

**COURSE DATA****DATA SUBJECT**

Code: 44543
Name: New technology applied to education management
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2216 - Master's Degree in Policies, Administration and Management of Educational O	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2216 - Master's Degree in Policies, Administration and Management of Educational O	Methodology for assessment and intervention in the education system	COMPULSORY

COORDINATION

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SUMMARY

We are currently immersed in the Knowledge Society. Information and Communication Technologies (ICT) are a feature of it, and these technological resources, ICT, are part of our daily life, affecting all social areas, including education.

Therefore, it is essential for the education professional who directs educational policy at different levels of management and organization of educational institutions to understand the integration of ICT in them. This subject is aimed at knowing, reflecting and determining the impact of ICT on the policy, management and direction of educational organizations or institutions.

Thus, firstly, this subject addresses the implication of ICT in the Knowledge Society and more specifically the integration in educational organizations or institutions. Secondly, the knowledge of the evaluation, the main indicators and the impact of ICT in educational organizations. Thirdly, the concreteness of ICT integration plans in educational centers and classrooms, and the competences and competency frameworks of teachers, students and management team. Finally, the technological resources for the



management of educational centers and in the classroom for student learning are addressed.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

There are no prerequisites

COMPETENCES / LEARNING OUTCOMES

2216 - Master's Degree in Policies, Administration and Management of Educational O

Ser capaces de establecer un compromiso ético deontológico a través de una vinculación consecuente con los valores éticos de la institución e institucionales y gestionar el centro de acuerdo con los principios éticos coherentes con un sistema democrático.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Utilizar y analizar de forma crítica diferentes instrumentos tecnológicos para en la gestión y administración de instituciones educativas, que promuevan de forma efectiva el cambio desde la sociedad de la información a del conocimiento.

Utilizar y analizar de forma crítica instrumentos avanzados para la medición de competencias como indicadores de resultados (simples y complejos, tasas y ratios, índices producto de información multivariada) en la evaluación de organizaciones educativas (sistemas e instituciones).

DESCRIPTION OF CONTENTS

1. ICT and social change: from the Information Society to the Knowledge Society. Educational management in the Knowledge Society. ICT and innovation.

From the Information Society to the Knowledge Society. Characteristics of the Knowledge Society. Educational implications of the Knowledge Society: Competences and curriculum. Integration of ICT and its stages in education and educational centers. Innovation through ICT.



2. Impact of ICT in the management of educational centers

ICT integration plans in education. Evaluation system and main ICT integration indicators: educational system, educational center and classroom.

3. The technological maturity of an educational center. The programs of educational institutions for the management of centers at the administrative, organizational, academic and communication levels. Technological needs of management teams.

The technological maturity of an educational center. ICT and the educational organization: European Framework for Digitally Competent Educational Organizations. Digital school plan. ICT and educational spaces: Classroom of the future. ICT competencies and competency frameworks of teachers, students and management team.

4. Free software and its usefulness in the management of an educational center. Tools for the exchange of information between members of the educational community.

ICT resources for educational centers. Free software and its usefulness in the management of an educational center. Management and administration software and technological resources for collaboration. Technological resources for learning.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	4,00
Theory	7,00
Group work	5,00
Classroom practices	5,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	44,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	54,00



TEACHING METHODOLOGY

The teaching methodology to be used in this course will be based on the following strategies:

- Participative lecture.
- Problem solving.
- Case studies
- Collaborative learning.
- Project management.
- Individualized and/or group attention.
- Theoretical-practical final test.

EVALUATION

The evaluation of the acquisition of the competences by the students will be based on the combination of different types of information, linked to the different activities that the students will develop. For this purpose, different procedures may be used, with the following weightings on the score of the subject:

- Examination or learning test, which will consist of the performance of an oral and/or written test. Percentage of the final grade: 30%.
- Portfolio, which will include the different works carried out by the student. Percentage of the final grade: 45%.
- Class exposition of the work done. Percentage of the final grade: 15%.
 - Class participation. Percentage of the final grade: 10%.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).



The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- INTEF (2020). Plan Digital de Centro. Descripción y guía. INTEF Kampylis, P., Punie, Y. & Devine, J. (2015). Promoción de un Aprendizaje Eficaz en la Era Digital. Un Marco Europeo para Organizaciones Educativas Digitalmente Competentes. Joint Research Centre (JRC) de la Comisión Europea Pérez Zúñiga, R., Mercado Lozano, P., Martínez García, M., Mena Hernández, E., & Partida Ibarra, J. A. (2018). La sociedad del conocimiento y la sociedad de la información como la piedra angular en la innovación tecnológica educativa. RIDE Revista Iberoamericana para la Investigación y el Desarrollo Educativo, 8(16), 847 - 870. Redecker, C. (2020) Marco Europeo para la Competencia Digital de los Educadores: DigCompEdu. Secretaría General Técnica del Ministerio de Educación y Formación Profesional de España. UNESCO (2019). Marco de competencias de los docentes en materia de TIC UNESCO. (3rd ed.). United Nations Educational, Scientific and Cultural Organization.
- Area-Moreira, M., Hernández-Rivero, V., & Sosa-Alonso, J. J. (2016). Modelos de integración didáctica de las TIC en el aula. Comunicar: Revista Científica de Comunicación y Educación, 24 (47), 79-87. Cabero, J., & Martínez, A. (2019). Las tecnologías de la información y comunicación y la formación inicial de los docentes. Modelos y competencias digitales. Profesorado. Revista de Curriculum y Formación del Profesorado, 23(3), 247-268. Castañeda, L., Salinas, J., & Adell, J. (2020). Hacia una visión contemporánea de la Tecnología Educativa. Digital Education Review, 37, 240-268. Colás-Bravo, M. P., de Pablos Pons, J., & Pagán, J. B. (2018). Incidencia de las TIC en la enseñanza en el sistema educativo español: una revisión de la investigación. Revista de Educación a Distancia (RED), 56. <https://revistas.um.es/red/article/view/321471> Esteve-Mon, F. M., Castañeda, L., & Adell-Segura, J. (2018). Un modelo holístico de competencia docente para el mundo digital. RIFOP: Revista interuniversitaria de formación del profesorado: continuación de la antigua Revista de Escuelas Normales, 32(91), 105-116.