



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162052 **Name:** Management and innovation in new technologies in schools

Credits: 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:** 2

Module: Qualifying Mention in Information and Communication Technologies

Subject Matter: Management and innovation in new technologies in the school center **Type:**

Elective

Field of knowledge: Social and legal sciences

Department: General Didactics, Theory of Education, and Technological Innovation

Type of learning: Classroom-based learning / Online

Languages in which it is taught:

Lecturer/-s:



Module organization

Qualifying Mention in Information and Communication Technologies

Subject Matter	ECTS	Subject	ECTS	Year/semester
New Technologies and Education	6,00	New technologies and education	6,00	This elective is not offered in the academic year 25/26
Digital technology and its implication in education	6,00	Digital technology and its application in education	6,00	This elective is not offered in the academic year 25/26
Design and evaluation of educational didactic materials	6,00	Design and evaluation of educational materials	6,00	This elective is not offered in the academic year 25/26
ICT as a didactic resource in Primary Education	6,00	ICTs as a teaching resource in primary education	6,00	This elective is not offered in the academic year 25/26
Management and innovation in new technologies in the school center	6,00	Management and innovation in new technologies in schools	6,00	This elective is not offered in the academic year 25/26

Recommended knowledge

None



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student is capable of performing simple ICT coordination in the school center
- R2 The student learns to use educational management platforms at a user level
- R3 The student applies virtual training environments to their classroom
- R4 The student is familiar with the most relevant resources and events in educational research and innovation with ICT



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL	Weighting			
	1	2	3	4
CG1 Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.				X
CG2 Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG10 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
CG11 Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X
CG12 Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.				X
SPECIFIC	Weighting			
	1	2	3	4
ETIC8 To be able to stimulate students towards this new educational field, encouraging their creativity in the creation of new educational resources.				X
ETIC9 Acquisition of skills and strategies for communication and collaborative work between teachers through virtual spaces and networks.				X



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ETIC10 Be able to train and advise the rest of the members of the educational community as users of information and communication technologies.

X





Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4	20,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	40,00%	Projects. Development and/or design works.

Observations

Sistema de evaluación única

De forma excepcional podrán optar a este sistema de evaluación aquellos alumnos que no puedan someterse al sistema de evaluación continua por no asistir a un mínimo del 60% de las clases.

Uso de inteligencia artificial

Solo se permite el uso de Inteligencia Artificial en las tareas indicadas para ello.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.



R1, R2, R3, R4	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4	20,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	40,00%	Projects. Development and/or design works.

Observations

Sistema de evaluación única

Se encabezará este apartado con el siguiente texto:

De forma excepcional podrán optar a este sistema de evaluación aquellos alumnos que no puedan someterse al sistema de evaluación continua por no asistir a un mínimo del 60% de las clases. En dicho caso se evaluará de la siguiente manera: (a concretar en cada asignatura)

Uso de inteligencia artificial

Solo se permite el uso de Inteligencia Artificial en las tareas indicadas para ello.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1 Participatory Master Class

M3 Project-based Learning

M7 Cooperative/Collaborative Work

M11 Participatory Master Class

M15 Project-based Learning

M18 Cooperative/Collaborative Work



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IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M3, M7	R1, R2, R3, R4	5,00	0,20
Theoretical Class M1	R1, R2, R3, R4	20,00	0,80
Practical Class M3, M7	R1, R2, R3, R4	24,00	0,96
Seminar M7	R1, R2, R3, R4	4,00	0,16
Tutoring M7	R1, R2, R3, R4	4,00	0,16
Evaluation M7	R1, R2, R3, R4	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M7	R1, R2, R3, R4	30,00	1,20
Individual work M3	R1, R2, R3, R4	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3, R4	23,00	0,92
Practical class (e-learning mode) M15, M18	R1, R2, R3, R4	25,00	1,00
Seminar (e-learning mode) M15	R1, R2, R3, R4	5,00	0,20
Individual tutoring (e-learning mode) M18	R1, R2, R3, R4	4,00	0,16
Evaluation (e-learning mode) M18	R1, R2, R3, R4	3,00	0,12
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M15	R1, R2, R3, R4	60,00	2,40
Group Work (e-learning mode) M15	R1, R2, R3, R4	12,00	0,48
Discussion Forums (e-learning mode) M15	R1, R2, R3, R4	3,00	0,12
Asynchronous Tutoring (e-learning mode) M15	R1, R2, R3, R4	15,00	0,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
B1	ICT co-ordination at a school: equipment and resources, ICT training for teachers, free software and open resources. The figure of the ICT co-ordinator at the school
B2	The internal/external management of the centre: management platforms of the educational administration versus management platforms of private entity centres.
B3	Virtual Learning Environments: from the physical classroom to the virtual classroom.
B4	ICT and educational research for primary school teachers: projects, databases and relevant events in educational research and innovation.



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Temporary organization of learning:

Block of content	Number of sessions	Hours
B1	6,00	12,00
B2	8,00	16,00
B3	8,00	16,00
B4	8,00	16,00

References

Bordalba, M. M. (2016). La comunicación familia-escuela: el uso de las TIC en los centros de primaria. *Revista electrónica interuniversitaria de formación del profesorado*, 19(1), 73-83.

Delgado, M. L., Torres, J. M. T., y Castro, O. M. (2008). Los equipos directivos de educación primaria ante la integración de las TICs. *Pixel-Bit. Revista de Medios y Educación*, (33), 91-110.

Hernández, V.M., Castro, F., Vega, A. (2011). El coordinador TIC en la escuela: análisis de su papel en procesos de innovación. Profesorado: Revista de currículum y formación del profesorado, ISSN-e 1138-414X, Vol. 15, No 1, 2011, págs. 324-335.

INTEF (2018). Marco de la competencia digital docente. Obtenido de Ministerio de Educación. https://aprende.intef.es/sites/default/files/2018-05/2017_1020_Marco-Com%C3%BAn-de-Competencia-Digital-Docente.pdf

INTEF (2020). El plan digital de centro. Obtenido de Ministerio de educación. https://intef.es/wp-content/uploads/2020/07/2020_0707_Plan-Digital-de-Centro_-INTEF.pdf



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

- Microsoft Teams
- Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: