

Estudio Propio: **MÁSTER DE FORMACIÓN PERMANENTE EN INTERNATIONAL EDUCATION (VIRTUAL)**

Código Plan de Estudios: **FA79**

Año Académico: **2022-2023**

ESTRUCTURA GENERAL DEL PLAN DE ESTUDIOS:

CURSO	Obligatorios		Optativos		Prácticas Externas	TFM/Memoria/ Proyecto	Créditos Totales
	Créditos	Nº Asignaturas	Créditos	Nº Asignaturas	Créditos	Créditos	
1º	42	9				18	60
2º							
3º							
ECTS TOTALES	42	9				18	60

PROGRAMA TEMÁTICO:

ASIGNATURAS OBLIGATORIAS

Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706889	1	COMPARATIVE EDUCATION SYSTEMS	OB	3
706890	1	EDUCATION AND DEVELOPMENT	OB	3
706891	1	INTERNATIONAL CURRICULUM DESIGN	OB	3
706892	1	LEADERSHIP AND MANAGEMENT IN INTERNATIONAL GLOBAL EDUCATION	OB	3
706893	1	RESEARCH METHODS IN EDUCATION	OB	3
706894	1	EVALUATION OF PROGRAMS	OB	3
706895	1	EFFECTIVE CULTURAL ENVIRONMENT FOR STUDENT LEARNING	OB	3
706896	1	TEACHING METHODS AND INTERNATIONAL PEDAGOGY	OB	3
706897	1	LIFE EXPERIENCE PORTFOLIO	OB	18

TRABAJO FIN DE MÁSTER/MEMORIA /PROYECTO

Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706898	1	MASTER THESIS	OB	18

Carácter: OB - Obligatoria; OP – Optativa

GUÍA DOCENTE

Año académico	2022-2023	
Estudio	Máster de Formación Permanente en International Education (Virtual)	
Nombre de la asignatura	COMPARATIVE EDUCATION SYSTEMS	
Carácter (Obligatoria/Optativa)	OB	
Créditos (1 ECTS=25 horas)	3	
Modalidad (elegir una opción)		Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
	x	Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Liliana Russo

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	30
Número de horas de trabajo personal del estudiante	45
Total horas	75

CONTENIDOS (Temario)

This course introduces students to the area of international and comparative education. We will analyze the relationship between education systems, international education and comparative education. To do that, it is important to look at the current economic, political, social and cultural environments and globalization influences.

Students will explore different education models and systems, its similarities and differences and will analyze the pros and cons. The course includes an analysis of why we need comparative education and what are the perspectives and tendencies in this area of study.

Students will work independently and in groups to find resources and do different comparative analysis, and exercises.

The format of this course combines lectures, classroom activities, student-led discussions and presentations. Students will discuss and prepare presentations based on readings and videos and will write do a final presentation with their findings.

COMPETENCIAS ESPECÍFICAS (indicar un mínimo de tres y máximo de cinco)

- Develop an informative point of view of International Education, education systems and comparative education.
- Understand that politics, economics and cultural influences have an impact in education systems.
- Awareness of the similarities and differences of different education systems.
- Become familiar and use comparative approaches and methods.

EVALUACIÓN

Synchronous classes 50 POINTS

Forum sessions 1st session 10 POINTS

2nd session 10 POINTS

3rd session 10 POINTS

Research and presentation 20 POINTS

TOTAL 100

BIBLIOGRAFÍA

- Bignold, Wendy, and Liz Gayton, Eds. Global Issues and Comparative Education. London: Sage, 2009.
- Garcia Ruiz, Maria José. International education: politics and policies: UNED-Universidad Nacional de Educación a Distancia. Madrid: 2013, 75-108.
- Phillips, David and Schweisfurth, Michele. Comparative and International Education: an introduction to theory, method and practice. London: Bloomsbury, 2014.
- Suárez-Orozco, Marcelo M., Ed. Learning in the Global Era: international perspectives on globalization and education. Berkely: University of California Press, 2007.
- Databases
- Eurypedia (European Encyclopedic on National Education Systems): <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Home>
- Education GPS: by the OECD, Organisation for Economic Co-operation and Development. <http://gpseducation.oecd.org/>
- UNESCO, <http://en.unesco.org/>
- Education Policy and Data Center: (EPDC). <http://www.epdc.org/>
- Millenium Indicators, coordinated by the United Nations Statistics Division. <http://www.un.org/millenniumgoals/stats.shtml>
- World Bank EdStats and World Development Indicators. <http://data.worldbank.org/data-catalog/ed-stats> <http://data.worldbank.org/data-catalog/world-development-indicators>
- International Comparisons in Education. <http://nces.ed.gov/surveys/international/>

POSIBLE ADAPTACIÓN CURRICULAR POR CAUSA DE FUERZA MAYOR (COVID-19, ETC.)

Si fuera necesario esta clase se acabaría de forma virtual

GUÍA DOCENTE

Año académico	2022-2023	
Estudio	Máster de Formación Permanente en International Education (Virtual)	
Nombre de la asignatura	EDUCATION AND DEVELOPMENT	
Carácter (Obligatoria/Optativa)	OB	
Créditos (1 ECTS=25 horas)	3	
Modalidad (elegir una opción)		Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
	X	Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Angie Sauciuc

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	30
Número de horas de trabajo personal del estudiante	45
Total horas	75

CONTENIDOS (Temario)

In this course we'll look at how the differences in political, economic, cultural, and social conditions affect countries and how this contributes to the creation of developed and developing countries. We'll examine the importance of education and how this correlates with the development of any nations. We will study different theories of education and development. The inter-relationships between global, national and local actors, as well as the strategies, programs and policies in development will be studied.

COMPETENCIAS ESPECÍFICAS (Indicar un mínimo de tres y máximo de cinco)

- Develop an informative point of view of what it means to be a developed and a developing country.
- Understand the influence that different actors have on developing countries and how these shape them.
- Think critically about these issues and learn how to present them in a professional manner.
- Contribute to this field by comparing and contrasting different countries and the relationship between education and economic development and giving possible solutions to advance education in countries that are behind.

EVALUACIÓN

The assessment will be formative and continue.

It will be carried out through the monitoring of the different individual activities and, where appropriate, group activities proposed.

General evaluation criteria:

- comprehension of main ideas and concepts.
- Integration and application of subject to different situations and problems.
- Significant analysis and learning reflection.
- Development of coherent ideas and fundament.
- Engagement and participation.

Specific Evaluation Criteria:

- Accomplishment of tasks.
- Communication effective with the Tutor.
- Participation in forums and joint activities.
- Complete the activities suggested.
- Creative performance in the activities.

As criteria for the final qualification of the subject are established:

- Achieve activities partials and finals activities of the subject.
- Participation in classes and other training elements available to the student.
- The final grade will be determined by the weighted sum of the grades obtained in all activities of module, following these indications:
- Attendance to classes (at least 80% of sessions): 30%
- Active participation on class activities and communication with the tutor: 20%
- Suggested tasks (at least 80% of tasks): 20%
- Final work (required) 30%

BIBLIOGRAFÍA

- INGEMAR FÄGERLIND and LAWRENCE J. SAHA. Education and National Development. A Comparative Perspective, Elsevier Ltd 1983.
- Combatting Poverty Through Adult Education: National Development Strategies. Chris Duke Ed. Routledge
- Library Editions: Adult Education, agosto 2020.
- Stroh, Peter. Systems Thinking for Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences and Achieving Lasting Results. Chelsea Green Publishing Co; Illustrated edición, noviembre 2015.
- Women, Education and Development in Asia: Cross-National Perspectives. Grace C.L. Mak. Routledge Library
- Editions: Education in Asia, 2019.
- Gendered education and national development: critical perspectives and new research
- Arnot, Madeleine; Fennell, Shailaja Routledge Compare, 2008-10-01, Vol.38 (5), p.515-523.

POSIBLE ADAPTACIÓN CURRICULAR POR CAUSA DE FUERZA MAYOR (COVID-19, ETC.)

Si fuera necesario esta clase se acabaría de forma virtual

GUÍA DOCENTE

Año académico	2022	
Estudio	Máster de Formación Permanente en International Education (Virtual)	
Nombre de la asignatura	INTERNATIONAL CURRICULUM DESIGN	
Carácter (Obligatoria/Optativa)	OB	
Créditos (1 ECTS=25 horas)	3	
Modalidad (elegir una opción)		Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
	X	Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Peter Dunne

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	30
Número de horas de trabajo personal del estudiante	45
Total horas	75

CONTENIDOS (Temario)

In this course, students will look at the theories of curriculum design, especially those that can help create international curriculums and innovative instruction. The course will also introduce students to different concepts and ideas related to effective curriculum design, and the importance of the IB in international education.

COMPETENCIAS ESPECÍFICAS (Indicar un mínimo de tres y máximo de cinco)

- Learn the major concepts of instructional systems design and theories
- Learn different models and the process to design a curriculum
- Practice and describe different design activities

EVALUACIÓN

Criteria for final mark:

- Class attendance (at least 80% of sessions): 30%
- Active participation on class activities: 10%

- Suggested tasks: (at least 80% of tasks): 30%
- Final work (required): 30%

BIBLIOGRAFÍA

"The State" of International Studies: Curriculum Design Gentry, Bobbi; Stojek, Szymon
NEW YORK: CAMBRIDGE UNIV PRESS PS, political science & politics, 2020-04-01, Vol.53 (2), p.349-354.

Teachers' Work in Curricular Markets: Conditions of Design and Relations Between the International Baccalaureate Diploma and the Local Curriculum Doherty, Catherine; Shield, Paul Malden, USA: Routledge Curriculum inquiry, 2012-06-01, Vol.42 (3), p.414-441.

Collaborative Curriculum Design for Sustainable Innovation and Teacher Learning [electronic resource] / edited by Jules Pieters, Joke Voogt, Natalie Pareja Roblin. Jules Pieters editor. Joke Voogt Natalie Pareja Roblin 1st ed. 2019. Cham: Springer International Publishing: Imprint: Springer 2019.

Bridging Educational Leadership, Curriculum Theory and Didaktik: Non-affirmative Theory of Education Uljens, Michael; Ylimaki, Rose M Cham: Springer 2017.

POSIBLE ADAPTACIÓN CURRICULAR POR CAUSA DE FUERZA MAYOR (COVID-19, ETC.)

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GUÍA DOCENTE

Año académico	2022-2023	
Estudio	Máster de Formación Permanente en International Education (Virtual)	
Nombre de la asignatura	LEADERSHIP AND MANAGEMENT IN INTERNATIONAL GLOBAL EDUCATION	
Carácter (Obligatoria/Optativa)	OBLIGATORIA	
Créditos (1 ECTS=25 horas)	3	
		Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
	X	Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Rosa María García-Barroso

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	30
Número de horas de trabajo personal del estudiante	45
Total horas	75

CONTENIDOS (Temario)

This course is designed to provide foundational grounding in leadership. We will look at how the concept of leadership has changed over time, and how this is a concept that goes across disciplines and departments in Education. We will also look at management and its relationship with leadership. Students will learn about different theories of leadership and management and how to apply them at real life situations.

COMPETENCIAS ESPECÍFICAS (Indicar un mínimo de tres y máximo de cinco)

- Understand the concept of leadership. Develop a working knowledge of the leader's role. Learn about the different leadership theories and principles. Understand the differences between leadership and management, and functions of the leader.
- Learn and integrate values, concepts, ideas and perspectives into your work philosophy and perspective.
- Reflect on how you are going to incorporate what you learn in the course in your present and future professional career.
- Improve your research, communication, problem-solving, leadership and teamwork skills.

EVALUACIÓN

Online classes 50 POINTS
 Forum sessions 1st session 10 POINTS
 2nd session 10 POINTS
 3rd session 10 POINTS
 Research and presentation 20 POINTS
 TOTAL 100

BIBLIOGRAFÍA

- Applying Principles of Good Governance to Schools. Independent Schools of Victoria, 2017.
- <https://www.is.vic.edu.au/managing-a-school/governance-guidelines/across-the-board-landing-page/3-applying-principles-of-good-governance-to-schools>
- Berg, Jodi L. "The role of personal purpose and personal goals in symbiotic visions Frontiers in Psychology", April 14, 2015. <file:///C:/Users/IF205380/Downloads/fpsyg-06-00443.pdf>
- Berkovich, I. Sex Roles (2018) 78: 561. <https://doi.org/10.1007/s11199-017-0814-3>
- Brons, M. (2017). THE OPEN EDUCATION MOVEMENT: IS THIS THE FUTURE OF EDUCATION? Knowledge Cultures, 5(1), 68-84. doi:http://dx.doi.org/10.22381/KC5120176. <https://search.proquest.com/docview/1906048946?pq-origsite=summon>
- Bush, Tony. "Educational leadership and management: theory, policy, and practice". South African Journal of Education, 2007 EASA Vol 27(3)391–406. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&rep=rep1&type=pdf>
- Christensen, Clayton M. and Horn, Michael B. "How Do We Transform Our Schools? Use technologies that compete against nothing". SUMMER 2008 / VOL. 8, NO. WWW.EDUCATIONNEXT.ORG/FILES/EDNEXT_20083_12.PDF
- Creating Effective Teaching and Learning Environments: First Results from TALIS – ISBN 978-92-64-05605-3 189. OECD 2009 Chp. 6. Leading to learn: school leadership and management styles. Creating effecting teaching and learning environments. First results from TALIS. <https://www.oecd.org/berlin/43541674.pdf>
- Daggett, Bill Ed.D. "Addressing Current and Future. Challenges in Education". June 2014. International Center for Leadership in Education. http://www.leadered.com/pdf/2014MSC_AddressingCurrentandFutureChallenges.pdf
- Hitesh Bhasin. "Henri fayols 14 principles of management – With examples and application". September 3, 2018. <https://www.marketing91.com/henri-fayols-14-principles-management/>
- Klenk, Jack. "Who should decide how children are educated?". 2010. Family Research Council. <https://downloads.frc.org/EF/EF11B46.pdf>
- Megatrends: The future of international Education. 2013 British Council. https://www.britishcouncil.org/sites/default/files/megatrends_v1_1.pdf

POSIBLE ADAPTACIÓN CURRICULAR POR CAUSA DE FUERZA MAYOR (COVID-19, ETC.)

Si fuera necesario esta clase se acabaría de forma virtual

GUÍA DOCENTE

Año académico	2022-2023	
Estudio	Máster de Formación Permanente en International Education (Virtual)	
Nombre de la asignatura	RESEARCH METHODS IN EDUCATION	
Carácter (Obligatoria/Optativa)	OB	
Créditos (1 ECTS=25 horas)	3	
Modalidad (elegir una opción)		Presencial (más del 80% de las sesiones son presenciales)
	X	Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
		Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Bianca Vitaralu

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	30
Número de horas de trabajo personal del estudiante	45
Total horas	75

CONTENIDOS (Temario)

This course will help students understand the importance of research, truth and how through research we can get a better understanding of education, discover solutions to problems and contribute to the field of education.

This course will be the basis for students' master thesis. Students will learn how to formulate hypotheses, evaluate results, use different methods of research, gather information, analyze the data and draw conclusions.

COMPETENCIAS ESPECÍFICAS (Indicar un mínimo de tres y máximo de cinco)

- Prepare a draft for the Master thesis applying the methodology of scientific research
- Learn how to conduct literature reviews
- Learn how to use different instruments to gather information and data (surveys, questionnaires, etc.)
- Organize and structure information

EVALUACIÓN

Online classes Attendance: 40%.

Homework: 40%.

Final Project: 20%

BIBLIOGRAFÍA

- Research methods in education / Louis Cohen, Lawrence Manion and Keith Morrison Louis Cohen Keith Morrison Keith R. B. Lawrence Manion 6th ed., repr. London etc.: Routledge, 2007 (2010 imp.).
- Introduction to research methods in education by Keith F Punch Smyth, Robyn Oxford, UK: Blackwell Publishing British journal of educational technology, 2009-11, Vol.40 (6), p.1149-1150.
- Research Methods in Education Smith, Alison M Kidlington: Elsevier Ltd Nurse Education in Practice, 2013-05, Vol.13 (3), p. e3-e3.
- Critical Realism and Empirical Research Methods in Education SCOTT, DAVID Oxford, UK: Blackwell Publishing Ltd Journal of philosophy of education, 2005-11, Vol.39 (4), p.633-646.
- Systematic Reviews in Educational Research [electronic resource]: Methodology, Perspectives and Application / edited by Olaf Zawacki-Richter, Michael Kerres, Svenja Bedenlier, Melissa Bond, Katja Buntins.
- Olaf Zawacki-Richter editor. Michael Kerres Svenja Bedenlier Melissa Bond Katja Buntins 1st ed. 2020. Wiesbaden : Springer Fachmedien Wiesbaden : Imprint: Springer VS 2020.

POSIBLE ADAPTACIÓN CURRICULAR POR CAUSA DE FUERZA MAYOR (COVID-19, ETC.)

Si fuera necesario esta clase se acabaría de forma virtual

GUÍA DOCENTE

Año académico	2022-2023	
Estudio	Máster de Formación Permanente en International Education (Virtual)	
Nombre de la asignatura	EVALUATION OF PROGRAMS	
Carácter (Obligatoria/Optativa)	OB	
Créditos (1 ECTS=25 horas)	3	
Modalidad (elegir una opción)		Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
	X	Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Antonio Fernández

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	30
Número de horas de trabajo personal del estudiante	45
Total horas	75

CONTENIDOS (Temario)

This course looks at the different indicators needed in order to evaluate international education programs in order to improve learning. To do that, students will learn the process that needs to take place by collecting all the required information and data, its analysis and conclusion.

The objectives and aims of the educational organization being evaluated, will be taking into consideration as well as the accomplishments of those goals. The curriculum implemented including the goals, competencies or skills and content will be analyzed.

Students will learn about different evaluation models such as SEP STEM Education model, the CIPP Model and the Kirkpatrick Model.

The final objective of this course is to make better decisions based on accurate information, allocate necessary resources, and establish the right priorities aligned with the strategic planning of the organization.

COMPETENCIAS ESPECÍFICAS (Indicar un mínimo de tres y máximo de cinco)

- Understand the importance of evaluating programs in order to make better decisions
- Learn different evaluation models
- Learn how to gather information and data
- Understand how evaluation can help the organization's strategic planning

EVALUACIÓN

Online classes Attendance: 40%.

Homework: 40%.

Final Project: 20%

BIBLIOGRAFÍA

- International Handbook of Educational Evaluation. Part One: Perspectives / Part Two: Practice
Editors: Kellaghan, T., Stufflebeam, D.L. (Eds.). 2003.
- Evaluating Educational Programs. October 2017. DOI:10.1007/978-3-319-58689-2_11. In book:
Advancing Human Assessment (pp.341-362)
- The SAGE International Handbook of Educational Evaluation. Katherine Ryan - University of Illinois
at Urbana-Champaign, USA, University of Illinois, Urbana-Champaign, USA. J. Bradley Cousins -
University of Ottawa, Canada. July 2009 | SAGE Publications, Inc.

POSIBLE ADAPTACIÓN CURRICULAR POR CAUSA DE FUERZA MAYOR (COVID-19, ETC.)

Si fuera necesario esta clase se acabaría de forma virtual

GUÍA DOCENTE

Año académico	2022-2023	
Estudio	Máster de Formación Permanente en International Education (Virtual)	
Nombre de la asignatura	EFFECTIVE CULTURAL ENVIRONMENT FOR STUDENT LEARNING	
Carácter (Obligatoria/Optativa)	OB	
Créditos (1 ECTS=25 horas)	3	
Modalidad (elegir una opción)		Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
	X	Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Jennifer Smith

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	30
Número de horas de trabajo personal del estudiante	45
Total horas	75

CONTENIDOS (Temario)

This course analyzes the importance of establishing the right learning environment for students and the influence of culture in the classroom. Many times culture (local, national, organizational) is not even considered in classroom management but we need to pay attention to this important aspect of teaching if we want to create effective learning environments. Teachers can improve very much by making conscious decisions about the classroom and the learning environment. Aside from creating the right learning environment (mostly related to organizational culture). Teachers need to consider also how to acknowledge and celebrate students and teachers from different cultural backgrounds and how integrate these differences in the classroom. To do that teachers can adapt the curriculum to meet the needs of students, their language needs, establishing links with parents, the community.

COMPETENCIAS ESPECÍFICAS (Indicar un mínimo de tres y máximo de cinco)

- Learn about the influence of learning and culture and creating the right environment.
- Develop your intercultural and interpersonal skills, and sensitivity towards students.
- Learn how to adapt the curriculum to students' needs.

EVALUACIÓN

Online classes Attendance: 40%.

Homework: 40%.

Final Project: 20%

BIBLIOGRAFÍA

- Culturize: Every Student. Every Day. Whatever It Takes by Jimmy Casas, 2017.
- Transforming School Culture: How to Overcome Staff Division (Leading the Four Types of Teachers and Creating a Positive School Culture) 2nd Edition by Anthony Muhammad Solution Tree Press; (July 25, 2017).
- The Culture Code: The Secrets of Highly Successful Groups Paperback – January 1, 2018 by Daniel Coyle.
- Fostering Culturally Diverse Learning Environments by Paula Johnson, M.A.
<https://files.eric.ed.gov/fulltext/ED581443.pdf>
- Making Diverse Classrooms Safer for Learning. Margery B. Ginsberg. March 2015 | Volume 72 | Number 6
- Culturally Diverse Classrooms.
- Culturally Responsive Teaching. Basha Krasnoff, Region X Equity Assistance Center Education Northwest. March 2016. <https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf>

POSIBLE ADAPTACIÓN CURRICULAR POR CAUSA DE FUERZA MAYOR (COVID-19, ETC.)

Si fuera necesario esta clase se acabaría de forma virtual

GUÍA DOCENTE

Año académico	2022-2023	
Estudio	Máster de Formación Permanente en International Education (Virtual)	
Nombre de la asignatura	TEACHING METHODS AND INTERNATIONAL PEDAGOGY	
Carácter (Obligatoria/Optativa)	OBLIGATORIA	
Créditos (1 ECTS=25 horas)	3	
Modalidad (elegir una opción)		Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
	X	Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Sarah Mackin

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	30
Número de horas de trabajo personal del estudiante	45
Total horas	75

CONTENIDOS (Temario)

This course is divided into two sections; in the first one, we'll see different teaching methods that can be used in the classroom. In the second part, we'll look at international pedagogy and how it is possible to use teaching techniques that work in any environment.

We will explore the teacher-centred, learner-centred, content-focused, and interactive/participative methods of teaching.

The International Baccalaureate will be analyzing as a type of international pedagogy.

COMPETENCIAS ESPECÍFICAS (Indicar un mínimo de tres y máximo de cinco)

- Learn about the different types of teaching methods
- Learn about international pedagogy and its benefits
- Reflect and include these in your own teaching portfolio and work experience

EVALUACIÓN

Online classes Attendance: 40%.

Homework: 40%.

Final Project: 20%

BIBLIOGRAFÍA

- Westbrook J, Durrani N, Brown R, Orr D, Pryor J, Boddy J, Salvi F (2013) Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
<https://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Pedagogy%202013%20Westbrook%20report.pdf?ver=2014-04-24-121331-867>
- The Relevance of Learning Styles for International Pedagogy in Higher Education Eaves, Mina. Teachers and Teaching: Theory and Practice, v17 n6 p677-691 2011.

POSIBLE ADAPTACIÓN CURRICULAR POR CAUSA DE FUERZA MAYOR (COVID-19, ETC.)

Si fuera necesario esta clase se acabaría de forma virtual

GUÍA DOCENTE

Año académico	2022-2023	
Estudio	Máster de Formación Permanente en International Education (Virtual)	
Nombre de la asignatura	LIFE EXPERIENCE PORTFOLIO	
Carácter (Obligatoria/Optativa)	OBLIGATORIA	
Créditos (1 ECTS=25 horas)	18	
Modalidad (elegir una opción)		Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
	X	Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Iulia Vescan

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	180
Número de horas de trabajo personal del estudiante	270
Total horas	450

CONTENIDOS (Temario)

The life experience portfolio includes:

A one-page description (400- 500 words) explaining your plans in your professional development and indicate how this Master will be integrated into your academic goals.

*An interview will be scheduled before **Winter break**

***Explain what your long-term career and educational goals are:**

- Explain what you have accomplished in terms of those goals.
- Explain what you have left to achieve

Description of your past experience (Extended resume)

Elaborate a chronological review of activities, responsibilities, and involvements at the school/ institution where you have been collaborating or working.

Additional learning: Include lectures, seminars, workshops, training, and courses. Describe their content and amount of time you spent.

Letters of testimony

To be obtained from leaders, experts, instructors, employers, etc. stating agreement with your designated learnings by way of documenting involvement. Certificates, awards, diplomas and letters of recognition relative to your life experience area may also be included.

COMPETENCIAS ESPECÍFICAS (Indicar un mínimo de tres y máximo de cinco)

- Students will be able to demonstrate acquisition of new content from significant learning experiences. Journal entry provides evidence of gaining knowledge, making sense of new experiences, or making linkages between old and new information.
- Students will be able to demonstrate the application of learning to a broader context of personal and professional life. Journal entry provides evidence of student's use of readings, observations, and discussions to examine, appraise, compare, contrast, plan for new actions or response, or propose remedies to use in and outside structured learning experiences.
- Students will be able to demonstrate examination of the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge or learning altered existing knowledge. Journal entry provides examples of evaluation or revision of real and fictitious interactions.

EVALUACIÓN

Students will be trained in English evaluation methodology and techniques. Students are required to describe their professional and academic goals, a timeline of events that show what they have accomplished, as well as their competences and documents providing detailed information.

BIBLIOGRAFÍA

- Bachelor of Professional Studies
- <http://academics.umw.edu/bps/resources-for-current-students/life-work-portfolio/>
- Credit for Life Experience Portfolio Preparation Guide
- <https://intranet.laroche.edu/Registrar/pdfs/CreditForLifeExperiencePortfolioGuide.pdf>

POSIBLE ADAPTACIÓN CURRICULAR POR CAUSA DE FUERZA MAYOR (COVID-19, ETC.)

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GUÍA DOCENTE

Año académico	2022-2023	
Estudio	Máster de Formación Permanente en International Education (Virtual)	
Nombre de la asignatura	MASTER THESIS	
Carácter (Obligatoria/Optativa)	OB	
Créditos (1 ECTS=25 horas)	18	
Modalidad (elegir una opción)		Presencial (más del 80% de las sesiones son presenciales)
		Híbrida (sesiones on-line entre el 40% y 60%, resto presencial)
	X	Virtual (al menos el 80% de las sesiones son on-line o virtuales)
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Francisco Manuel Sáez de Adana Herrero y Bianca Vitaralu

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	180
Número de horas de trabajo personal del estudiante	270
Total horas	450

CONTENIDOS (Temario)

Los estudiantes harán un trabajo de investigación sobre un tema de su elección relacionado con la educación internacional o global.

COMPETENCIAS ESPECÍFICAS (Indicar un mínimo de tres y máximo de cinco)

- Acquired knowledge through field-based research.
- Ability to provide arguments for and defend their own findings, as well as providing constructive criticism for other people's findings and recommendations.
- Knowledge of science ethics, both in regards to their own scientific subjects and other members of the scientific community (e.g. plagiarism).

EVALUACIÓN

Presentación de un ensayo de investigación sobre el tema discutido de antemano con el profesor.

BIBLIOGRAFÍA

- American Psychological Association. (2009). Publication manual of the American Psychological Association (6ª ed.). Washington, DC: Autor.
- Bell, Judith (2002). Cómo hacer tu primer trabajo de investigación: Guía para investigadores en educación y ciencias sociales. Barcelona: Gedisa.
- Blaxter, L., Hughes, C. y Tight, M. (2008). Cómo se hace una investigación. Gedisa.
- Chavez M. Maricela. (2006). Manual de estilo de publicaciones de la American Psychological Association. Mexico, D. F.: El Manual Moderno.
- Creme, Phyllis & Lea, Mary R. (2000). Escribir en la universidad. Barcelona: Gedisa. Eco, Umberto (2001). Cómo se hace una tesis. Barcelona: Gedisa.
- Orna, Elisabeth & Stevens, Graham (2000). Cómo usar la información en trabajos de investigación. Barcelona: Gedisa.

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