology	ECTS	Hours
Autonomous work	All the learning outcomes	M8	2.04	51
Total			2.04	51

## Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
1	Study of the different types of ICT classrooms.
2	Teacher's Personal Learning Environments (PLE).
3	Classroom management tools: classroom control tools, content filtering and monitoring.
4	Management of incidents at the classroom level and communication protocols with the ICT managers of the center/classroom.

## Temporary organization of learning

BLOCK OF CONTENT/DIDACTIC UNIT	Number of sessions	Hours
Classroom management tools: classroom control tools, content filtering and monitoring.	Week 1	25
Management of incidents at the classroom level and communication protocols with the ICT managers of the center/classroom.	Week 2	25



Teacher's Personal Learning Environments (PLE). Study of the different types of ICT classrooms.	Week 3	25
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## References

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