VNIVERSITAT DE VALÈNCIA

Course Guide
40507 Teaching Innovation and introduction to educational research in the speciality of physical education

COURSE DATA

Data Subject	
Code	40507
Name	Teaching Innovation and introduction to educational research in the speciality of physical education
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
2024 - Master's Degree in Secondary Education	Faculty of Teacher Training	1	First term

Subject-matter

Degree	Subject-matter	Character
2024 - Master's Degree in Secondary Education	15 - Teaching innovation and introduction to educational research in physical education	Optional

Coordination

Name	Department
GARCIA PUCHADES, WENCESLAO	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

The course "Teaching Innovation and Introduction to Educational Research in Physical Education" aims to introduce students to the fundamental aspects characterizing educational innovation and provide a broad overview of the main innovative trends in Physical Education. Analyzing various innovative approaches, often developed as alternatives to conventional methods, will serve to contextualize them within underlying discourses and emphasize the importance of collaborative work among teachers and reflection on their own practices. Additionally, this course offers a comprehensive view of educational research in Physical Education, covering major paradigms, models, and research designs. The goal is to establish epistemological foundations and provide specific strategies for guiding educational research, thereby facilitating the initiation of future educators into decision-making processes related to designing and conducting research in Physical Education. Finally, the ethical dimension addresses fundamental ethical issues and dilemmas inherent in research conditions and processes, particularly when involving

individuals and human groups.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

This course does not require prior knowledge. However, it would be beneficial for students to be familiar with the content related to the course "Learning and Teaching of Physical Education".

2024 - Master's Degree in Secondary Education

- Conocer los contenidos curriculares de las materias relativas a la especialización docente correspondiente, así como el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje respectivos. Para la formación profesional se incluirá el conocimiento de las respectivas profesiones.
- Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de las respectivas enseñanzas, atendiendo al nivel y formación previa de los/as estudiantes así como la orientación de los mismos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.
- Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia), transformarla en conocimiento y aplicarla en los procesos de enseñanza y aprendizaje en las materias propias de la especialización cursada.
- Concretar el currículo que se vaya a implantar en un centro docente participando en la planificación colectiva del mismo; desarrollar y aplicar metodologías didácticas tanto grupales como personalizadas, adaptadas a la diversidad del alumnado.
- Adquirir estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros, y desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza e iniciativa personales.
- Diseñar y realizar actividades formales y no formales que contribuyan a hacer del centro un lugar de participación y cultura en el entorno donde esté ubicado; desarrollar las funciones de tutoría y de orientación del alumnado de la etapa o área correspondiente, de manera colaborativa y coordinada; participar en la evaluación, investigación y la innovación de los procesos de enseñanza y aprendizaje.
- Adquirir los conocimientos y estrategias para poder programar las áreas, materias y módulos que tengan encomendados.

- Dominar estrategias y procedimientos de evaluación del proceso de aprendizaje del alumnado, así como de la evaluación de los procesos de enseñanza.
- Conocer los procedimientos de tutoría del alumnado, dirección y orientación de su aprendizaje y apoyo en su proceso educativo.
- Conocer las estrategias y programas generales de orientación educativa, académica y profesional del alumnado.
- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- 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.
- Working in team and team, and developing attitudes of participation and collaboration as an active member of the educational community.
- It generates innovative and competitive proposals in professional activity and in educational research.
- It is effective to communicate in both verbal and nonverbal terms.
- Make effective and integrated use of information and communication technologies.

Upon completion of the course, students should be able to:

- Understand and apply innovative teaching proposals in the field of physical education.- Critically analyze the performance of teaching, good practices, and guidance using quality indicators.- Identify issues related to teaching and learning in physical education and propose alternatives and solutions.- Know and apply basic educational research and evaluation methodologies and be able to design and develop research, innovation, and evaluation projects.- Apply acquired knowledge and solve problems in new or less familiar environments within broader (or multidisciplinary) contexts related to physical education.- Integrate knowledge and tackle the complexity of forming judgments based on incomplete or limited information, including reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.- Clearly communicate conclusions and the underlying knowledge and reasons to specialized and non-specialized audiences without ambiguity.- Possess learning skills that enable continued study in a largely self-directed or autonomous manner.- Plan, develop, and evaluate the teaching and learning process by enhancing educational processes that facilitate the acquisition of competencies specific to physical education, considering the students' level, previous education, and their guidance, both individually and in collaboration with other teachers and professionals from the institution.- Seek, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge, and apply it in the teaching and learning processes of physical education. Acquire the knowledge and strategies to program the areas, subjects, and modules within their teaching responsibility.- Acquire strategies to stimulate student effort in the corresponding stage or area and promote their ability to learn independently and with others, and develop thinking and decision-

making skills that facilitate personal autonomy, confidence, and initiative.- Master strategies and procedures for assessing student learning processes, as well as those for evaluating teaching processes.

DESCRIPTION OF CONTENTS

1. Introduction, conceptual approach, and levels of change in teaching

1.1. On the concept of educational innovation.
1.2. Innovating in Physical Education: Levels of change in teaching.
1.3. Change and professional socialization.
1.4. Perspectives on change.

2. The process of curricular innovation: dimensions, phases, and agents

2.1. Dimensions of the innovation process.
2.2. Phases of the innovation process.
2.3. Innovation and key agents: teaching teams and school networks.

3. Innovative curriculum approaches in Physical Education and their relationship with key dis

3.1. Discourses in Physical Education: technical, practical, and critical.
3.2. Key innovative curriculum approaches in Physical Education.
3.3. Design and development of innovation proposals in Physical Education.
3.4. Evaluation and critique of innovation proposals in Physical Education.

4. Research paradigms in Physical Education

4.1. Introduction: research in school Physical Education.
4.2. Educational research paradigms: Conceptual approach and justification.
4.3. Major research paradigms and their connection to research in school Physical Education.

5. Methodology of educational research in Physical Education

5.1. Research methods.
5.2. The research process.
5.3. Types of research methodologies.
5.4. Research designs.
5.5. Data collection techniques.
5.6. Data analysis.
5.7. Ethical and validity criteria.

6. Main research lines and their didactic interest for Physical Education

6.1. Model research in Physical Education.
6.2. Analysis of published research reports.
6.3. Specialized bibliography in educational research: strategies and tools for searching reports.
6.4. Design, development, and evaluation of research projects in Physical Education.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	48,00	100
Study and independent work	94,00	0
Preparation of practical classes and problem	8,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

The methodology proposed in this course is primarily active. It emphasizes using teaching resources that promote student engagement and participation in their own learning process through various methodological strategies such as forming cooperative work groups, discussion groups, problem-based learning, among others.

The course is structured into different sections:

a) **Face-to-face Schedule**

Theoretical-practical classes where course content will be explored, discussed, and applied using various teaching resources: lectures, seminars, workshops, presentations, problem-based learning, cooperative learning, analysis of good practices, etc.Group work aims to promote cooperative learning and strengthen individual understanding. The defense of these assignments may be done individually or collectively, presented to the entire class or in smaller audiences during tutorials and seminars.Individual and group tutorials will serve to coordinate students in their tasks, evaluate individual progress, and assess teaching methodologies.
Oral and written assessments will evaluate theoretical and practical knowledge, self-assessment, and presentations of individual and group assignments.

b) **Non-Presential Schedule**

Independent study, completion of individual and cooperative tasks aimed at preparing for theoretical-practical classes, individual and group assignments, as well as oral and written assessments evaluating individual learning outcomes.

EVALUATION

The assessment model proposed for the course is continuous and formative, incorporating the following evaluation systems:

- Regular monitoring of student progress, both in classroom settings and in individual and group tutorials (weighting 20%).
- Evaluation of assigned tasks, including analysis and assessment of observations on work done by third parties (weighting 20%).
- Assessment of individual and group participation, both in the classroom and in extracurricular activities (weighting 20%).
- Oral and written exams (weighting 40%).

The evaluation criteria used in these systems include:

To maintain continuous assessment, students must attend a minimum of 80% of practical sessions.- To be evaluated under the continuous assessment model, students must pass each of the aforementioned evaluation systems.- The assessment of theoretical or practical activities and assignments, whether individual or group-based, considers aspects such as coherence, relevance, personal contributions, reflective and critical capacity, innovations, and adequacy of consulted bibliographic sources.- Performance-based and oral exams, either individually or in groups, assess coherence, relevance, organization, communication clarity, originality, and use of didactic resources.- Theoretical exams assess adequacy to consulted bibliographic sources.
Students who do not pass the course in the first attempt have the opportunity to pass in a second attempt through an exam that evaluates all recoverable continuous assessment activities. Evaluation in this case considers the adequacy of consulted bibliographic sources throughout the course.
Attendance to classes and other academic activities is mandatory as per the master's regulations, outlined in the Evaluation and Grading Regulations of the Universitat de València for Bachelor's and Master's degrees.

Additionally, any plagiarism or misuse of artificial intelligence tools is subject to penalties according to Article 15 of the Evaluation and Grading Regulations of the Universitat de València.

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