Universidad Rey Juan Carlos

TEACHING GUIDE

INNOVACIÓN EDUCATIVA Y TIC APLICADAS A LA ENSEÑANZA DE LA LENGUA INGLESA

MÁSTER U. EN PROF. EDUC. SECUND. BACH., FP E IDIOMAS (LENGUA INGLESA)

ACADEMIC YEAR 2025-26

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I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	1 course, 1S semester
Nº of credits	3
Language in wich the subject is taught	English

II.-Presentation

From a highly practical methodology, this course aims to provide students with an initial approach to active methodologies and technology applied to the teaching of the English language. Throughout the course, students will be introduced to methodologies that promote active student participation, greater flexibility and adaptability of the teacher to the demands of today's society, greater individualization of the teaching-learning process, and the development of 21st-century digital native competencies.
To this end, future teachers will enhance their digital competence through the use of tools that will allow them to improve their productivity as educators—both in terms of personal organization and in the areas of scheduling, lesson planning, preparation of engaging audiovisual materials, classroom management, and assessment.
In order to develop these competencies, future teachers will acquire the necessary skills to identify their students' talents and turn the classroom into an attractive place that students are eager to attend. The active methodologies to be covered include project-based learning, cooperative learning, learning landscapes, and gamification. These methodologies will be actively practiced by the students so that they can experience and internalize their use.
Each methodology will be addressed in class from both a theoretical perspective—reviewing conceptual foundations and various implementation models—and a practical one, where students will apply the concepts learned and integrate them with digital tools. This course emphasizes cooperative learning, in which students themselves will contribute to the creation of learning materials through the study of their Personal Learning Environment (PLE) and the development of an individual electronic portfolio.
Students will be required to develop and present course content in English. It is recommended that students have a C1 level of proficiency in English (according to the Common European Framework of Reference for Languages) in order to fully understand and effectively engage with the course content.

III.-Learning outcomes

CG03. Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia). Dominar las correspondientes habilidades que permitan su transformación en conocimiento y aplicar dicha información en los procesos de enseñanza y aprendizaje en las materias propias de la especialización que se cursa.
CG06. Dominar estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros. Poder desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza y la iniciativa personal.
CG07. Desarrollar estrategias que faciliten los procesos de intervención 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
CE19. Manejar las estrategias y técnicas de evaluación más adecuadas en su especialidad y entender la evaluación como un instrumento de regulación y estímulo al esfuerzo.
CE20. Dominar e implementar de manera activa propuestas docentes innovadoras en el ámbito de la especialización cursada.
CE21. Analizar críticamente el desempeño de la docencia, de las buenas prácticas y de la orientación utilizando indicadores de calidad objetivos.
CONGEN57. Concepto de innovación educativa, evolución y perspectivas de innovación educativa.
CONGEN58. Competencia Digital Docente. Marco de competencia digital docente. Competencias clave para el aprendizaje permanente.
CONGEN59. Herramientas para la organización, cooperación, creación de contenidos y evaluación.
CONGEN60. Diseño de propuestas docentes innovadoras: estrategias de diseño, desarrollo y evaluación.
HAB1. Capacidad para observar, analizar y valorar el entorno educativo en el que imparte la docencia.
HAB3. Capacidad para realizar un estudio de las características del alumnado con el que trabaja, así como la capacidad de realizar un análisis de necesidades pormenorizado del entorno del centro que le permita mejorar su práctica diaria.
HAB6. Capacidad para desarrollar la creatividad en diversos planos de actuación: creación de unidades didácticas, materiales y sistemas de evaluación, así como en la resolución de conflictos dentro del aula.
HAB8. Habilidad de adaptarse a situaciones educativas cambiantes y a las diferentes situaciones del aula y el alumnado
HAB9. Capacidad de fomentar la curiosidad del alumnado desde el principio de aprender a aprender para desarrollar el aprendizaje a lo largo de la vida
HAB10. Desarrollo de la autonomía de aprendizaje, de tal modo que el estudiante conozca las posibilidades formativas y propias para mantenerse actualizado a lo largo del paso de los años de ejercicio.
HAB13. Desarrollo de la capacidad de análisis de las diversas metodologías, herramientas, técnicas y estrategias de aprendizaje que el futuro profesor puede incluir en su aula.
HAB16. Capacidad de aplicar las TIC en el aula y fomentar su uso ético y responsable
HAB22. Capacidad para comunicar y generar puentes y sinergias desde la igualdad real, la diversidad, la diferencia y la transculturalidad.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

IV.-Contents

IV.A.-Syllabus

BLOCK I. What is Educational Innovation
•Concept, evolution, and perspective of teaching innovation
•Digital Teaching Competence Framework
•Personal Learning Environments (PLE)
BLOCK II. Project-Based Learning (PBL)
•What is Project-Based Learning (PBL)
•Characteristics, process, and educational application
•How to assess PBL
BLOCK III. Cooperative Learning
•What is cooperative learning
•Characteristics, process, and educational application
•How to assess cooperative learning
BLOCK IV. Learning Landscapes
•What are Learning Landscapes
•Characteristics, process, and educational application
•How to assess Learning Landscapes
BLOCK V. Gamification
•What is gamification
•Characteristics, process, and educational application
•How to assess gamification

IV.B.-Training activities

Type	Title
Theoretical sessions	Theoretical classes, lectures, and presentations given by the professor in the classroom.
Resolution of exercises, problems, case studies	Students will work in class to solve the problems proposed by the professor.
Group work	Students will work in groups outside the classroom to carry out a group project.
Individual work	Students will work individually outside the classroom to complete an individual assignment.
Academic tutorials	The professor will address more detailed aspects during these tutoring sessions.
Lectures	Specific classes will be delivered related to readings completed outside the classroom.

V.-Student workload	
Theoretical sessions	10
Resolution of exercises, problems, case studies, etc.	10
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	4
Related activities: conferences, seminars, etc.	2
Preparation of theoretical sessions and self-study	5
Preparation of practical tasks, exercises, case studies, projects, etc.	25
Preparation for tests and/or exams	15
Total student workload	75

VI.-Methodology and academic programme

Type	Period	Content
Group work	Week 4 to Week 12	A group project related to the subject matter of the course will be submitted.
Individual work	Week 4 to Week 12	Students will develop theoretical concepts through practical activities. Some of these activities will be submitted individually.
Tests and/or exams	Week 12 to Week 12	Each student will submit their personal portfolio as a learning outcome and assessment evidence.
Academic tutorials	Week 1 to Week 12	The professor will focus on more detailed aspects during these tutoring sessions.
Resolution of exercises, problems, case studies	Week 1 to Week 12	Students will develop the theoretical concepts through practical activities. Some of these activities will be submitted individually.
Theoretical sessions	Week 1 to Week 12	Attendance at theoretical classes, lectures, and presentations given by the professor in the classroom.

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.
All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.
The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).
Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.
The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Evaluation Weighting and Policies

Ordinary Evaluation:

- If attendance is mandatory, the professor must specify this clearly. To exclude a student from an exam due to insufficient attendance, the professor must provide proof (such as attendance sheets or the Virtual Classroom attendance system for both in-person and synchronous online activities).
- The distribution and characteristics of evaluation tests are as described below.
- Any adaptations must be exceptional, well-justified, and authorized in advance by the Degree Coordinator after consulting the Subject Responsible. The Vice-Rectorate for Academic Planning must be informed.
- All changes must comply with the approved course plan and be communicated to students at the start of the course via the Virtual Classroom.
- Non-reassessable activities cannot exceed 50% of the final grade.
- No minimum passing grade is generally required for these, except in cases like lab or clinical practices where justified.
- Tests that exceed 60% of the total course weighting should be avoided.

Extraordinary Evaluation:

- Students who fail or miss the ordinary evaluation can take an extraordinary evaluation focusing only on reassessable activities.

Weighting of Ordinary Evaluation Components:

- Continuous evaluation with active participation via individual assignments throughout the course (35%)
- Personal digital portfolio developed during the course (35%)
- Group projects (30%)
- Students must achieve a minimum score of 5.0 (out of 10) in each evaluation component to pass.
- Evaluation specifics may vary by group, and the professor may adjust them early in the course after notifying the relevant academic offices.

Component	Weighting	Reassessable?
Digital Portfolio	35%	Yes
Individual Activities	35%	Yes
Group Projects	30%	Yes

Extraordinary Evaluation Details:

- Students who did not pass or attend the ordinary evaluation can attempt the extraordinary evaluation.
- Methodology mirrors the ordinary evaluation.
- Students must resubmit all failed activities from the ordinary evaluation with at least the minimum passing grade.
- Unpassed group projects may be replaced by individual projects of equivalent workload.

Academic Integrity

- All university assignments must be original.
- Any use of external sources must be properly cited.
- Plagiarism (partial or total) will result in the work being rejected and no opportunity for reassessment.

Writing Quality

- Evaluation of assignments and exams includes content and written expression.
- Formal presentation, logical structure, correct spelling, punctuation, and overall academic writing quality will be assessed.
- Expression must meet university-level standards.

Review of Assessable Tasks

- Exam reviews will be conducted in accordance with URJC policies.

Academic Exemption

- To qualify for exemption, students must request an Academic Exemption from the Dean or Director of their Faculty.
- Exemptions will only be granted if the course's nature allows it.
- Exemption eligibility: Yes.

Support for Students with Disabilities or Special Educational Needs

•Curriculum adaptations will be made to ensure equality, non-discrimination, universal accessibility, and academic success.
•The Unit for Attention to People with Disabilities manages adaptations per URJC regulations.
•Students must contact this Unit to discuss alternatives and obtain an official report for adaptations.

Academic Conduct, Integrity, and Honesty

•URJC commits to the highest standards of academic integrity.
•Studying at URJC means accepting the values outlined in the University's Ethical Code.
•The University provides regulations on academic conduct and tools (anti-plagiarism, supervision) to uphold these standards.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.
Subject with possibility of academic exemption: No.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

VIII.-Teaching resources and materials

Basic bibliography

Recursos y materiales didácticos: Dada la idiosincrasia de los contenidos de la asignatura, parte de la bibliografía que se utiliza queda obsoleta de forma rápida, por lo que las referencias recogidas a continuación pueden, y de hecho suelen, verse modificadas a lo largo del curso. Por otra parte, se trata de una lista orientativa, no siendo imprescindible la adquisición de ningún manual para el seguimiento de la asignatura.
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Consultation bibliography

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Kapp, K. M. (2012). The gamification of learning and instruction: Game-based methods and strategies for training and education. Pfeiffer. Kaya, G., &Sagnak, H. C. (2022). Gamification in English as second language learning in secondary education aged between 11-18: A systematic review between 2013-2020. International Journal of Game-Based Learning, 12(1), 1–14

IX.-Professors

Name and surname	MANUEL MACÍAS BORREGO
E-mail address	manuel.macias@urjc.es
Department	Filología Extranjera, Traducción e Interpretación

Campus	Fuenlabrada
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docentia	0