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

Código Plan de Estudios: **FA50**

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**		**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	2024-2025
Estudio	Máster de Formación Permanente en School Management
Nombre de la asignatura	ORGANIZATIONS, LEADERSHIP AND TRANSFORMATION
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	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 Keyes, UK: Palgrave Macmillian.

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

GUÍA DOCENTE

Año académico	2024-2025
Estudio	Máster de Formación Permanente en School Management
Nombre de la asignatura	EDUCATIONAL MARKETING
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	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	2024-2025
Estudio	Máster de Formación Permanente en School Management
Nombre de la asignatura	PROGRAM AND STUDENT 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	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

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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	2024-2025
Estudio	Máster de Formación Permanente en School Management
Nombre de la asignatura	HUMAN RESOURCES AND ORGANIZATIONAL CULTURE
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	Rosa María Garcia Barroso
Idioma en el que se imparte	Inglés

PROFESORES IMPLICADOS EN LA DOCENCIA

Rosa María 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.

Año académico	2024-2025
Estudio	Máster de Formación Permanente en School Management
Nombre de la asignatura	SCHOOL FINANCE AND BUDGETING
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	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	2024-2025
Estudio	Máster de Formación Permanente en School Management
Nombre de la asignatura	PROGRAM DEVELOPMENT AND CURRICULUM
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	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

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Dirkx, J. M., & Prenger, S. A. (1997). A guide for planning and implementing instruction for adults: A theme-based approach. San Francisco: Jossey-Bass.

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Wiggins, G. (1998). Educative assessment: Designing assessments to inform and improve student performance. San Francisco: Jossey-Bass.

Wilkerson, L., & Gijselaers, 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	2024-2025
Estudio	Máster de Formación Permanente en School Management
Nombre de la asignatura	PEDAGOGY AND TECHNOLOGY
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 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

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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	2024-2025
Estudio	Máster de Formación Permanente en School Management
Nombre de la asignatura	LANGUAGE ACQUISITION AND CULTURAL AWARENESS
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	Ángel Huerga
Idioma en el que se imparte	Inglés

PROFESORES IMPLICADOS EN LA DOCENCIA

Ángel 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.

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Issue

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Connections, Comparisons, Communities

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GUÍA DOCENTE

Año académico	2024-2025
Estudio	Máster de Formación Permanente en School Management
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. DESCRIPTION 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 ASSISSTANT:

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 School Management
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
Número de horas presenciales en la empresa (dentro del 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 curriculum. 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 School Management
Nombre de la asignatura	TRABAJO FIN DE MÁSTER
Carácter (Obligatoria/Optativa/Prácticas/TFM)	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/es responsable/s	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.

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-Olson, D. R., & Bruner, J. S. (1974): "Learning through experience and learning through media", en: David

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-Tébar Belmonte, L. (2003): El perfil del profesor mediador. Aula XXI, Santillana, Madrid