

## MANAGEMENT AND INNOVATION IN EDUCATIONAL CONTEXTS

### 17511 - MANAGEMENT AND INNOVATION IN EDUCATIONAL CONTEXTS (2024-25)

#### General

**Code:** 17511

**Lecturer responsible:**

HERNANDEZ AMOROS, MARIA JOSE

Credits ECTS:	6,00
Theoretical credits:	1,20
Practical credits:	1,20
Distance-base hours:	3,60

#### Departments involved

- **Dept:** GENERAL DIDACTICS AND SPECIFIC DIDACTICS

**Area:** DIDACTICS AND SCHOOL ORGANISATION

**Theoretical credits:** 1,2

**Practical credits:** 1,2

This Dept. is responsible for the course.

This Dept. is responsible for the final mark record.

#### Study programmes where this course is taught

- [DEGREE IN PRIMARY SPECIALITY](#)

Course type: CORE (Year: 1)

## Competencies and objectives

### Course context for academic year 2024-25

---

The subject belongs to the general education of the Primary Education Teacher Degree, and is integrated into the Basic Training modules. It focuses on the study of the functions that correspond to the Primary Education teacher, in the pedagogical vision on the processes and practices of didactic innovation that must be carried out in Primary Education, both in school contexts and in extracurricular ones, as well as in the knowledge of the organization and management of an intercultural and inclusive school (instruments for management, human and material resources, spaces, relations with the educational community, etc.). Therefore, it provides basic knowledge for the teacher profession for the Primary Education stage, since it addresses the roles and functions that make up the profession and the innovative aspects of management and curriculum that are worked at this stage. Its theoretical and practical contents facilitate the acquisition of systemic and holistic knowledge about the school and the multiple contexts in which didactic practices can be carried out in the Primary Education stage. The subject is related to others, particularly with Theory and History of Education, Design of Educational Processes in Pre-School Education, Social, Cultural and Educational Changes, Attention to Specific Educational Needs, *Practicum I*, *Practicum II* and Final Degree Project.

In this subject, the group 4 is the High Academic Achievement group (ARA GROUP) and in this group this course will be given in English at a B1 CEFR (<https://rm.coe.int/1680459f97>). Students will be expected to participate in English and do all the assignments, tests and exams in English at this level.

#### General Competences (CG)

- **CG2** : Planificar, organitzar i gestionar processos, informació, resolució de problemes i projectes. Tenir iniciativa, esperit emprenedor i capacitat de generar noves idees i accions.
- **CG5** : Treballar en equip, col·laborant i liderant quan siga necessari.
- **CG7** : Exercir la crítica i l'autocrítica emetent judicis raonats, i adquirir un compromís ètic, personal i professional. Estar motivat per a millorar la qualitat.

#### Specific Competences (CE)

- **CE1** : Conèixer l'organització de les escoles d'educació primària i, si escau, els centres i aules de formació de persones adultes, i la diversitat d'actors i accions que implica el seu funcionament. Col·laborar amb els diferents sectors de la comunitat educativa i de l'entorn i treballar en equip amb els companys com a condició necessària per a millorar l'activitat professional, compartint coneixements i valorant experiències.
- **CE11** : Comprendre que el fet educatiu en general i els processos d'ensenyament i aprenentatge en particular són complexos. Assumir que l'exercici de la funció docent ha de millorar, actualitzar-se i adaptar-se als canvis científics, pedagògics, socials i culturals. Entendre la importància de participar en projectes d'innovació i d'investigació relacionats amb l'ensenyament i l'aprenentatge, i d'introduir propostes innovadores en l'aula.
- **CE2** : Comprendre les característiques i condicions en les quals es produeix l'aprenentatge escolar i identificar com pot afectar el desenvolupament de l'alumnat i exercir la funció tutorial, orientant els alumnes i els pares del seu grup d'alumnes. Tot això buscant l'entesa i la cooperació amb les famílies, tenint en compte els diferents contextos familiars i estils de vida.
- **CE6** : Potenciar en l'alumnat una actitud de ciutadania crítica responsable i poder dinamitzar la construcció participada de normes de convivència democràtica i enfrontar-se i resoldre de manera col·laborativa situacions problemàtiques i conflictes. Ser capaç d'analitzar les desigualtats socials en el marc de la complexa relació educació-escola i el paper del mestre per a reproduir-les o transformar-les.
- **CE7** : Dissenyar i desenvolupar projectes educatius, unitats de programació, entorns, activitats i materials, incloent-hi els digitals, que permeten adaptar el currículum a la diversitat de l'alumnat i promoure la qualitat dels contextos en què es desenvolupa el procés educatiu, de manera que es garantisca el seu benestar.
- **CE8** : Assumir la dimensió ètica de docent, actuant amb responsabilitat, prenent decisions i analitzant críticament les concepcions i propostes sobre educació procedents tant de la investigació i la innovació com de l'administració educativa.

#### Exclusive skill taught in this course

---

No data

#### Learning outcomes (Training objectives)

---

No data

## Specific objectives stated by the academic staff for academic year 2024-25

---

- To know the legislative evolution of the Spanish educational system.
- To connect the present and the future of Spanish education with the 2030 Agenda.
- To identify the personal government and teacher coordination structures that the Infant and Primary Education schools have.
- To know the functions attributed to each of these bodies.
- To be able to design diagrams and other resources that favour the management and organization of the schools.
- To examine the different school management documents and their impact on the organization.
- To analyze the role of the teacher in the design and development of school management and organization documents.
- To make coherent, realistic and contextualized planning proposals.
- To reflect on the possibilities of the space for learning, its characteristics, the factors that condition it and the formulas for its use.
- To know what school resources are and how we can classify, select and evaluate them.
- To recognize the importance of the time variable in teaching and learning processes and to analyze the perspectives from which it can be organized.
- To assess the advantages and disadvantages of grouping models and to know the pedagogical criteria that are taken into account to propose them.
- To reflect on the possibilities that some methodological strategies offer for grouping.
- To analyze the nature of relationships and assess those that favour a positive school climate.
- To identify the main leadership styles and their evolution.
- To assess the management situation in our country (formal leadership).
- To know the meaning of educational innovation and the steps it involves, as well as to propose a design that includes them.
- To identify the evolution that has occurred in the regulations in relation to attention to diversity.
- To know the definition of conflict and to assess the notion that is held at a social level.
- To assess positive conflict management strategies.
- To recognize the main normative references, at a general and particular level, referring to school coexistence and conflict.
- To reflect on the process of preparation, monitoring and evaluation of the Plan for Equality and Coexistence and on its link with other management programs.
- To identify the main agents of socialization of students.
- To analyze the changes that the family has experienced in recent years.
- To know the legislative evolution of the participation of families in the school.
- To assess the main strategies that favour the involvement of families in educational centers.
- To know the relationship between evaluation and quality.
- To analyze the evolution of the evaluation in the different organic laws.
- To know the different types and areas of evaluation.
- To assess the usefulness of quality management systems.
- To discuss and contribute ideas from criticism and commitment to the profession.
- To develop skills and abilities to work collaboratively.
- To develop a creative attitude.

### Content for academic year 2024-25

---

#### **Block 1. Education as a public service. The institutional planning of the Infant-Primary Center.**

Unit 1. Evolution of the Spanish education system: history, present and perspective.

Unit 2. The organizational structure of the Infant-Primary schools: management and pedagogical coordination bodies.

Unit 3. Institutional documents for the educational management and of the economic-administrative regime of the school.

#### **Block 2. Time and material resources management. Student Organization.**

Unit 4. The management of space, time and material resources. Organization of the school day.

Unit 5. Student organization: grouping criteria. Models of groupings in the classroom: class group and flexible groupings.

#### **Block 3. The coexistence in the school. Diversity and orientation.**

Unit 6. Personal and collective relationships: leadership, management and innovation of educational organizations.

Unit 7. Attention to diversity. Educational guidance and tutorial action. Organization of services and programs to support the center.

Unit 8. Equality plan and school coexistence. Duties and rights of the members of the educational community. Conflict resolution.

#### **Block 4. Relations of the schools with the community. The evaluation of the schools as a means for improvement.**

Unit 9. Participation in schools: current problems and conditioning factors.

Unit 10. Evaluation of schools: evaluation models and instruments.

## Related links

---

[http://youtu.be/yELVm\\_8e-hM](http://youtu.be/yELVm_8e-hM)

Evolución del sistema educativo: la reforma escolar durante la Segunda República Española.

<http://youtu.be/FLVcabNr2x0>

Institución Libre de Enseñanza (ILE).

[http://youtu.be/73\\_iVlecSrU](http://youtu.be/73_iVlecSrU)

Evolución del sistema educativo: Ley General de Educación.

[http://youtu.be/og\\_iFQT8Jjg](http://youtu.be/og_iFQT8Jjg)

Evolución del sistema educativo: Ley Moyano (1857)

<http://www.revistaeducacion.mec.es>

Publica trabajos sobre evolución e historia de los sistemas educativos contemporáneos; reformas e innovaciones educativas; calidad y equidad en educación; currículo; dirección escolar; atención a la diversidad y educación inclusiva, etc.

[http://ec.europa.eu/dgs/education\\_culture/index\\_es.html](http://ec.europa.eu/dgs/education_culture/index_es.html)

Comisión Europea. Dirección General de Educación y Cultura

<http://www.edu.gva.es>

Página de la Conselleria de Educación. Información, datos y cifras de la educación en la Comunidad Valenciana.

<http://mestreacasa.gva.es/web/guest/primaria>

Recursos educativos para Educación Primaria

<http://reined.webs.uvigo.es/index.php/reined/index/>

Revista científica semestral editada por la Facultad de Ciencias de la Educación y del Deporte de la Universidad de Vigo. Está dedicada a la investigación sobre la enseñanza y el aprendizaje en los diferentes niveles educativos.

<http://revistadepedagogia.org/>

Se trata de una de las revistas pedagógicas más antiguas del mundo y con un reconocimiento global. Se plantea publicar trabajos relativos a las distintas dimensiones de la acción educativa.

<http://revistas.uned.es/index.php/educacionXX1/index>

Publica ensayos, trabajos de carácter científico y experiencias innovadoras, relacionadas con los diferentes campos de acción de la educación.

<http://www.educacionyfp.gob.es/revista-de-educacion/inicio.html>

Evalúa, selecciona y publica trabajos enmarcados en líneas de investigación como: evaluación educativa, evolución e historia de los sistemas educativos contemporáneos, reformas e innovaciones educativas, etc.

<http://revistas.um.es/rie/issue/archive>

El interés que adquiere esta revista para GICE radica en los trabajos que publica, especialmente, sobre la línea temática de evaluación educativa.

<http://recyt.fecyt.es/index.php/ESE/index>

Revista que publica artículos que están directamente relacionados con las disciplinas propias de la Pedagogía y la Psicopedagogía.

<http://feae.eu/revista/>

Publicación dirigida especialmente a las personas que ocupan la dirección escolar y a todos aquellos que se interesen por la gestión, la organización, la administración y la dirección escolar.

<https://journals.sagepub.com/home/ema>

La revista EMAL es una referencia en la publicación de textos científicos relacionados con la gestión y el liderazgo educativo.

---

<http://www.emerald.com/insight/publication/issn/0957-8234>

Esta revista fue fundada en 1963 y fue una de las primeras en el campo del liderazgo educativo y la gestión. Es por ello que publica trabajos centrados en estas temáticas, de diferentes contextos.

<http://www.tandfonline.com/toc/nlps20/current>

Publica trabajos sobre cómo los líderes escolares y las políticas educativas utilizan recursos fiscales, materiales y humanos para favorecer el cambio educativo y la eficacia.

<http://www.educaciontrespuntocero.com>

Portal que ofrece un abanico muy amplio de recursos educativos, que aparecen clasificados por etapas educativas.

<http://www.miaceduca.es>

Portal educativo dirigido por siete profesionales de la educación que tienen una preocupación común: adaptar la educación a las exigencias sociales actuales.

<http://www.grao.com/ca/productes/revistes?c=AUL>

Proporciona información de interés que contribuye a la mejora de la práctica docente. Fomenta el intercambio de ideas y experiencias educativas e informa sobre recursos y propuestas de innovación.

<http://www.ayudaparamaestros.com>

Presenta recursos, entre otros, relacionados con la atención a la diversidad, la educación en valores, la tutoría o los juegos educativos.

<http://www.educacontic.es>

Portal educativo del Ministerio de Educación, Cultura y Deporte en el que se ofrecen numerosos recursos, clasificados por niveles, para incorporar las tecnologías a la docencia.

<http://gestioneducativa.educaweb.com/page/2/>

Se trata de un blog del conocido portal educativo Educaweb. Presenta un número considerable de post en materia de gestión educativa.

<http://blog.enguita.info>

Cuaderno de campo es el blog del profesor de la Universidad Complutense de Madrid Mariano Fernández Enguita. Presenta entradas relacionadas, en gran medida, con la gestión y la innovación educativa.

<http://xtec.gencat.cat/ca/inici>

Portal de la Generalitat de Catalunya con multitud de recursos e información de interés.

<http://procomun.educalab.es/es>

Red de recursos educativos en abierto que permite el acceso y la descarga de los mismos. Incorpora también una red social que favorece la interacción entre profesionales de la docencia.

[http://www.sepedagogia.es/?page\\_id=214](http://www.sepedagogia.es/?page_id=214)

Publica estudios centrados en el ámbito de la educación, desde un punto de vista multidisciplinar, humanista y universal.

<http://recyt.fecyt.es/index.php/profesorado>

Publica artículos relacionados con algunos de los temas que se abordan en la asignatura.

<http://www.cuadernosdepedagogia.com/content/Inicio.aspx> Cuadernos de Pedagogía,

Revista de referencia en el ámbito educativo que favorece el intercambio de ideas y experiencias docentes, la innovación educativa, la calidad de la enseñanza y la transformación escolar.

### La organización escolar : práctica y fundamentos

**Author(s):** Antúnez, Serafí ; Gairín, Joaquín

**Issue:** Barcelona : Graó, 1996;

**ISBN:** 978-84-7827-142-9

**Category:** Complementario

### Organización de los centros educativos : LOMCE y políticas neoliberales

**Author(s):** Bernal Agudo, José Luis; Cano Escoriaza, Jacobo; Lorenzo Lacruz, Juan

**Issue:** Huesca : Mira, 2014;

**ISBN:** 978-8484654643

**Category:** Complementario

### La organización escolar normativa y aplicada

**Author(s):** Cantón Mayo, Isabel

**Issue:** Madrid : Biblioteca Nueva, 2014;

**ISBN:** 978-84-16169-70-2

**Category:** Complementario

### Organización de centros educativos en la sociedad del conocimiento

**Author(s):** Cantón Mayo, Isabel; Pino Juste, Margarita (coords.)

**Issue:** Madrid : Alianza, 2014;

**ISBN:** 978-84-206-8469-7

**Category:** Complementario

### La innovación educativa

**Author(s):** CAÑAL DE LEON, Pedro (coord.)

**Issue:** Tres Cantos : Akal, 2002;

**ISBN:** 978-84-460-1755-4



**Category:** Complementario

**La organización del centro educativo: manual para maestros**

**Author(s):** Carda Ros, Rosa María; Larrosa Martínez, Faustino

**Issue:** Alicante : ECU, 2007;

**ISBN:** 978-84-8454-589-7

**Category:** Complementario

**Conocer y comprender las organizaciones educativas : una mirada a las cajas chinas.**

**Author(s):** Carrasco Macías , María José; Coronel, Llamas, José Manuel; Fernández Serrat, María Luisa

**Issue:** Madrid : Pirámide, 2013;

**ISBN:** 978-8436829723

**Category:** Complementario

**Innovación docente: investigaciones y propuestas**

**Author(s):** Fabregat Barrios, Santiago; Jiménez Pérez, Elena del Pilar (coords.)

**Issue:** Barcelona : Graó, 2019;

**ISBN:** 978-84-9980-996-0

**Category:** Complementario

**Más escuela y menos aula : la innovación en la perspectiva de un cambio de época**

**Author(s):** Fernández Enguita, Mariano

**Issue:** Madrid : Morata, 2018;

**ISBN:** 978-84-7112-861-4

**Category:** Complementario

**Innovación educativa : más allá de la ficción**

**Author(s):** Fernández Navas, Manuel ;Alcaraz Salarirche, Noelia (Coords.)

**Issue:** Madrid : Pirámide, 2016;

**ISBN:** 978-8436835441

**Category:** Complementario

**Repensando la organización escolar : crisis de legitimidad y nuevos desarrollos**

**Author(s):** Fernández Enguita, Mariano ; Terrén, Eduardo (coords.)

**Issue:** Madrid : Akal, 2008;

**ISBN:** 978-84-460-2874-1

**Category:** Complementario

**Organizaciones educativas al servicio de la sociedad**

**Author(s):** Gairín Sallán, Joaquín; Antúnez, Serafín (eds.)

**Issue:** Las Rozas, Madrid : Wolters Kluwer, 2008;

**ISBN:** 978-84-7197-905-6

**Category:** Complementario

**Innovar en el seno de la institución escolar**

**Author(s):** Gather Thurler, Monica

**Issue:** Barcelona : Graó, 2004;

**ISBN:** 978-84-7827-320-1

**Category:** Complementario

**La organización del trabajo escolar : una oportunidad para repensar la escuela**

**Author(s):** Gather Thurler, Monica; Maulini, Olivier

**Issue:** Barcelona : Graó, 2010;

**ISBN:** 978-84-7827-906-7

**Category:** Complementario

**La educación experiencial como innovación educativa**

**Author(s):** González Aja, Teresa; Irureta-Goyena, Pilar; Pardo, Rodrigo (eds.)

**Issue:** Pozuelo de Alarcón, Madrid : Plaza y Valdés, 2015;

**ISBN:** 978-84-92751-61-7

**Category:** Complementario

**Experiencias pedagógicas e innovación educativa :  
aportaciones desde la praxis docente e investigadora**

**Author(s):** López-Meneses, Eloy; Cobos-Sanchiz, David;  
Martín-Padilla, Antonio Hilario; Molina-García, Laura;  
Jaén-Martínez, Alicia (eds.)

**Issue:** Barcelona : Octaedro, 2018;

**ISBN:** 978-84-17219-78-9

**Category:** Complementario

**Planificación e innovación en educación primaria:  
fundamentos para la elaboración de programaciones y  
unidades didácticas**

**Author(s):** Llorent García, Vicente J.

**Issue:** Madrid : Pirámide, 2019;

**ISBN:** 978-84-368-4081-0

**Category:** Complementario

**Organización de centros educativos : modelos emergentes**

**Author(s):** Lorenzo Delgado, Manuel

**Issue:** Madrid : La Muralla, 2011;

**ISBN:** 978-8471337979

**Category:** Complementario

**Organización y gestión de centros y contextos educativos**

**Author(s):** Lorenzo Delgado, Manuel (coord.)

**Issue:** Madrid : Universitas, 2011;

**ISBN:** 978-84-7991-344-1

**Category:** Complementario

**Gestión del conocimiento y mejora de las organizaciones educativas**

**Author(s):** Rodríguez-Gómez, David

**Issue:** Madrid : La Muralla, 2015;

**ISBN:** 978-8471338129

**Category:** Complementario

**Organizar centros escolares**

**Author(s):** Santamaría Conde, Rosa María

**Issue:** Madrid : Síntesis, 2015;

**ISBN:** 978-84-9077-104-4

**Category:** Complementario

**Estrategias innovadoras para una enseñanza de calidad**

**Author(s):** Sevillano García, María Luisa

**Issue:** Madrid : Pearson Educación, 2005;

**ISBN:** 84-205-4424-8

**Category:** Complementario

**Conflictos en los centros educativos : cultura organizativa y mediación para la convivencia**

**Author(s):** Viñas, Jesús

**Issue:** Barcelona : Graó, 2004;

**ISBN:** 978-84-7827-347-8

**Category:** Complementario

**El proyecto educativo de la institución escolar**

**Author(s):** Álvarez Fernández, Manuel

**Issue:** Barcelona : Graó, 2008;

**ISBN:** 978-84-7827-233-4

**Category:** Sin especificar

**El líder interior: cómo transmitir e inspirar los valores que conducen a la grandeza**

**Author(s):** Covey, Stephen R.

**Issue:** Barcelona : Paidós Ibérica, 2010;

**ISBN:** 978-84-493-2414-7

**Category:** Complementario

**Historia de la educación en España y América. V.III La educación en la España Contemporánea (1789-1975)**

**Author(s):** DELGADO CRIADO, Buenaventura (coord.)

**Issue:** Madrid : Morata, 1992-1994;

**ISBN:** 84-7112-378-9 (T.III.)

**Category:** Sin especificar

**El aprendizaje visible y el estudio de sus procesos**

**Author(s):** Hattie, Johnn; Yates, Gregory C.R.

**Issue:** Madrid : Paraninfo, 2018;

**ISBN:** 978-84-283-3863-9

**Category:** Sin especificar

**Materials per al disseny i implantació d'un sistema de gestió de qualitat en centres educatius : autoavaluació amb el model EFQM d'excel·lència**

**Author(s):** NARBARTE HERNÁNDEZ, Christian

**Issue:** València : Conselleria Educació de la GV, 2008;

**ISBN:** 978-84-482-4938-0

**Category:** Complementario

## Assessment

### Assessment procedures and criteria 2024-25

#### MODALITY A. CONTINUOUS ASSESSMENT

##### THEORETICAL PART (50%)

There will be two eliminatory partials of the units: the first one in November (minimum score 1 out of 2.5) and the second one at the end of December (minimum score, 1 out of 2.5). The overall mark of the two partials will be 50%. The C2 official call may be considered as an alternative of the two partials. If the tests of November or December are not passed, the exam (in its theoretical part) of the call C2 will be taken.

Those who, having passed the partial tests, want to take the exam of the C2 call, may do so, but the mark obtained in this last exam will be the final one (the partials marks will be lost). The theory mark is only saved for call C4. If in call C2 the minimum mark of 4 is not obtained in this part, students must do the exam of the total of the units in call C4.

##### PRACTICAL PART (50%)

The continuous assessment modality implies attendance at 80% of the practical face-to-face sessions. In the event that a student does not present any of the activities on the proposed date, the practice will be considered as not passed.

BLOCK 1. Portfolios: 15%

BLOCK 2. Collaborative activities of the subject project: 35%

The practices not presented or with a mark lower than 4 will be recoverable (with a maximum mark of 5 out of 10) in the official call (C2). If the minimum mark of 4 is not finally obtained in the C2 call, the students will have to take the practical exam of the C4 call. The notes of the practices obtained in the call C2 will be saved only for the C4, having obtained a minimum of 4 in each one of the blocks.

\*It is essential that students obtain a minimum of 4 in each of the parts of the subject (theory and practice) to obtain the final grade. If the student obtains a final grade lower than 5, despite having a minimum of 4 in both parts, they must take the theoretical-practical exam of the official call (C4).

#### MODALITY B. FINAL ASSESSMENT

Those who in the ordinary period do not pass the requirements indicated in the continuous assessment modality section or opt directly for this modality, will have to take an exam of the theoretical contents and the practical contents of the subject. The minimum mark in each of the parts (theory and practice) must be 2 out of 5, to make the average in the global mark. Passing the subject is obtained from a 5. In the event that the student does not obtain a 5, the mark of the failed part will be indicated in the minutes. In the event that there is more than one failed part, the one with the highest score will be indicated.

In this modality, the theory or practice marks are not saved separately for the C4. The student will have to examine theory and practice in this call.

\*In the group taught in Valencian, students will be assessed in the standard variety of the Catalan language in formal and academic settings. In the group 4, oral and written exams will be done in English at a B1 CEFR level (<https://rm.coe.int/1680459f97>).

Description	Criteria	Type	Weighting system
Assessment of the theoretical part	- Written tests on theoretical content: 50%	ACTIVITIES OF EVALUATION DURING THE SEMESTER	50
Assessment of the practical part	Practices: - Portfolio: 15% - Collaborative activities of the subject project: 35%	ACTIVITIES OF EVALUATION DURING THE SEMESTER	50

## Official exam dates for academic year 2024-25

Exam session	Date	Time	Group - Classroom(s) allocated	Comments
(C2) Periodo ordinario para asignaturas de primer semestre	17/01/2025		GROUP 1 (THEORY CLASS)	
			GROUP 2 (THEORY CLASS)	
			GROUP 3 (THEORY CLASS)	
			GROUP 4 (THEORY CLASS)	
			GROUP 5 (THEORY CLASS)	
	17/01/2025		GROUP 6 (THEORY CLASS)	
			GROUP 7 (THEORY CLASS)	
			GROUP 8 (THEORY CLASS)	
			GROUP 9 (THEORY CLASS)	
(C4) Pruebas extraordinarias para asignaturas de grado y máster	02/07/2025			

## Academic staff



### **HERNANDEZ AMOROS, MARIA JOSE**

Lecturer responsible

THEORY CLASS: Groups: 1 , 2

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 1 , 2



### **FERNANDEZ SOGORB, AITANA**

THEORY CLASS: Groups: 4

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 4



### **RIPOLL FERRANDIZ, JOAQUIN**

THEORY CLASS: Groups: 8 , 9

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 8 , 9



### **RODRIGUEZ TRIVIÑO, JOSE RAMON**

THEORY CLASS: Groups: 6 , 7

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 6 , 7



### **URREA SOLANO, MARIA ENCARNACION**

THEORY CLASS: Groups: 3 , 5

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 3 , 5



## Groups

### THEORY CLASS

Group	Semester	Morning or afternoon session	Language	No. of enrolled students	On registration, distribution
Gr. 1 (THEORY CLASS) : 1 PRIMARY (SPANISH-MORNING)	1S	Morning	Spanish	53	From ID document number A - To ID document number Z
Gr. 2 (THEORY CLASS) : 2 PRIMARY (SPANISH-MORNING)	1S	Morning	Spanish	50	From ID document number A - To ID document number Z
Gr. 3 (THEORY CLASS) : 3 PRIMARY (SPANISH-MORNING)	1S	Morning	Spanish	51	From ID document number A - To ID document number Z
Gr. 4 (THEORY CLASS) : 4 HIGH ACADEMIC PERFORMANCE GROUP (ARA)	1S	Morning	English	28	From ID document number A - To ID document number Z
Gr. 5 (THEORY CLASS) : 5 PRIMARY (SPANISH-MORNING)	1S	Morning	Spanish	48	From ID document number A - To ID document number Z
Gr. 6 (THEORY CLASS) : 6 PRIMARY (SPANISH-AFTERNOON)	1S	Afternoon	Spanish	52	From ID document number A - To ID document number Z
Gr. 7 (THEORY CLASS) : 7 PRIMARY (SPANISH-AFTERNOON)	1S	Afternoon	Spanish	53	From ID document number A - To ID document number Z
Gr. 8 (THEORY CLASS) : 8 PRIMARY (SPANISH-AFTERNOON)	1S	Afternoon	Spanish	46	From ID document number A - To ID document number Z
Gr. 9 (THEORY CLASS) : 9 PRIMARY (VALENCIAN-AFTERNOON)	1S	Afternoon	Valencian	47	From ID document number A - To ID document number Z










### THEORETICAL/PRACTICAL SEMINAR / WORKSHOP

Group	Semester	Morning or afternoon session	Language	No. of enrolled students
Gr. 1 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 1 PRIMARY (SPANISH-MORNING)	1S	Morning	Spanish	53
Gr. 2 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 2 PRIMARY (SPANISH-MORNING)	1S	Morning	Spanish	50
Gr. 3 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 3 PRIMARY (SPANISH-MORNING)	1S	Morning	Spanish	51
Gr. 4 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 4 HIGH ACADEMIC PERFORMANCE GROUP (ARA)	1S	Morning	English	28
Gr. 5 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 5 PRIMARY (SPANISH-MORNING)	1S	Morning	Spanish	48
Gr. 6 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 6 PRIMARY (SPANISH-AFTERNOON)	1S	Afternoon	Spanish	52









<b>Group</b>	<b>Semester</b>	<b>Morning or afternoon session</b>	<b>Language</b>	<b>No. of enrolled students</b>
Gr. 7 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 7 PRIMARY (SPANISH-AFTERNOON)	1S	Afternoon	Spanish	53
Gr. 8 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 8 PRIMARY (SPANISH-AFTERNOON)	1S	Afternoon	Spanish	46
Gr. 9 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 9 PRIMARY (VALENCIAN-AFTERNOON)	1S	Afternoon	Valencian	47

## Timetables

### THEORY CLASS

Group	Start date	End date	Day	Start time	End time	Lecture room
1	09/09/2024	20/12/2024	MIE	10:00	12:00	<a href="#">ED/0-01</a> 
2	09/09/2024	20/12/2024	MIE	08:00	10:00	<a href="#">ED/0-02</a> 
3	09/09/2024	20/12/2024	MIE	12:00	14:00	<a href="#">ED/0-04</a> 
4	09/09/2024	20/12/2024	MIE	10:00	12:00	<a href="#">ED/0-03</a> 
5	09/09/2024	20/12/2024	MIE	10:00	12:00	<a href="#">ED/0-06</a> 
6	09/09/2024	20/12/2024	MIE	15:00	17:00	<a href="#">ED/0-01</a> 
7	09/09/2024	20/12/2024	MIE	17:00	19:00	<a href="#">ED/0-02</a> 
8	09/09/2024	20/12/2024	MIE	17:00	19:00	<a href="#">ED/0-03</a> 
9	09/09/2024	20/12/2024	MIE	19:00	21:00	<a href="#">ED/0-04</a> 

### THEORETICAL/PRACTICAL SEMINAR / WORKSHOP

Group	Start date	End date	Day	Start time	End time	Lecture room
1	09/09/2024	20/12/2024	VIE	10:00	12:00	<a href="#">ED/0-01</a> 
2	09/09/2024	20/12/2024	VIE	08:00	10:00	<a href="#">ED/0-02</a> 
3	09/09/2024	20/12/2024	VIE	12:00	14:00	<a href="#">ED/0-04</a> 
4	09/09/2024	20/12/2024	VIE	10:00	12:00	<a href="#">ED/0-03</a> 
5	09/09/2024	20/12/2024	VIE	10:00	12:00	<a href="#">ED/0-06</a> 
6	09/09/2024	20/12/2024	VIE	15:00	17:00	<a href="#">ED/0-01</a> 
7	09/09/2024	20/12/2024	VIE	17:00	19:00	<a href="#">ED/0-02</a> 
8	09/09/2024	20/12/2024	VIE	17:00	19:00	<a href="#">ED/0-03</a> 

---

<b>Group</b>	<b>Start date</b>	<b>End date</b>	<b>Day</b>	<b>Start time</b>	<b>End time</b>	<b>Lecture room</b>
9	09/09/2024	20/12/2024	VIE	19:00	21:00	ED/0-04 