

Estudio Propio: **MÁSTER EN GLOBAL INTERCULTURAL EDUCATION**

Código Plan de Estudios: **EP90**

Año Académico: **2021-2022**

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	25	5	25	1		10	60
2º							
3º							
ECTS TOTALES	25	5	25	1		10	60

PROGRAMA TEMÁTICO:				
ASIGNATURAS OBLIGATORIAS				
Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706466	1	INTERNATIONAL EDUCATION AND COMPARISON OF EDUCATIONAL MODELS	OB	5
706467	1	MANAGEMENT AND LEADERSHIP IN INTERNATIONAL SCHOOLS	OB	5
706468	1	TEACHING METHODS AND THEORIES OF LEARNING	OB	5
706469	1	CLASSROOM MANAGEMENT AND BEHAVIOUR	OB	5
706470	1	CURRICULUM DESIGN	OB	5
ASIGNATURAS OPTATIVAS (Se deberán elegir __ asignaturas)				
Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706471	1	LIFE EXPERIENCE PORTFOLIO	OP	25
PRÁCTICAS EXTERNAS				
Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706472	1	INTERSHIP IN A SCHOOL	OP	25

TRABAJO FIN DE MÁSTER/MEMORIA /PROYECTO				
Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706473	1	MASTER THESIS	OB	10

Carácter: OB - Obligatoria; OP – Optativa

GUÍA DOCENTE

Año académico	2021-2022	
Estudio	Máster en Global Intercultural Education (EP90)	
Nombre de la asignatura	INTERNATIONAL EDUCATION AND COMPARISON OF EDUCATIONAL MODELS	
Carácter (Obligatoria/Optativa)	OBLIGATORIA	
Créditos (1 ECTS=25 horas)	5	
Modalidad (elegir una opción)		Presencial
		Semipresencial
	X	On-line
		A distancia
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Jian Shen / Mario Martín Bris / Jairo Steffan Acosta Vargas

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	85
Total horas	125

CONTENIDOS (Temario)

- Educational Systems in Europe and America. (Presentation and analysis of the educational systems of England, France, Spain, USA, Mexico and Argentina).
- Education and Society. (Relationship between social models and educational models).
- Education in the World according to International Organizations (UNESCO, OECD, OEI ...) Present and analyze international reports on Education in the world published by:
 - UNESCO:** United Nations Educational, Scientific and Cultural Organization
 - OCDE:** Organisation for Economic Co-operation and Development (OECD)
 - OEI:** Organization of Ibero-American States for Education, Science and Culture
- Results in Education according to different factors
 - Connect with**
Analyze different factors that affect education: budgets, gratuity, community participation, centralization ...
- Quality, Equity and Diversity. (Concept and models of quality, equity and diversity applied to education).

- Inclusive models of educational offer. (Define and understand an inclusive proposal for an educational center).

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

- Know and apply innovative teaching proposals in the field of bilingual, multicultural and international education.
- Evaluate the process and the result of the implementation of activities related to the discussion as an educational method.
- Know different pedagogical trends at an international level and their relationship with the educational methods
- Design "differentiated" teaching units that are adjusted to the students' learning profile and to the content, process and product of learning.

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.

At the end of the course, an integrative individual evaluation will be carried out, so different modalities will be implemented that show evidence of the student's progress in the matter.

The final synthesis work will be the preparation of a monograph with the specifications that will be delivered to the participants during the program.

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

- Abdovakhidov, A. M., Mannapova, E. T., & Akhmetshin, E. M. (2021). Digital Development of Education and Universities: Global Challenges of the Digital Economy. *International Journal of Instruction*, 14(1), 743–760. <https://doi.org/10.29333/iji.2021.14145a>
- Al-Ababneh, H. A., & Alrhaimi, S. A. S. (2020). Modern Approaches to Education Management to Ensure the Quality of Educational Services. *TEM Journal*, 9(2), 770–778. <https://doi-org.upmx.idm.oclc.org/10.18421/tem92-46>
- BOLÍVAR, A. (2010). Educational leadership and its role in improvement: A current review of its possibilities and limitations. *Psychoperspectives*, 9 (2), 9-33.
- Cheng, J., Sun, P.Y. T. and McQuenn, R.J. (2010). The impact of national cultures on structured knowledge transfer. *Journal of Knowledge Management*, 14(2), 228-242.
- Comm, C.L. and Mathaisel, D.F.X. (2005). “A case study in applying lean sustainability concepts to universities,” *Int. J. Sustain. High. Educ.* Vol. 6 No 2, pp. 134-146, ISSN: 1467- 6370. DOI: 10.1108/14676370510589855.
- Daniëls, Ellen, Hondeghem, Annie, Dochy, Filip. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review*. 27, 110-125. <https://doi.org/10.1016/j.edurev.2019.02.003>
- Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q. & Brown, E. (2010). 10 strong claims about effective school leadership Nottingham: National College for Leadership of Schools and Children’s Services (NCLS).
- Doeleman, H.J., ten Have, S. y Ahaus, C.T.B. (2014). Empirical evidence on applying the European Foundation for Quality Management Excellence Model, a literature review. *Total Quality Management & Business Excellence*, 25:5-6, 439-460. doi:10.1080/14783363.2013.862916
- Du, G., Yuan, J., Miao, F., & Wei, P. (2017). Effectiveness of Design Process of Education Quality Assurance System based on EFQM Model. *EURASIA JOURNAL OF MATHEMATICS SCIENCE AND TECHNOLOGY*. doi:10.12973/ejmste/80784
- Dufour, Richard. y Marzano, Robert. J. (2011). *Leaders of learning. How District, School and Classroom Leaders Improve Student Achievement*. Solution Tree Press.
- Fullan, M. (2012). Hiring out Changes. *Scholastic Administrator*, 12(3), 12. <https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=85503069&lang=es&site=ehost-live>
- Fullan, M. (2016). The elusive nature of whole system improvement in education. *Journal of Educational Change*, 17(4), 539–544. <https://doi.org/10.1007/s10833-016-9289-1>
- Hargreaves, A., & Shirley, D. (2012). THE INTERNATIONAL QUEST FOR EDUCATIONAL EXCELLENCE: Understanding Canada’s High Performance. (cover story). *Education Canada*, 52(4), 10–13. <https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=82084512&lang=es&site=ehost-live>
- Heischmidt, K. A., & Gordon, P. (2020). Different Strategic Planning Models: Considerations for International Study Programs. *Journal of Higher Education Theory & Practice*, 20(15), 27–35. <https://doi.org/10.33423/jhetp.v20i15.3935>
- Huang, M., Jie, T., and Huang, X. (2018). Study on Digital Technology in BRICS. In *BRICS Innovative Competitiveness Report 2017*, eds. Xinli Zhao, Minrong Li, Maoxing Huang, and Alexander Sokolov. Singapore: Springer Singapore, 221-40. https://doi.org/10.1007/978-981-10-8078-4_9.
- Johnston, B., MacNeill, S., and Smyth, K. (2018). Neoliberalism and the Digital University: The Political Economy of Learning in the Twenty-First Century. In *Conceptualising the Digital University: The Intersection of Policy, Pedagogy and Practice*. Cham: Springer International Publishing, 3-17. https://doi.org/10.1007/978-3-319-99160-3_1.
- Learning to lead in a Complex World. (2011). *Westchester County Business Journal*, 5. <https://search.ebscohost.com/login.aspx?direct=true&db=heh&AN=69613832&lang=es&site=ehost-live>
- LEITHWOOD, K., DAY, C., SAMMONS, P., HARRIS, A. AND HOPKINS, D. (2006). *Successful School Leadership. What it is and how it influences pupil learning*. London: National College for School Leadership.
- Leithwood, K., Day, C., Sammons, P., Harris, A. y Hopkins, D. (2006). *Successful School Leadership. What it is and how it influences pupil learning*. Londres: National College for School Leadership.
- MARTÍN BRIS, M. (2010). The management team as the leader of quality processes. *Innovation and Training Magazine*. Ministry of Education. Madrid’s community. 5 pages: 4-5
- MARTÍN BRIS, M. and GAI RÍN SALLAN, J. (Coord.) (2010) *Directors in Education for the XXI century*. Publisher: Fundación Creando Futuro, Chile. ISBN ISBN: 978-956-8584-02-3
- MARTÍN BRIS, M., (2010). *Educational leadership. Management teams in primary schools, basic elements of school success*. Ministry of Education of Spain. ISBN: 978-84-3694897-4

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

La docencia de esta asignatura se terminaría siempre online

GUÍA DOCENTE

Año académico	2021-2022	
Estudio	Máster en Global Intercultural Education (EP90)	
Nombre de la asignatura	MANAGEMENT AND LEADERSHIP IN INTERNATIONAL SCHOOLS	
Carácter (Obligatoria/Optativa)	OBLIGATORIA	
Créditos (1 ECTS=25 horas)	5	
Modalidad (elegir una opción)	<input type="checkbox"/>	Presencial
	<input type="checkbox"/>	Semipresencial
	<input checked="" type="checkbox"/>	On-line
	<input type="checkbox"/>	A distancia
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

María del Carmen Veleros Valverde / Mario Martín Bris / Jairo Steffan Acosta Vargas

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	85
Total horas	125

CONTENIDOS (Temario)

- Educational management in international contexts. (Management models in different international contexts).
- Educational Planning.
- International planning concept, types, and models.
- Quality Education. (Concept and management models of Quality in Education; International Quality Management Models: ISSO, EFQM, others)
- Educational Leadership: Types of leadership, strategies. (Concept, characteristics, and types of leadership; Proposal for effective and transformative Leadership).
- The management of educational centers: the management project. (Types and styles and management skills in non-university educational centers; The management project in an educational institution.)

To consider in the activities:

- Self-assessment scales used to measure social skills.
- Diagnostic evaluation of participants and realities in educational institutions.
- Training of the Communication skills of director school.
- Educational leadership through Cinema

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

- Competence 1. Identify different cultural education systems as well as global programs.
- Competence 2. Identify tools for organizational management such as the principles a Learning Organization.
- Competence 3. Basic understanding of leadership styles.
- Competence 4. Basic understanding for negotiation techniques.
- Competence 5. Basic understanding for team management.

EVALUACIÓN

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<https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=82084512&lang=es&site=ehost-live>
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<https://doi.org/10.33423/jhetp.v20i15.3935>
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<https://search.ebscohost.com/login.aspx?direct=true&db=heh&AN=69613832&lang=es&site=ehost-live>
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- MARTÍN BRIS, M., (2010). *Educational leadership. Management teams in primary schools, basic elements of school success*. Ministry of Education of Spain. ISBN: 978-84-3694897-4

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

La docencia de esta asignatura se terminaría siempre online

GUÍA DOCENTE

Año académico	2021-2022	
Estudio	Máster en Global Intercultural Education (EP90)	
Nombre de la asignatura	TEACHING METHODS AND THEORIES OF LEARNING	
Carácter (Obligatoria/Optativa)	OBLIGATORIA	
Créditos (1 ECTS=25 horas)	5	
Modalidad (elegir una opción)		Presencial
		Semipresencial
	X	On-line
		A distancia
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Ana Belén García Varela

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	40
Número de horas de trabajo personal del estudiante	85
Total horas	125

CONTENIDOS (Temario)

TEACHING METHODS AND THEORIES OF LEARNING studies teaching and learning environments. The main objective of this subject is the study of the processes involved in different educational contexts. We will explore diverse psychological theories dealing with the study of teaching and learning. Approached from different psychological perspectives, the subject will undertake the study of individual characteristics and learning processes.

- The purpose of education / **El propósito de la educación**
What is the purpose of education? How do we guide learning depending on that purpose? How we can create value on our own life with education? What is the meaning of value creation?
- Behaviourism learning theory / **Teorías del aprendizaje desde un enfoque conductista**
How do we facilitate learning from a behavioral approach? Is knowledge objective or subjective? How do we measure knowledge from a behavioral perspective?
- Constructivism learning theory / **Teoría del aprendizaje desde un enfoque constructivista** ç
What does it mean to construct knowledge? How we can do it? What is the difference between a behaviorism learning theory and a constructivism learning theory? What kind of knowledge need our students as global citizenships?
- Socioconstructivism learning theory / **Teoría del aprendizaje desde un enfoque socio-constructivista**

What is the role of society and culture on learning? Do we need to consider these social features?

- Internal factors implied on learning: personal skills and emotions / **Factores internos implicados en el aprendizaje: habilidades individuales y emociones**

What is the role of emotions on learning? How we can create a healthy self-concept and self-esteem on our students? Is intelligence important to learn? Are there other skills as important as intelligence?

- External factors implied on learning: teacher role, context relevance, and relationships / **Factores externos implicados en el aprendizaje: el papel del docente, la importancia del contexto y las relaciones**

What is the role of the teacher on education today? What external factor are implied on learning? How we can use culture as a tool for learning? What is the importance of relationships on learning?

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

- To learn about different Teaching Methodologies; Theory and Practice and how to apply those methods in a classroom.
- To create effective and supportive learning environments based on an understanding of student diversity and effective instructional practice.
- To plan effective lessons using a variety of teaching methods

EVALUACIÓN

Formative evaluation understood as all those activities undertaken by teachers and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

Active participation and engagement of students in face-to-face sessions and activities (either in Spanish or English) will be essential to obtain a better grade.

Main sources of evaluation:

- Active participation in debates and activities individually, in the small work groups and in the context of the whole group. Student promoting other classmates' learning will be specially appreciated.
- Fluent use of conceptual knowledge and ability to transfer this knowledge to practical situations.
- The accomplishment of suggested tasks in class or done by own initiative, including texts reflections, the developing of a portfolio, practices done in family settings, etc.
- Collaborative and group work.
- A final work to synthesize and extend the theoretical and practical knowledge achieved during the course. This final work will be a personal conclusion connected with the articles and materials review during the subject.

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

- Eggen, P.; Kauchak, D. (2015) Educational Psychology: Windows on classrooms. Pearson.
- Garrison, J.; Hickman, L; Ikeda, D. (2014) Living as learning. Dialogue Path Press.
- Ikeda, D. (2010) Soka Education. For the happiness of the individual. Middleway Press.

- McDevitt, T. M.; Ormrod, J.E. (2009). Child Development and Education. Pearson.
- Nuñez, I.; Goulah, J. (2021) Hope and Joy in Education. Engaging Daisaku Ikeda Across Curriculum and Context. Teachers College Press.
- Ormrod, J. E.; Anderman, E. M.; Anderman, L. (2016) Educational Psychology. Developing learners. Pearson.
- Santrock, J. W. (2011) Educational Psychology. Fifth Edition. McGraw Hill.
- Woolfolk, A. (2016). Educational Psychology (12th Edition). Pearson

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

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GUÍA DOCENTE

Año académico	2021-2022	
Estudio	Máster en Global Intercultural Education (EP90)	
Nombre de la asignatura	CLASSROOM MANAGEMENT AND BEHAVIOUR	
Carácter (Obligatoria/Optativa)	OBLIGATORIA	
Créditos (1 ECTS=25 horas)	5	
Modalidad (elegir una opción)		Presencial
	X	Semipresencial
		On-line
		A distancia
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	35
Número de horas de trabajo personal del estudiante	90
Total horas	125

CONTENIDOS (Temario)

Spanish Education System in the International Context
 Educational management in international contexts
 Bolonia Declaration (1999): EHES (European Higher Education Space)
 Educational Planning
 Quality Education
 Educational Leadership: Types of leadership, strategies,
 The management of educational centers: the management project.

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

- Give clear and effective instructions for setting up classroom activities
- Use functional classroom language appropriately
- Discuss analytically their own multiple intelligences and the impact of those on their teaching
- Plan how to exploit multiple intelligence theory in the classroom

- Develop a framework for a safe, productive, inclusive classroom environment

EVALUACIÓN

Class participation 20%

Weekly Essays (4) 60%

Final Paper 20%

BIBLIOGRAFÍA

Bennis, Warren. On Becoming a Leader. The Leadership Classic. New York; Perseus Books 2009

Feldman, Donna. Senge's Fifth Discipline: A Model for Schools Leadership

Fisher, Roger & Ury, William. Getting to Yes. Negotiating an agreement without giving in. NY: Random House Business books, 2002.

Goleman, Daniel. "What Makes a Leader?" on Harvard Business Review on What Makes a Leader. Boston, Harvard Business Review, 2001. (Chapter1)

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

En ese caso las clases se acabarían siempre online

GUÍA DOCENTE

Año académico	2021-2022	
Estudio	Máster en Global Intercultural Education (EP90)	
Nombre de la asignatura	CURRICULUM DESIGN	
Carácter (Obligatoria/Optativa)	OBLIGATORIA	
Créditos (1 ECTS=25 horas)	5	
Modalidad (elegir una opción)		Presencial
	X	Semipresencial
		On-line
		A distancia
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Iulia Marcela Vescan Ilea

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	35
Número de horas de trabajo personal del estudiante	90
Total horas	125

CONTENIDOS (Temario)

This course will explore the need for creating aims, goals and objectives and planning for the target audience as well as implementation, assessment and evaluation of academic programs and high-quality curriculum in educational centers.

Understand factors that make up a high-quality educational programs and curriculum

- Demonstrate knowledge about the major components in programs and curriculum development and assessment
- Know different curriculum focuses and how these focuses affect outcome
- Analyze different aspects that influence the implementation of a specific program and/or curriculum
- Comprehend different avenues for curriculum assessment and evaluation

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

- Know and apply innovative teaching proposals in the field of bilingual, multicultural and international education.
- Demonstrate, through the elaboration and defense of the final Master's Final Project, the training

obtained after all the lessons described.

- Prepare a final Master report applying the methodology of scientific research

EVALUACIÓN

Total Attendance: 20%. (Each of 4 classes = 25% of Attendance Grade)

Active Participation in Onsite Classes (In-class activities, class discussions and presentations): 30%.

Participation in Blackboard Discussions 10%.

Weekly Homework: 20%.

Final Project: 20%

BIBLIOGRAFÍA

Ainsworth, L. (2010). *Rigorous Curriculum Design*. Englewood, CO: LLP.

Albilehi, R. et al (2012-2013). "Curriculum Development 101: Lessons Learned from a Curriculum – Design Project. *The CATESOL Journal*. 24(1), 187-197.

Armstrong, T. (2007, May). "The Curriculum Superhighway". *Educational Leadership*. 64(8). 16-20.

Boyle, B & Charles, M. (2016) *Curriculum Development*. Croydon: Sage.

Briggs, s. (2014, October). "How to Make Learning Relevant to Your Students (And Why It's Crucial to Their Success). *InformEd*. (Retrieved September 01, 2018)

<https://www.opencolleges.edu.au/informed/features/how-to-make-learning-relevant/>

Carr, J. & Harris, D. (2001) "The Curriculum and Assessment Plan". *Succeeding with Standards: Linking Curriculum, Assessment and Action Planning*, edited by Carr, J. & Harris, D., 17-40.

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

En ese caso las clases se acabarían siempre online

GUÍA DOCENTE

Año académico	2021-2022	
Estudio	Máster en Global Intercultural Education (EP90)	
Nombre de la asignatura	LIFE EXPERIENCE PORTFOLIO	
Carácter (Obligatoria/Optativa)	OBLIGATORIA	
Créditos (1 ECTS=25 horas)	25	
Modalidad (elegir una opción)	<input type="checkbox"/>	Presencial
	<input checked="" type="checkbox"/>	Semipresencial
	<input type="checkbox"/>	On-line
	<input type="checkbox"/>	A distancia
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Jian Shen / Francisco Manuel Sáez de Adana Herrero

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	210
Número de horas de trabajo personal del estudiante	415
Total horas	625

CONTENIDOS (Temario)

I. 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. 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.

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

II. 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.

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 time line 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.)

En ese caso las clases se acabarían siempre online

GUÍA DOCENTE

Año académico	2021-2022	
Estudio	Máster en Global Intercultural Education (EP90)	
Nombre de la asignatura	INTERNSHIP IN A SCHOOL	
Carácter (Obligatoria/Optativa)	OPTATIVA	
Créditos (1 ECTS=25 horas)	25	
Modalidad (elegir una opción)		Presencial
	X	Semipresencial
		On-line
		A distancia
Profesor/a responsable	Francisco Manuel Sáez de Adana Herrero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Iulia Marcela Vescan Ilea

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	210
Número de horas de trabajo personal del estudiante	415
Total horas	625

CONTENIDOS (Temario)

Esta asignatura puede tener una parte presencial porque cabe la posibilidad de visitar algún colegio y, quizá, si el profesor titular lo requiere, el estudiante del máster podría ayudarle en la docencia o en la preparación de contenidos.

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

- To Improve second language skills and interpersonal and intercultural relations in another country.
- To understand better how certain organizations or companies operate in other countries.
- To Learn how to relate to a work environment different from the one in which he/she was born.
- Respect the holidays and traditions that affect the work environment.

EVALUACIÓN

Sesión online y prácticas en el aula o en el departamento de segundas lenguas

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.

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

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GUÍA DOCENTE

Año académico	2021-2022	
Estudio	Máster en Global Intercultural Education (EP90)	
Nombre de la asignatura	MASTER THESIS	
Carácter (Obligatoria/Optativa)	OBLIGATORIA	
Créditos (1 ECTS=25 horas)	10	
Modalidad (elegir una opción)		Presencial
	X	Semipresencial
		On-line
		A distancia
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

DISTRIBUCIÓN DE CRÉDITOS (especificar en horas)

Número de horas presenciales/on-line asistencia profesor/a	80
Número de horas de trabajo personal del estudiante	170
Total horas	250

CONTENIDOS (Temario)

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

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.

Cremer, 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.

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

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