

Estudio: **MÁSTER DE FORMACIÓN PERMANENTE EN SCHOOL MANAGEMENT**

Código Plan de Estudios: **FA50**

Año Académico: **2023-2024**

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	24	8	30	1	30	6	60
2º							
3º							
ECTS TOTALES	24		30		30	6	60

PROGRAMA TEMÁTICO:

ASIGNATURAS OBLIGATORIAS

Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
704108	1	ORGANIZATIONS, LEADERSHIP AND TRANSFORMATION	OB	3
704109	1	EDUCATIONAL MARKETING	OB	3
704110	1	PROGRAM AND STUDENT ASSESSMENT AND EVALUATION	OB	3
704111	1	HUMAN RESOURCES AND ORGANIZATIONAL CULTURE	OB	3
704112	1	SCHOOL FINANCE AND BUDGETING	OB	3
704113	1	PROGRAM DEVELOPMENT AND CURRICULUM	OB	3
704114	1	PEDAGOGY AND TECHNOLOGY	OB	3
704115	1	LANGUAGE ACQUISITION AND CULTURAL AWARENESS	OB	3

ASIGNATURAS OPTATIVAS (Se deberán elegir 1 asignaturas)

Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706044	1	LIFE EXPERIENCE PORTFOLIO	OP	30

PRÁCTICAS EXTERNAS				
Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706045	1	PRÁCTICAS	OP	30
TRABAJO FIN DE MÁSTER/MEMORIA /PROYECTO				
Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706046	1	TRABAJO FIN DE MÁSTER	OB	6

Carácter: OB - Obligatoria; OP – Optativa

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	ORGANIZATIONS, LEADERSHIP AND TRANSFORMATION	
Carácter (Obligatoria/Optativa)	Obligatoria	
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	Marta Walisser Martin	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Marta Walisser Martin

DISTRIBUCIÓN DE 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 three parts:

1. We will analyze what we understand by the term “organization”, how it adapts to new circumstances and become more productive and efficient in accomplishing its goals. We´ll see how organizations are created and evolve and how the organizational culture and leadership have an influence in them.
2. We´ll consider leadership as a key element to a successful organization and how a leader needs to inspire and share with others the organization´s. Different leadership styles will be analyzed in class.
3. Organizational structure: departments, services, plans and projects.

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

- C1. Stimulate leadership skills through enhanced self-management
- C2. Cultivate a coaching style that inspires, motivates and mobilizes others by learning how to develop executive leadership competencies

C3. Acquire the requisite mindset and frameworks to spearhead change and spark positive organizational transformation

SISTEMA DE EVALUACIÓN

Clases presenciales: 50 puntos

Sesión online: 26 puntos

Presentaciones orales: 24 puntos

BIBLIOGRAFÍA

Hughes, R., Ginnet, R., & Curphy, G. (2015). *Leadership: Enhancing the lessons of experience*. New York: McGraw-Hill.

- Chapter 11-12: Development
- Read pages 441-475; 490-512

Recommended:

▪ Billsberry, J. (2009). *Discovering Leadership*. Milton Keynes, UK: Palgrave Macmillan.

Chapter 19: Female Leadership Advantages and Disadvantages: Resolving the Contradiction.

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	EDUCATIONAL MARKETING	
Carácter (Obligatoria/Optativa)	Obligatoria	
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	Begoña Arancibia	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Begoña Arancibia

DISTRIBUCIÓN DE 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 explores the importance of marketing for schools, how to segment the market, how to attract students and communicate effectively the educational services offered. Digital marketing will also be explored.

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

- C1. Learn to face new business challenges in the current market by applying techniques necessary to achieve the desired results.
- C2. Help to find the most efficient and appropriate methods to take advantage of new opportunities in communication, visibility and expansion into new markets.
- C3. Understand the basics of this discipline, placing emphasis on the tools, techniques and knowledge essential for formulating marketing strategies and the successful development of the school.

SISTEMA DE EVALUACIÓN

Clases presenciales: 50 puntos

Sesión online: 26 puntos

Presentaciones orales: 24 puntos

BIBLIOGRAFÍA

Internet Marketing: <http://feeds.feedburner.com/AcademyIM> o Digital Marketing:

<http://feeds.feedburner.com/targetinternet>

See also YouTube channel: <https://www.youtube.com/user/TargetInternet> o Under the Influence
(amazing podcast about advertising in general):

<http://www.cbc.ca/podcasting/includes/undertheinfluence.xml>

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	PROGRAM AND STUDENT ASSESSMENT AND EVALUATION	
Carácter (Obligatoria/Optativa)	Obligatoria	
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	Matthew Johnson	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Matthew Johnson

DISTRIBUCIÓN DE 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)

Program and student assessment and evaluation relates to those practices that can be used to improve learning outcomes at individual, school, and system level. Students will learn how to develop fair and equitable assessment instruments that promote student learning, foster a collaborative community of learners and inform decision making. Assignments allow students to explore and investigate assessment areas of personal interest and curiosity. The course is comprised of a wide variety of rich, research-based resources that build assessment skills and challenge teachers to reflect on how to best assess and evaluate student achievement.

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

Understand and explain the fundamental concepts of assessment and evaluation principles

1. Differentiate between assessment and evaluation in education
2. Design and construct assessments
3. Present the various forms or assessment types and how cognitive development can be measured and tracked through assessments
4. Utilise the key concepts in assessment to analyse and critique assessment and evaluation reports
5. Apply understanding of assessment and evaluation principles in evaluating individual, group and institution performance.

SISTEMA DE EVALUACIÓN

Clases presenciales: 50 puntos

Sesión online: 26 puntos

Presentaciones orales: 24 puntos

BIBLIOGRAFÍA

American Psychological Association. (1999). Standards for Educational and Psychological Testing. Washington, DC: Author.

Anastasi, A. (1988). Psychological testing. New York: Macmillan Publishing.

Betz, N.E. (2001). Perspectives on future directions in vocational psychology. *Journal of Vocational Behavior*, 59, 275-283.

Brown, D., & Brooks, L. (2002). Career choice and development (4th ed.). San Francisco, CA: Jossey-Bass

Cronbach, L.J. (1984). Essentials of psychological testing. New York: Harper and Row.

Drummond, R.J. (2003). Appraisal procedures for counselors and helping professionals (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Gregory, R.J. (2003). Psychological testing: History, principles, and applications (4th ed.). Boston: Allyn & Bacon

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	HUMAN RESOURCES AND ORGANIZATIONAL CULTURE	
Carácter (Obligatoria/Optativa)	Obligatoria	
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	Rosa María García Barroso	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Rosa Maria Garcia Barroso

DISTRIBUCIÓN DE 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)

The most important aspect in any organization is the people who work in it. It is important to know how to lead, inspire, select, manage, evaluate and reward staff. This course will explore these aspects as well as the influence of the working environment and the organization's culture.

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

- C1. Recognize the foundational components of an effective hiring process
- C2. Identify the criteria for hiring A+ talent through effective interviewing, cutting edge technologies, internal hiring, and attracting a strong, diverse pool of candidates
- C3. Leverage people analytics to transform performance management and avoid common mistakes in talent evaluation
- C4. Learn frameworks to design strategic incentive and reward programs that address performance challenges in the modern workplace, and recognize the power of incentives to communicate messages about your employer brand

SISTEMA DE EVALUACIÓN

Clases presenciales: 50 puntos

Sesión online: 26 puntos

Presentaciones orales: 24 puntos

BIBLIOGRAFÍA

Allegretto, S., Corcoran, S., & Mishel, L. (2004). How does teacher pay compare? Washington, DC: Economic Policy Institute

Eberts, R., Hollenbeck, K., & Stone, J. (2002). Teacher performance incentives and student outcomes. *The Journal of Human Resources* 37 (4)913-927.

Evans, W. N., Murray, S.E., & Schwab, R.M. (1997, Winter). Schoolhouses, courthouses, and statehouses after Serrano. *Journal of Policy Analysis and Management*, 16 (1), 10-31.

King, R., Swanson, A., & Sweetland, S. (2003). *School finance: Achieving high standards with equity and efficiency*. (3rd ed.). Boston: Allyn and Bacon.

Podgursky, M. (2003). Fringe benefits. *Education Next*, 3 (3), 73-76.

Rebore, R. W. (2003). *Human resources administration in education* (7th ed.). New York: Allyn and Bacon, Inc.

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	SCHOOL FINANCE AND BUDGETING	
Carácter (Obligatoria/Optativa)	Obligatoria	
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	Silvia Ganeva	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Silvia Ganeva

DISTRIBUCIÓN DE 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)

Budgeting is a key process in schools, which often requires considerable review and refinement, and the interaction of department heads and senior management to create a cohesive and comprehensive budget.

This course specifically for schools provides participants with the techniques and confidence to create, manage and control budgets effectively. It explains financial terms and budgeting tools in a clear way and helps you understand how to go about preparing a budget, including what information you'll need before you start and how to review your numbers for reasonableness.

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

- C1. Reflect on the effectiveness of the school's present organisation, particularly in relation to the structure of strategic and financial planning systems
- C2. Employ systematic planning tools to target resources and to balance finances with standards
- C3. Match the school improvement plan with available resources
- C3. Understand that linking key calendar milestones in the budget and improvement planning cycles focuses decisions on improved outcomes for pupils

SISTEMA DE EVALUACIÓN

Clases presenciales: 50 puntos

Sesión online: 26 puntos

Presentaciones orales: 24 puntos

BIBLIOGRAFÍA

Sennewald, Charles A., CPP (2011). Effective Security Management, Fifth Edition. Burlington, MA: Butterworth-Heinemann

Johnson, Brian R., CPP (2005), Principles of Security Management, Upper Saddle River, New Jersey: Pearson-Prentice Hall

Serafine, David R., CPP, (2005). Value-Based Security Procurement. Alexandria, VA: ASIS International

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	PROGRAM DEVELOPMENT AND CURRICULUM	
Carácter (Obligatoria/Optativa)	Obligatoria	
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	Sarah Mackin	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Sarah Mackin

DISTRIBUCIÓN DE 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 thorough course provides teachers with the skills and knowledge they need to develop effective and engaging curriculum. Watch video lessons that cover types of curriculum, learning goals and assessments, and contact our experts with any questions.

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

- C1. Familiarize yourself with the general facets of curriculum
- C2. Understand the process of curriculum design and define K-12 curriculum
- C3. Know the core components of a curriculum or a program at each grade level
- C4. Understand the concept of differentiated instruction and cross-curricular teaching
- C5. Explore engaging ways of creating learning experiences within curriculum

SISTEMA DE EVALUACIÓN

Clases presenciales: 50 puntos
Sesión online: 26 puntos
Presentaciones orales: 24 puntos

BIBLIOGRAFÍA

- Caffarella, R. S. (1994) Planning programs for adult learners: A practical guide for educators, trainers, and staff developers. San Francisco: Jossey-Bass.
- Cervero, R. & Wilson, A.
- Clark, E. T. (1997). Designing and implementing an integrated curriculum: A student-centered approach. Brandon, VT: Holistic Education Press.
- Dirkx, J. M., & Prenger, S. A. (1997). A guide for planning and implementing instruction for adults: A theme-based approach. San Francisco: Jossey-Bass.
- Donaldson, J. F., & Kozoll, C. E. (1999). Collaborative program planning: Principles, practices, and strategies. Malabar, FL: Krieger.
- Freire, P. (1972). Pedagogy of the oppressed. Harmondsworth: Penguin.
- Fisher, L. A., & Levene, C. (1989). Planning a professional curriculum: A guide to understanding program design. Calgary, Alberta: University of Calgary Press.
- Forester, J. (1999). The deliberative practitioner. Cambridge, MA: MIT Press.
- Forester, J. (1989). Planning in the face of power. Berkeley: University of California.
- Glasgow, N. A. (1997). New curriculum for new times: A guide to student-centered, problem-based learning. Thousand Oaks, CA: Corwin Press.
- Savin-Baden, M. (2000). Problem-based learning in higher education: Untold stories. Philadelphia, PA: Society for Research into Higher Education & Open University Press.
- Stark, J. S. & Lattuca, L. R. (1997). Shaping the college curriculum: Academic plans in action. Boston: Allyn and Bacon.
- Wiggins, G. (1998). Educative assessment: Designing assessments to inform and improve student performance. San Francisco: Jossey-Bass.
- Wilkerson, L., & Gijsselaers, W. H. (Eds.). (1996). Bringing problem-based learning to higher education: Theory and practice. New Directions for Teaching and Learning, No. 68. San Francisco: Jossey-Bass.

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	PEDAGOGY AND TECHNOLOGY	
Carácter (Obligatoria/Optativa)	Obligatoria	
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	Michael Bennett	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Michael Bennett

DISTRIBUCIÓN DE 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)

Nowadays, technology should be part of teaching. This course will give teachers the basis for integrating it in their courses in an effective way. The students will be exposed to the best practices in schools including budgeting and selecting, storing, maintaining and replacing materials and equipment within a Technologies department

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

1. develop innovative teaching programs and units of work and innovative pedagogical approaches for sequential learning in Technologies subjects including differentiation to meet the diverse needs and interests of students
2. critically analyse the principles and practices of keeping accurate and reliable records and writing reports for students, parents and care givers
3. demonstrate extensive knowledge of assessment practices including rubrics, marking guidelines, marking criteria and the use of performance band descriptors for Technologies courses and for the evaluation of teaching to inform future planning and practice
4. critically analyse suitable management practices including budgeting and selecting, storing, maintaining and replacing materials and equipment within a Technologies department

SISTEMA DE EVALUACIÓN

Clases presenciales: 50 puntos

Sesión online: 26 puntos

Presentaciones orales: 24 puntos

BIBLIOGRAFÍA

<https://slejournal.springeropen.com/articles/10.1186/s40561-014-0006-3> -The effectiveness of digital storytelling in the classrooms: a comprehensive study.

Halic, Olivia et al. "To Blog or Not to Blog: Student Perceptions of Blog Effectiveness for Learning in a College-Level Course." *The Internet and Higher Education* 13.4 (2010): 206–213. Science Direct.
<http://www.sciencedirect.com/science/article/pii/S1096751610000321>

Tess, Paul A. "The Role of Social Media in Higher Education Classes (real and Virtual) – A Literature Review." *Computers in Human Behavior* 29.5 (2013): A60–A68. ScienceDirect.
<http://www.sciencedirect.com/science/article/pii/S0747563212003743>

Stommel, Jesse. "Digital Pedagogy Lab Courses: Teaching with Twitter" *Digital Pedagogy Lab* September 14, 2015. <http://www.digitalpedagogylab.com/hybridped/digital-pedagogy-lab-courses-teaching-with-twitter/>

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	LANGUAGE ACQUISITION AND CULTURAL AWARENESS	
Carácter (Obligatoria/Optativa)	Obligatoria	
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	Angel Huerga	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Angel Huerga

DISTRIBUCIÓN DE 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)

The learning of foreign languages is a must today as well as functioning effectively in other cultures. In this course we will explore the importance of teaching and/or working in other languages. Intercultural skills will also be developed. Language and culture cannot exist independently: each is the shadow of the other to such an extent that language meaning can frequently be obscured if there is no recognition of cultural values. Using a communicative approach in the teaching of language involves teaching many aspects of the culture of the language too.

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

- C1. Confront and understand the mechanisms behind head-on stereotypes and personal prejudices;
- C2 Improve their cultural awareness and intercultural competences;
- C3. Explore and value different points of view through simulation exercises and storytelling;
- C4. Learn new approaches to education that can be applied to culturally diverse classrooms;

SISTEMA DE EVALUACIÓN

Clases presenciales: 50 puntos

Sesión online: 26 puntos

Presentaciones orales: 24 puntos

BIBLIOGRAFÍA

Adoni, H. (1995). Literacy and reading in a multimedia environment. *Journal of Communication*, 45, 152-177.

Barnes, D. (1990). *From communication to curriculum*. London: Pelican.

Blanchard, R. O., & Christ, W. G. (1993). *Media education and the liberal arts: A blueprint for the new professionalism*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York: David McKay.

Brookfield, S. (1986). Media power and the development of media literacy: An adult educational interpretation. *Harvard Educational Review*, 56, 151-170.

Brookfield, S. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting*. San Francisco, CA: Jossey-Bass Publishers.

Brooks, F. B. (1993). Some problems and caveats in communicative discourse: Toward a conceptualization of the foreign language classroom. *Foreign Language Annals*, 26(2), 233-242.

Buckingham, D. (1993). Going critical: The limits of media literacy. *Australian Journal of Education*, 37(2), 142-152.

Cortés, C. E. (1992). Media literacy: An educational basic for the information age. *Education and Urban Society*, 24(4), 489-497.

Fowles, J. (1992). *Why viewers watch: A reappraisal of television's effects*. London: Sage Publications.

Kramsch, C. (1987). Socialization and literacy in a foreign language: Learning through interaction. *Theory Into Practice*, 26: 243-250.

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.

Krathwohl, D. L., Bloom, B. S. & Masia, B. B. (1964). *Taxonomy of educational objectives: The classification of educational goals. Handbook II: Affective domain*. New York: David McKay.

Lafayette, R. C. (1993). Subject-matter content: what every foreign language teacher needs to know. In G. Guntermann (Ed.), *Developing language teachers for a changing world. The ACTFL Foreign Language Education Series* (pp. 124-158). Lincolnwood, IL: National Textbook Company.

Lange, D. L. (1997, April). Collaboration on national and state standards for culture: Is there alignment? Presentation at the Northeast Conference on the Teaching of Foreign Languages, New York City.

McKay, S., & Hornberger, N. (1996). *Sociolinguistics and language teaching*. Cambridge: Cambridge University Press.

Paige, R. M. (1993). *Education for the intercultural experience*. Yarmouth, ME: Intercultural Press.

Phillips, E. (2001). IC? I see! Developing learners' intercultural competence. *LOTE CED Communiqué*, Issue 3. Austin, TX: LOTE Center for Educator Development.

Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. New York: Penguin Books.

Postman, N. (1992). *Technopoly: The surrender of culture to technology*. New York: Alfred A. Knopf.

Quin, R. (1993). Monitoring standards in media studies: Problems and strategies. *Australian Journal of Education*, 37(2), 182-197.

Robinson, G. L. (1993). Culture learning in the foreign language classroom: A model for second culture acquisition. In B. A. Lafford & M. Schockey (Eds.), *Culture and content: Perspectives on the acquisition of cultural competence in the foreign language classroom* (pp. 68). (Southwest Conference on Language Teaching Monograph Series No. 4), Tempe, AZ: Southwest Conference on Language Teaching.

Seeyle, H. N. (1993). *Teaching culture: Strategies for intercultural communication*. Lincolnwood, IL: National Textbook Company.

Singerman, A. J. (Ed). (1996). *Acquiring cross cultural competence. Four stages for students of French*. Lincolnwood, IL: National Textbook Company.

Trend, D. (1993). Nationalities, pedagogies, and media. *Cultural Studies*, 7, 89-106.

Turnbull, S. (1993). The media: Moral lessons and moral careers. *Australian Journal of Education*, 37, 153-168.

Connections, Comparisons, Communities

Brinton, D., Snow, M. A., & Bingham Wesche, M. (1989). *Content-based second language instruction*. New York: Newbury House Publishers

Cantoni-Harvey, G. (1987). *Content-area language instruction: Approaches and strategies*. Reading, MA: Addison-Wesley Publishing

Curtain, H., & Pesola, C. A. (1994). *Languages and children: Making the match*. White Plains, NY: Longman

Law, S., & Bikson, T. (1995). *Global preparedness or else. Corporate and academic perspectives on the human resource implications of globalism*. Santa Monica, CA: The Rand Corporation

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	LIFE EXPERIENCE PORTFOLIO	
Carácter (Obligatoria/Optativa)	Obligatoria	
Créditos (1 ECTS=25 horas)	30	
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	Camelia Fanea	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Camelia Fanea

DISTRIBUCIÓN DE HORAS

Número de horas presenciales/on-line asistencia profesor/a	300
Número de horas de trabajo personal del estudiante	450
Total horas	750

CONTENIDOS (Temario)

A DESCRIPTION OF DEGREE PLANS:

Write a one-page description (400- 500 words) explaining your plans in your professional development and indicate how the MA you will obtain at Instituto Franklin-UAH will be integrated into your academic goals.

This description is an educational and career goals statement.

*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

II.DESCRPTION OF YOUR PAST EXPERIENCE (Extended resume)

III.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.

IV. DESCRIPTION OF THE EXPERIENCE AT THE PUBLIC SCHOOL AS A LANGUAGE ASSISTANT:

A) Elaborate a chronological review of activities, responsibilities, and involvements at the school.

B) Additional learning: Include the MA Degree courses description and content Include lectures, seminars, workshops, training, and courses you have obtained during this year.

V. LEARNINGS DERIVED FROM ABOVE

Students need to include the description of the learning derived from their past experiences and their learning derived from their experience at the school.

(400- 500 words)

VI. LETTER(S) 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.

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

C1 Provide evidence of professional skills and knowledge gained from real-world experience.

C2 An appreciation for and understanding of the relationship between experience and learning.

C3 An increased understanding of the scope and benefits of prior learning experiences.

C4 An ability to assess life experiences in terms of their contribution to learning.

C5 An appreciation for how a variety of life learning experiences contribute to one's future formal or informal educational needs

SISTEMA DE EVALUACIÓN**EVALUACIÓN**

Students need to have follow up sessions and meetings regarding their teaching experience. Feedback is provided during the follow up meetings.

Submit the extended resume

Students are required to describe their professional and academic goals, a time line of events that show what they have accomplished, as well as their competences and documents providing detailed information (Part II)

As part of the programs students will participate in the IF English evaluation process with schools of the Comunidad de Madrid. Students will be trained in English evaluation methodology and techniques during the second semester.

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>

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	PRÁCTICAS	
Carácter (Obligatoria/Optativa)	Obligatoria	
Créditos (1 ECTS=25 horas)	30	
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	Julio Cañero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Iulia Vescan Ilea, Julio Cañero

DISTRIBUCIÓN DE HORAS

Número de horas presenciales/on-line asistencia profesor/a	300
Número de horas de trabajo personal del estudiante	450
Total horas	750

CONTENIDOS (Temario)

Los alumnos harán prácticas en colegios de la Comunidad de Madrid que serán evaluadas y supervisadas por un tutor académico y un tutor del colegio

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

- C1. Explorar conocimientos y procedimientos propios de las asignaturas estudiadas en el programa en los contextos reales de los colegios bilingües
- C2. Conocer y aplicar los procesos de interacción y comunicación en el aula, así como dominar las destrezas y habilidades sociales necesarias para fomentar un clima que facilite el aprendizaje y la convivencia en el aula bilingüe
- C3. Percatarse de formas de colaboración con los distintos profesionales de la comunidad educativa y del entorno social.

SISTEMA DE EVALUACIÓN

Sesión online: 50 puntos

Evaluación por parte del colegio 50 puntos

BIBLIOGRAFÍA

- Ertmer, P. A., Newby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 6 (4), 50-70.
- España. Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado. Disponible en <http://www.educaragon.org/files/LOEBOE.pdf>
- Gillies, Donald. (2006). Curriculum como construcción social, reflejo de un conjunto de valores. Extraído y traducido de Gillies, D. (2006). *A Curriculum for Excellence: A Question of Values*. *Scottish Educational Review*, 38(1).
- Morales Vallejo, Pedro. (2010) El profesor educador. Publicado en Morales Vallejo P. *Ser profesor, una mirada al alumno*. 2ª edición. Guatemala: Universidad Rafael Landívar, 91-150.
- Olson, D. R., & Bruner, J. S. (1974): "Learning through experience and learning through media", en: David R. Olson (Ed.), *Media and symbols: The forms of expression, communication, and education*. Chicago, IL: The University of Chicago
- Seixas, P. (1998): "Student teachers thinking historically". *Theory and Research in Social Education*, 26, 3, 310-341.
- Stenhouse, L. (2003). *Investigación y desarrollo del currículum*. Madrid: Ediciones Morata. Pp. 25-28. Obra original: Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*. Londres: Heinemann Educational Books. Págs. 1-5.
- Tébar Belmonte, L. (2003): *El perfil del profesor mediador*. Aula XXI, Santillana, Madrid

GUÍA DOCENTE

Año académico	2023-2024	
Estudio	Máster de Formación Permanente en School Management	
Nombre de la asignatura	TRABAJO FIN DE MÁSTER	
Carácter (Obligatoria/Optativa)	Obligatoria	
Créditos (1 ECTS=25 horas)		
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	Julio Cañero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Sarah Mackin
Iulia Marcela Vescan Ilea
Begoña Arancibia Román
Marta Walliser
Angel Huerga Garcia
Rosa Maria Garcia Barroso

DISTRIBUCIÓN DE HORAS

Número de horas presenciales/on-line asistencia profesor/a	60
Número de horas de trabajo personal del estudiante	90
Total horas	150

CONTENIDOS (Temario)

Los estudiantes harán un trabajo fin de máster que puede ser de investigación o la elaboración de un plan de centro en el que se recojan todo el conocimiento adquirido durante el curso y que teóricamente pueda ser utilizado para poner en marcha un colegio.

RESULTADOS DE APRENDIZAJE (indicar un mínimo de tres y máximo de cinco)

- C1 Saber actualizar los conocimientos adquiridos a través de diferentes vías, especialmente a través de la investigación aplicada a la educación
- C2. Ser capaz de desarrollar capacidades críticas en relación a la adquisición y aplicación de los conocimientos adquiridos.
- C3. Reconocimiento a la diversidad y la multiculturalidad

SISTEMA DE EVALUACIÓN

Proposal: 10%

Draft: 20%

Final versión: 70%

BIBLIOGRAFÍA

- Ertmer, P. A., Newby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 6 (4), 50-70.
- España. Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado. Disponible en <http://www.educaragon.org/files/LOEBOE.pdf>
- Gillies, Donald. (2006). Curriculum como construcción social, reflejo de un conjunto de valores. Extraído y traducido de Gillies, D. (2006). *A Curriculum for Excellence: A Question of Values*. *Scottish Educational Review*, 38(1).
- Morales Vallejo, Pedro. (2010) El profesor educador. Publicado en Morales Vallejo P. *Ser profesor, una mirada al alumno*. 2ª edición. Guatemala: Universidad Rafael Landívar, 91-150.
- Olson, D. R., & Bruner, J. S. (1974): "Learning through experience and learning through media", en: David R. Olson (Ed.), *Media and symbols: The forms of expression, communication, and education*. Chicago, IL: The University of Chicago
- Seixas, P. (1998): "Student teachers thinking historically". *Theory and Research in Social Education*, 26, 3, 310-341.
- Stenhouse, L. (2003). *Investigación y desarrollo del currículum*. Madrid: Ediciones Morata. Pp. 25-28. Obra original: Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*. Londres: Heinemann Educational Books. Págs. 1-5.
- Tébar Belmonte, L. (2003): *El perfil del profesor mediador*. Aula XXI, Santillana, Madrid