

Estudio: **MÁSTER DE FORMACIÓN PERMANENTE EN TEACHING**

Código Plan de Estudios: **FA52**

Año Académico: **2024-2025**

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							
ECTS TOTALES	24	8	30	1	30	6	60

PROGRAMA TEMÁTICO:

ASIGNATURAS OBLIGATORIAS

Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
703568	1	TEACHING METHODS	OB	3
703569	1	CLASSROOM MANAGEMENT	OB	3
703570	1	THEORIES OF LEARNING	OB	3
703571	1	CURRICULUM DESIGN	OB	3
703572	1	DESIGN OF CLASSROOM MATERIALS AND ACTIVITIES	OB	3
703573	1	ASSESSMENT AND EVALUATION	OB	3
703574	1	COMPARATIVE EDUCATION SYSTEMS	OB	3
706042	1	TEACHING AND LEARNING WITH TECHNOLOGY IN CLASSROOMS	OB	3

ASIGNATURAS OPTATIVAS (Se deberán elegir __ asignaturas)

Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
704149	1	LIFE EXPERIENCE PORTFOLIO	OP	30

PRÁCTICAS EXTERNAS

Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
703580	1	PRÁCTICAS	OP	30

TRABAJO FIN DE MÁSTER/MEMORIA /PROYECTO				
Código Asignatura	Curso	Denominación	Carácter OB/OP	Créditos
706043	1	TRABAJO FIN DE MÁSTER	OB	6

Carácter: OB - Obligatoria; OP – Optativa

GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	TEACHING AND LEARNING WITH TECHNOLOGY IN CLASSROOMS	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	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/es responsable/s	Michael Thomas Bennett	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Michael Thomas 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)

This is structured to offer teacher candidates opportunities to:

1. Practice and expand personal use of various kinds of hardware and software.
2. Use technology in the design of curriculum for constructivist teaching and learning.
3. Apply learning theory to evaluate quality technology experiences.
4. Make informed decisions about social and ethical issues involving technology.
5. Develop strategies and commitment to explore new and emerging educational technologies.

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

- C1. Reflect on the role various forms of electronic and digital technology can play in the teaching/learning process and how you can engage these processes in your classroom.
- C2. Practice and expand personal use of various kinds of hardware and software.

- C3. Use technology in the design of curriculum for constructivist teaching and learning.
- C4. Apply learning theory to evaluate quality technology experiences.
- C5. Make informed decisions about social and ethical issues involving technology.

SISTEMA DE EVALUACIÓN

Participación: 30%
Trabajo final: 10%
3 Presentaciones orales, 20% cada una. Total: 60%

BIBLIOGRAFÍA

- Bissell, J., Manring, A., & Rowland, V. (2001). *CyberEducator: The internet and world wide web for k-12 and teacher education* (2nd ed.). New York, NY: McGraw-Hill.
- Brewer, T. (2003). *Technology integration in the 21st century classroom*. Eugene, OR: Visions
- Dice, M. L., & Goldenhersh, B. L. (2002). *How to create a professional electronic portfolio*. Dubuque, IA: Kendall Hunt.
- Howell, J. H., & Dunnivant, S. W. (2000). *Technology for teachers: Mastering new media and portfolio development*. New York, NY: McGraw-Hill.
- McKenzie, J. (1999). *How teachers learn technology best*. Bellingham, WA: FNO Press.
- McKenzie, W. (2002). *Multiple intelligences and instructional technology: A manual for every mind*. Eugene, OR: International Society for Technology in Education.
- Provenzo, E. (1999). *The internet and the world wide web for preservice teachers*. Needham Heights, MA: Allyn & Bacon.
- Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, CA: Corwin Press
- Roblyer, M. D. (2006). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: PrenticeHall, Inc. (Original work published 1997)
- Sharp, V. (2002). *Computer education for teachers: Integrating technology into classroom teaching* (4th ed.). New York, NY: McGraw-Hill.
- Standley, M. & Ormiston, M. (2003). *Digital storytelling with PowerPoint*. Eugene, OR: Visions Technology in Education.
- Tapscott, D. (1999). *Growing up digital: The Rise of the Net Generation*, New York NY: McGraw-Hill.
- Tiene, D., & Ingram, A. (2001). *Exploring current issues in educational technology*. New York, NY: McGraw-Hill.
- Worchester, T. (2003). *50 quick & easy computer activities*. Eugene, OR: Visions Technology in Education.
- Willard, N. & Novotny, M. (2002). *Computer ethics, etiquette, and safety for the 21st century student*. Eugene, OR: International Society for Technology in Education
- Helpful Websites:**
- The Horizon Report (2007 edition) http://www.nmc.org/pdf/2007_Horizon_Report.pdf
- EDUCAUSE <http://www.educause.edu>
- ISTE <http://www.iste.org>
- Thinkfinity <http://www.thinkfinity.com>
- Kathy Schrock's Guide for Educators <http://school.discoverededucation.com/schrockguide/>
- WebQuests <http://webquest.org>
- Edutopia <http://www.edutopia.org>

GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	TEACHING METHODS	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	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/es responsable/s	Raquel Fernández	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Raquel Fernández

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)

Topic 1. EFL teaching methods: Look back and move forward.
 Topic 2: The post-communicative era: Project Based Language Learning
 Topic 3. Analysing and designing a unit of work with PBL

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

C1. To acquire knowledge and experiences in various methods for teaching English as a Foreign Language
 C2. To describe and discuss your personal theory of teaching and learning based on a critical analysis of implicit theories formed as Student Teachers
 C3. To identify the main elements of Project Based Language Learning, considering its value in the EFL classroom.

C4. To design a valid unit of work using project based language learning, reflecting on its potential in the EFL classroom.

C5. To collaborate with classmates in designing instruction and developing teaching strategies

SISTEMA DE EVALUACIÓN

Participación 30%

Resumen 1 10%

Resumen 2 10%

Resumen 3 10%

Trabajo final 20%

Presentación oral 30%

BIBLIOGRAFÍA

Elaine Horwitz. Pearson Education, *Becoming a Language Teacher: A practical guide to Second Language Learning and Teaching*. Publishers' Design and Production Services, Inc. 2008

Cora Lindsay with Paul Knight. *Learning and Teaching English. A Course for Teachers*. Oxford University Press, 2017

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. ASCD, VA:2009.

Coyle, Do. *Planning Tools for Teachers*. School of Education, University of Nottingham, 2005.

Kolker Horwitz, Elaine. *Becoming a Language Teacher: A practical Guide to Second Language Learning and Teaching*. Pearson Education, Inc. 2008.

Richards, JaCK c., AND Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. New York: Cambridge UP, 2007.

Sharon Carlton & Kimberly Thomas. *Gardner's Multiple Intelligence Theory: Testing It Using Language Minority Students*. Falls Church High School, Fairfax County (VA) Public Schools, June 2000

GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	COMPARATIVE EDUCATION SYSTEMS	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	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/es responsable/s	Ana Serra Alcega	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Ana Serra Alcega

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)

- Concepts of education, international education, educational systems, international schools, education philosophy.
- Personal understanding of the concept of education.
- Importance of comparative education.
- Personal philosophy of teaching/education.
- Factors that determine the comparison of education systems (historical, political, social, cultural, etc.)
- Statistics and tools of comparison: PISA, TIMMS, PIRLS, TALIS
- What do we compare and how
- Pedagogy in comparisons

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

- C1. Develop an informative point of view of international education, education systems and comparative education
- C2. Understand that history, politics, economics and cultural influences have an impact in education systems
- C3. Awareness of the similarities and differences and the strengths and weaknesses of different education systems
- C4. Become familiar and use comparative approaches and methods

SISTEMA DE EVALUACIÓN

Clases presenciales: 50 puntos
Sesiones online: 26 puntos
Presentación final por grupos: 24 puntos

BIBLIOGRAFÍA

Bignold, Wendy, and Liz Gayton, Eds. *Global Issues and Comparative Education*. London: Sage, 2009.

García Ruiz, María 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*. Berkeley: University of California Press, 2007.

Databases

[Eurypedia](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Home) (European Encyclopedia on National Education Systems):
<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Home>

[Education GPS](http://gpseducation.oecd.org/): by the OECD, Organisation for Economic Co-operation and Development.
<http://gpseducation.oecd.org/>

UNESCO, <http://en.unesco.org/>

[Education Policy and Data Center](http://www.epdc.org/): (EPDC). <http://www.epdc.org/>

[Millennium Indicators](http://www.un.org/millenniumgoals/stats.shtml), coordinated by the United Nations Statistics Division.

<http://www.un.org/millenniumgoals/stats.shtml>

[World Bank EdStats](http://data.worldbank.org/data-catalog/ed-stats) and [World Development Indicators](http://data.worldbank.org/data-catalog/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/). <http://nces.ed.gov/surveys/international/>

[SACMEQ](http://www.iiep.unesco.org/en/our-expertise/sacmeq): The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) is an international non-profit developmental organization of 15 Southern and Eastern African countries.

<http://www.iiep.unesco.org/en/our-expertise/sacmeq>

[PASEC](http://www.francophonie.org/Welcome-to-the-International.html) (in French): the CONFEMEN Programme for the Analysis of Education

Systems. <http://www.francophonie.org/Welcome-to-the-International.html>

Center on International Education Benchmarking,

<http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/>

<http://www.iea.nl/> The International Association for the Evaluation of Educational Achievement (IEA)

Documents

Comparative education. Prepared by Emmy H. Mbozi. African Virtual University.

<http://creativecommons.org/licenses/by/2.5/>

The structure of the European Education System 2014/2015

http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_EN.p

Articles and Journals

Developing the concept of international education: Sixty years of UNESCO history. PROSPECTS, 2011, Volume 41, Number 4, Page 597. Juan Ignacio Martínez de Morentin

Educational System: The Meaning, Aspects and Social Functions of Education

<http://www.yourarticlelibrary.com/education/educational-system-the-meaning-aspects-and-social-functions-of-education/8582/>

International schools and international education: A relationship reviewed. Hayden, Mary, Thompspon, Jeff. Oxford Review of Education, 03054985, Sep 95, Vol

M.Bray et al (eds). Comparative Education Research: Approaches and Methods, Springer, 2007. 15-38.

What makes a school international? Nagrath, Cynthia. The International Educator. 08/26/2011.

http://www.tieonline.com/view_article.cfm?ArticleID=87

Journals

CER—Comparative education review

International review of education by UNESCO

IJED—International journal of education development

CICE—Current issues in comparative education

RCIE—Research in comparative and international education

GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	CURRICULUM DESIGN	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	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/es responsable/s	Esperanza Cerdá	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Esperanza Cerdá

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)

1. Diseño del curso – Teoría, análisis y práctica
 - a. Terminología relacionada con el diseño del curso
 - b. Análisis del curso – criterios y examen
 - c. Mapeo del curso
2. Planificación de lecciones – Teoría, análisis y prácticas
 - a. Terminología relacionada con la planificación de lecciones
 - b. Secuencias de aprendizaje
 - c. Como crear objetivos adecuados a las lecciones
 - d. Como escribir procedimientos detallados para cada lección
3. Diseño de materiales – Teoría, análisis y práctica
 - a. El complejo y diversificado mundo de la creación de materiales
 - b. ¿Con qué podemos enseñar?
 - c. ¿Cómo podemos ir variando las actividades que hacemos?
 - d. Diseñando actividades

4. Evaluación

- a. Terminología relacionada con la examinación y la evaluación
- b. Calificación y evaluación
- c. Evaluando habilidades receptivas, productivas y del lenguaje
- d. Usando la evaluación para informar la planificación

Diseño del curso, desarrollo del proyecto y producto final

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

- Understand and utilize terminology related to research.
- Articulate researchable issues in education.
- Design effective surveys for collecting data after conceptualizing a research problem.
- Carry out Action Research to address issues of school improvement.
- Develop the critical thinking skills necessary to become informed consumers of research literature

SISTEMA DE EVALUACIÓN

A. Live sessions (Onsite classes): 40 points

B. Final group presentation: 40 points

The specific instructions and rubric are available on Blackboard.

C. Individual Reflection journal (2 entries): 20 points

The specific instructions and rubric are available on Blackboard

BIBLIOGRAFÍA

Annan, David (2019) A simple guide to research writing. Flash print.

Ferrance, Eileen (2000) Action Research. Brown University.

Kornuta, Halyna and W. Germaine, Ron (2019) A Concise Guide to Writing a Thesis or Dissertation. Educational Research and Beyond. Routledge. London.

Lambert, Mike (2012) A Beginner's Guide to Doing Your Education Research Project. SAGE Publications

Nugent, Glenda; Malik, Sakil and Hollingsworth, Sandra (2012) Using literacy to improve literacy instruction in classrooms around the world. A Practical Guide to Action Research for Literacy Educators. Global Operations Unit, International Reading Association.

Wood, Phil and Smith, Joan (2016) Educational Research. Taking the Plunge. Independent Thinking Press. GB.

MOOC. Understanding Research Methods. University of London. Coursera.

<https://www.coursera.org/learn/research-methods>

More references: on Blackboard

GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	DESIGN OF CLASSROOM MATERIALS AND ACTIVITIES	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	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/es responsable/s	Iulia Vescan	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Iulia Vescan

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)

PRINCIPLES OF DESIGNING CLASSROOM MATERIALS

- o Definition of Materials Development and Adaptation
- o Types of materials: Traditional vs. Non-Traditional
- o Criteria for good teaching materials
- o Different criteria for effective learning materials for different grade levels
- o Digital Tools
- o Process to apply when creating or adapting teaching materials

WEEK 2:

MATERIAL DEVELOPMENT

- o Different criteria for effective learning materials for different grade levels

- o Process to apply when creating or adapting teaching materials
 - o Steps and Criteria in Materials development
 - o Types of Instructional Materials & Resources
 - o Role of Instructional Materials: What do we want teaching materials for?
 - o Second language acquisition research and materials development
 - o Steps in the materials development
- WEEK 3:
- o Review and apply criteria for effective learning materials for different grade levels
 - o The Evaluation and Adaptation of Language Learning Materials
 - Criteria for Evaluation
 - Criteria for Adaptation
- Adapting materials to meet student's needs: differentiation
- WEEK 4:
- Review of Theories & Practice
- Class Presentations
- Wrap up & Conclusion

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

- C1. Analyze, apply and reflect about different current trends and theories connected to the topic
- C2. Analyze, adapt and design instructional materials
- C3. Select and apply instructional materials.
- C4. Have a deeper knowledge of different online resources
- C5. Apply technology tools and techniques to the production and delivery of instructional materials.

SISTEMA DE EVALUACIÓN

Proyecto en grupo: 50%
Archivador del profesor: debe incluir ejercicios de las clases presenciales y 3 casos prácticos con ejercicios: 30%
Participación: 20%

BIBLIOGRAFÍA

Recommended bibliography

Assesment and Evaluation in CLIL. Franca Quartapelle Ed., 2012.

Lerner, S. *Esl for beginners: Lessons guide with activities*. CreateSpace Independent Publishing Platform, 2012.

Sammons, P. & Kington, A. *Inspiring teachers: Perspectives and Practices. Full Report 2014*. CFBT Education for Trust. Web. January 2015.

Vernon, S. *Esl classroom activities for teens and adults: Esl games, fluency activities and grammar drills for efl and esl students*. (2nd ed.). CreateSpace Independent Publishing Platform. (2012).

Ur, Penny *Five-Minute Activities: A Resource Book of Short Activities*: ESL games, short activities based on grammar and vocabulary. Cambridge University Press (1992)

Claire, E. *ESL Teacher's Activities Kit*: Engaging activities for kids of all ages. (1998)

Internet resources

Berwald, J. P. (1987). Teaching foreign languages with realia and other authentic materials. Eric clearinghouse on languages and linguistics, Retrieved from <http://www.eric.ed.gov/PDFS/ED289367.pdf>
"Classroom Design & Routines." Completely Kindergarten Curriculum Guide Interim Edition.

Kelly, C., Kelly, L., Offner, M., & Vorland, B. (2002). Effective ways to use authentic materials with esl/efl students. The Internet TESL Journal, VIII (11), Retrieved from <http://iteslj.org/Techniques/Kelly-Authentic.html>

Kilickaya, F. (2004). Authentic materials and cultural content in efl classrooms. The Internet TESL Journal, X (7), Retrieved from <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>

Short, D. J. (1991). How to integrate language and content instruction: A training manual. Washington D.C.: Center for Applied Linguistics. Retrieved from <http://eric.ed.gov/PDFS/ED359780.pdf>

General Ideas for Teaching: Activities and Projects

The following sites are very complete, and may be all you will ever need to support and enhance your projects, and creative ideas, to interest and challenge your students.

<https://en.islcollective.com/resources/printables>

<https://es.pinterest.com/>

<http://busyteacher.org/>

www.enchantedlearning.com

www.brainpop.com

www.kidzclub.com

www.graphic.org

<http://www.joemcveigh.org/resources/>

Websites for finding materials

<http://eric.ed.gov/?ti=Instructional+Materials>

Websites for teachers & educators

<http://www.educationworld.com/>

Bond, N. Questioning strategies that minimize classroom management problems. Kappa Delta Pi Record. (2007, Fall).

Emmer, E. T., & Gerwels, M. C. Establishing classroom management for cooperative learning: Three cases. Paper presented at Annual meeting of the American educational research association. (2005, April).

Garrett, T. (2008). Student-centered and teacher-centered classroom management: A case study of three elementary teachers. Journal of classroom interaction, 43(1), 34-47.

GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	ASSESSMENT AND EVALUATION	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	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/es responsable/s	Jesús Garcia Laborda	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Jesús García Laborda , Miguel Fernández Alvarez

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)

Módulo 1: Evaluación, Valoración y Procesos institucionales

- 1.1 ¿Para qué sirven los procesos de evaluación y valoración?
- 1.2 ¿Qué es el MCER?
- 1.3 MCER comparado a otros servicios estándar de examinación
- 1.4 Las afirmaciones “Can Do”
- 1.5 Legislación española
- 1.6 Instrumento asesor del idioma del Instituto Franklin: Benjie & Frankie (A1&A2)

Módulo 2: MCER (A1/A2)

- 2.1 Metodología comunicativa
- 2.2 Trabajando con el MCER
- 2.3 Estrategias para evaluar adecuadamente a jóvenes alumnos

2.4 Diseño de examen (I) (Dos destrezas) A1/A2 & B1&B2

Módulo 3: Module 2: MCER – EVALUACIÓN AICLE

3.1 MCER / Metodología comunicativa y AICLE: Idioma vs Contenido

3.2 AICLE y análisis del texto e instrucción

3.3 Evaluación AICLE— diseño de módulos; construcción de instrumentos de evaluación; rúbricas; procesos de evaluación

3.4 Diseño de instrumentos

Módulo 4: Evaluación MCER, Procedimientos y respuestas institucionales

4.1 Estrategias del profesor para preparar a los alumnos de cara a pruebas estándar

4.2 Idioma vs examinación AICLE

4.3 Como interpretar los resultados de las pruebas

4.4. Recomendaciones para el desarrollo institucional y el perfeccionamiento

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

C1. Evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de las respectivas enseñanzas, atendiendo al nivel y formación previa de los estudiantes así como la orientación de los mismos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.

C2. Conocer los procesos de interacción y comunicación en el aula, dominar destrezas y habilidades sociales necesarias para fomentar el aprendizaje y la convivencia en el aula, y abordar problemas de disciplina y resolución de conflictos.

C3. Diseñar diferentes mecanismos de evaluación del aprendizaje

SISTEMA DE EVALUACIÓN

1. Participación en clase 20%
2. Ejercicios semanales 20%
3. Diario de aprendizaje 10%
4. Participación en el Forum 10%
5. Proyecto Final 30%

BIBLIOGRAFÍA

Cambridge Young Learners English Test: Vocabulary Lists.

Cambridge English Key for Schools. Handbook for Teachers (A2) (2013)

Teaching Knowledge Test (TKT) Young Learners. Handbook for Teachers (A1) (2013)

Madrid: Comunidad Bilingüe Comunidad de Madrid, Consejería de Educación, Juventud y Deporte. Madrid, 2013.

Manual for Language Test Development and Examining. ALTE: Council of Europe, 2011

Hodel, H. Training Teachers to use the European Language Portfolio. ALTE, 2011

Little, David. *The CEFR and Language Teaching/Learning*. Trinity College, Dublin.

North, Brian; Ortega Angeles and Sheehan Susan. A Core Inventory for General English. British Council (EAQUALS)

GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	CLASSROOM MANAGEMENT	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	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/es responsable/s	Angela Sauciuc	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Angela Sauciuc, José Antonio Gurpegui

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)

- Defining Classroom Management
- Identifying elements of effective classroom management
- Common misconceptions about classroom management
- Teacher's role
- Multiple intelligences
- Behavior management tactics
- Effective instructional strategies

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

1. Analyze key components of classroom management in practice and reflect on their impact on the teaching/learning process.

2. Choose adequate classroom management strategies, materials and techniques to be implemented in a real or hypothetical context, justifying the reasons for their choice and the expected benefits and advantages of this intervention.
3. Implement classroom management elements appropriately, and reflect on their impact and possible improvement.

SISTEMA DE EVALUACIÓN

ASISTENCIA - 30 PUNTOS
 Participación en clase 10 PUNTOS
 Trabajo online -10 PUNTOS
 TRABAJO #1 - 10 PUNTOS
 TRABAJO #2 - 10 PUNTOS
 TRABAJO FINAL #4- 30 PUNTOS

 TOTAL 100

BIBLIOGRAFÍA

Recommended bibliography

- Rogers, B. (2011). Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support . (3rd ed.). Los Angeles, CA: Sage.
- Scrivener, J. (2012). Classroom management techniques (Cambridge handbooks for language teachers). Cambridge, UK: Cambridge University Press.
- Wong, H.K., & Wong, R.T. (2005). How to be an effective teacher: the first days of school. Mountain View, CA: Harry K. Wong Publications, Inc.
- Wootan, F. C., & Mulligan, C. H. (2007). Not in my classroom: A teacher's guide to effective classroom management. Avon, MA: Adams Media.

Internet resources:

- Cohen, L. M., & Gelbrich, J. (1999). Sample educational philosophy statements. Retrieved from <http://oregonstate.edu/instruct/ed416/sample.html>
- Darretxe, L., & Sepulveda, L. (2011). Educational strategies to address the educational needs of students with asperger syndrome in the mainstream classroom. *Electronic Journal of Research in Educational Psychology*, (24), 869-892. Retrieved from http://www.investigacion-psicopedagogica.org/revista/articulos/24/english/Art_24_576.pdf
- Elinoff, M. J., Chafouleas, S. M., & Sassu, K. A. (2004). Bullying: Considerations for defining and intervening in school settings. *Psychology in the Schools*, 41(8), Retrieved from [http://www.ed.utah.edu/users/daniel.olympia/Prelim Readings/Articles/Practice/Elinoff \(2004\).pdf](http://www.ed.utah.edu/users/daniel.olympia/Prelim Readings/Articles/Practice/Elinoff (2004).pdf)
- Geng, G. (2011). Investigation of teachers' verbal and non-verbal strategies for managing attention deficit hyperactivity disorder (adhd) students' behaviours within a classroom environment. *Research Online*, 36(7), art. 2. Retrieved from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1605&context=ajte>
- Gray, L. (Director) (2009). Classroom management ms. gray's class [Web]. Retrieved from <http://www.youtube.com/watch?v=B4b8GQ-2YfU>
- Guetzloe, E. (2006, March). Practical strategies for working with students who display aggression and violence. Retrieved from <http://www.cyc-net.org/cyc-online/cycol-0306-guetzloe.html>

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Maag, J. W., & Swearer, S. M. (2005). Cognitive-behavioral interventions for depression: review and implications for school personnel. *Behavioral Disorders*, 30(3), 259-276. Retrieved from [http://www.ccbd.net/sites/default/files/BDv30n3 Maag.pdf](http://www.ccbd.net/sites/default/files/BDv30n3%20Maag.pdf)

Perry, B. D. (2012). Principles of working with traumatizing children. Retrieved from http://teacher.scholastic.com/professional/bruceperry/working_children.htm

Smith, D. C., & Furlong, M. J. (1998). Introduction to the special issue: addressing youth anger and aggression in school settings. *Psychology in the Schools*, 35(3), Retrieved from <http://www.education.ucsb.edu/school-psychology/School-Violence/PDF/FSPITSIntro2.pdf>

Stensmo, C. (1995, April). Classroom management styles in context: two case studies. Annual meeting of the American educational research association. Retrieved from <http://eric.ed.gov/PDFS/ED388644.pdf>

Wagner, T. M. (2008). A guide to oppositional defiant disorder. (Master's thesis, University of Pittsburgh) Retrieved from <http://www.sbbh.pitt.edu/files/pdf/WagnerGuidetoODD.pdf>

Wilde, J. (2004). The educational manifestation of Munchausen syndrome by proxy. *Post-Script*, 5(1), Retrieved from http://www.edfac.unimelb.edu.au/research/resources/student_res/postscriptfiles/vol5/vol5_1_wilde_1.pd

Other resources of interest:

Bond, N. (2007, Fall). Questioning strategies that minimize classroom management problems. *Kappa Delta Pi Record*.

Emmer, E. T., & Gerwels, M. C. (2005, April). Establishing classroom management for cooperative learning: Three cases. Paper presented at Annual meeting of the American educational research association.

Garrett, T. (2008). Student-centered and teacher-centered classroom management: A case study of three elementary teachers. *Journal of classroom interaction*, 43(1), 34-47.

Schmidt, M. (2006, April). It's just a false sense of reality. Paper presented at Annual meeting of the American educational research association.

GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	THEORIES OF LEARNING	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	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/es responsable/s	Esteban López	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Esteban Lopez

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)

Semana 1: Conductismo, teoría de estimulación sensorial, teoría del refuerzo
 Semana 2: Constructivismo, Teoría del aprendizaje transformador
 Semana 3: Teoría del aprendizaje cognitivo
 Semana 4: Diversidad en la clase / teorías de aprendizaje personal

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

C1. To acquire knowledge and experiences in various methods for teaching English as a Foreign Language
 C2. To describe and discuss your personal theory of teaching and learning based on a critical analysis of implicit theories formed as Student Teachers

- C3. To identify the main elements of Project Based Language Learning, considering its value in the EFL classroom.
- C4. To design a valid unit of work using project based language learning, reflecting on its potential in the EFL classroom.
- C5. To collaborate with classmates in designing instruction and developing teaching strategies

SISTEMA DE EVALUACIÓN

Asistencia total: 20%
Participación activa en las clases presenciales: 20%
Participación en tareas en grupo y trabajos: 20%
Trabajo final: 40%

BIBLIOGRAFÍA

- Anderson, John R. Cognitive Psychology and Its Implications (4th ed.). New York: W.H. Freeman & Company, 1995.
- Bigge, Morris L., and S. Samuel Shermis, Learning Theories for Teachers (6th ed). Boston, MA: Pearson, Allyn, and Bacon, 2004.
- Bruner, Jerome. The Culture of Education. Cambridge, MA: Harvard University Press, 1996.
- Bruner, Jerome. The Process of Education. Cambridge, MA: Harvard University Press, 1960.
- Cadwell, Louise B. Bringing Learning to Life: The Reggio Approach to Early Childhood Education. New York, NY: Teachers College Press, 2002.
- Campbell, Linda, Bruce Campbell, and Dee Dickinson. Teaching and Learning through Multiple Intelligences. Needham Heights, MA: Allyn & Bacon, 1999.
- Casal Madinabeitia, Sonia. "The Integrated Curriculum, CLIL, and Constructivism." Dialnet OAI Articles, 2007: 55-65.
- Crowl, Thomas K., Sally Kaminsky, and David M. Podell. Educational Psychology: Windows on Teaching. Chicago, IL: Brown and Benchmark Publishers, 1997.
- Curran, Erin, and Mary Murray. "Transformative Learning in Teacher Education: Building Competencies and Changing Dispositions." Journal of the Scholarship of Teaching and Learning, 8.3 (Oct. 2008): 103-118.
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- Edwards, Carolyn, Lella Ganini, and George Forman, eds. The Hundred Languages of Children: The Reggio Emilia Approach—Advanced Reflections (2nd Ed.). Westport, CT: Ablex Publishing, 1998.
- Emmer, Edmund T., Carolyn M. Evertson, and Murray E. Worsham. Classroom Management for Secondary Teachers (6th Ed). Needham Heights, MA: Allyn and Bacon, 2002.
- Fay, Jim, and David Funk. Teaching with Love and Logic. Golden, CO: The Love and Logic Press, Inc., 1995.
- Friend, Marilyn D., and William D. Bursuck. Including Students with Special Needs: A Practical Guide for Classroom Teachers (6th Ed.). Upper Saddle River, NJ: Pearson Education, 2012.
- Gardner, Howard. Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books, 1983.
- Gardner, Howard. Intelligence Reframed: Multiple Intelligences for the 21st Century. New York: Basic Books, 1999.

- Hatton, Neville, and D. Smith. "Reflection in Teacher Education: Towards Definition and Implementation." Teaching and Teacher Education 11.1 (Jan. 1995): 33-49.
- Helm, Jim H. The Project Approach Catalog 2 by the Project Approach Study Group. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, 1998.
- Hendrick, Joanne, ed. First Steps Toward Teaching the Reggio Way. Upper Saddle River, NJ: Prentice Hall, 1996.
- Hergenbahn, B. R., and Matthew H. Olson. An Introduction to the Theories of Learning, (8th Ed.). Englewood Cliffs, NJ: Prentice Hall, 2008.
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- Lewis, Rena B., and Donald H. Doorlag. Teaching Children with Special Needs in General Education Classrooms (8th Ed.). Upper Saddle River, NJ: Pearson Education, 2011.
- Mayo, Peter. "A Rationale for a Transformative Approach to Education." Journal of Transformative Education Jan. 2003: 38-57.
- Meyer, Deborah, and Julianne C. Turner. "Discovering Emotion in Classroom Motivation Research." Educational Psychologist 37.2 (2002): 107-114.
- Mezirow, Jack. "Transformative Learning: Theory to Practice." Transformative Learning in Action. Ed. Patricia Cranton. San Francisco, CA: Jossey-Bass Publishing, 1997. 5-12.
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- Nelson, Jane. Positive Discipline. New York: Ballantine Books, 2006.
- Pappano, Laura. "Differentiated Instruction Re-examined: Teachers Weigh the Value of Multiple Lessons." Harvard Education Letter 27.3 (May-June 2011) <http://hepg.org/hel/article/499>.
- Pavlov, Ivan P. Conditioned Reflexes. Ed. G.V. Anrep. New York: Dover Publications, Inc.: 2003.
- Piaget, Jean. The Psychology of Intelligence. Patterson, NJ: Littlefield Adams and Co., 1960.
- Piaget, Jean. The Science of Education and the Psychology of the Child. New York, NY: Orion Press, 1970.
- Powell, Katherine C., and Cody J. Kalina. "Cognitive and Social Constructivism: Developing Tools for an Effective Classroom." Education 130.2 (2011): 241-250.

GUÍA DOCENTE

Año académico	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	LIFE EXPERIENCE PORTFOLIO	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	Optativa	
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/es responsable/s	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	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	PRÁCTICAS	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	Optativa	
Créditos (1 ECTS=25 horas)	30	
Modalidad (elegir una opción)	x	Presencial (más del 80% de las sesiones son presenciales)
		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/es responsable/s	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

Evaluación por parte del tutor: 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	2024-2025	
Estudio	Máster de Formación Permanente en Teaching	
Nombre de la asignatura	TRABAJO FIN DE MÁSTER	
Carácter (Obligatoria/Optativa/Prácticas/TFM)	Obligatoria	
Créditos (1 ECTS=25 horas)	6	
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/es responsable/s	Julio Cañero	
Idioma en el que se imparte	Inglés	

PROFESORES IMPLICADOS EN LA DOCENCIA

Julio Cañero
 Raquel Fernández Fernández
 Esperanza Cerdá Redondo
 Jesús García Laborda
 Miguel Fernandez Alvarez
 Iulia Vescan
 Ana Serra Alcega
 Michael Thomas Bennett
 Angela Daniela Sauciuc
 Camelia Fanea

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