VNIVERSITAT DE VALÈNCIA

Course Guide
43492 Fundamentals for educational innovation

COURSE DATA

Data Subject	
Code	43492
Name	Fundamentals for educational innovation
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
2157 - Master's degree in Research in Subject Didactics	Faculty of Teacher Training	1	Second term

Subject-matter

Degree	Subject-matter	Character
2157 - Master's degree in Research in Subject Didactics	1 - Fundamentals for research	Obligatory

Coordination

Name	Department
COLOMER RUBIO, JUAN CARLOS	90 - Methodology of experimental and social sciences
RAMON CAMPS, RICARD	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

In the subject Bases for Teaching Innovation, attention will be paid to the elements of research in specific didactics more directly related to the activity of teachers, both from the point of view of their curricular design and teaching organisation, and from that of their professional activity, initial and in- service training, communication, technology, beliefs and attitudes, etc.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No enrolment restrictions with other subjects in the curriculum have been specified.
This subject does not require specific prior knowledge.

2157 - Master's degree in Research in Subject Didactics

- 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.
- Conocer y utilizar procedimientos básicos de investigación didáctica.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Analyse and synthesise the main current research agendas in Specific Didactics.
- Integrate ethical values and responsibility associated with research tasks into one's own research.
- Create spaces for research and learning with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.
- Evaluate current research problems on teaching or learning in the fields of knowledge characteristic of Specific Didactics.
- Synthesise historical, epistemological and ontological aspects associated with the emergence and evolution of research in Specific Didactics.
- Value the social importance of research in Specific Didactics and the need to apply the results of research to improve the quality of education and make it available to all citizens.
- Critically analyse, from the point of view of research in Specific Didactics, the performance of teaching, good practice and guidance using quality indicators.
- Develop and apply innovative teaching proposals in the field of specialisation in each specific didactic area.
- Understand and apply specialised research procedures in Specific Didactics.

- Analyse current tools and methods used in didactic research in order to develop didactic units for innovation and research in the classroom.
- Identify, analyse and evaluate national or international research publications in the field of Specific Didactics.

The subject Bases for Teaching Innovation must provide students with the necessary didactic knowledge that will enable them to learn about the main contexts of innovation in school teaching and learning in which educational experiences take place in the research publications of the specific didactics of their speciality. This subject will also provide students with basic knowledge related to the implementation of teaching research experiences, necessary to be able to successfully tackle the following subjects in the syllabus, focused on the preparation of the Master's Thesis. At the end of this course, students are expected to have achieved the following:

- Design a research taking into account possible innovative teaching and learning contexts appropriate to the different disciplinary contents of the official curricula at different educational levels.
- Incorporate the results of experiments in teaching content from school curricula and teachers' classroom programmes into the design of a research project.
- Use as components of an investigation innovative teaching or learning designs that form the basis of the students' learning processes, their working strategies, difficulties and most common mistakes, etc.
- Know, analyse and synthesise the main teaching and learning contexts appropriate to the different contents of the curricula.
- Scientifically analyse teaching materials of various types from a didactic research perspective.
- To assess the attitude of teachers to specific innovative teaching and learning contexts in order to carry out research based on different educational materials and resources.
- Evaluate the suitability of different software and other ICT resources for innovative teaching and learning proposals used in experimental research at different educational levels.
- Use didactic analysis criteria of the professional activity of teachers in their speciality at the different educational levels.

DESCRIPTION OF CONTENTS

1. Technological tools in teaching and learning processes: analysis, determining their effects, and organizing proposals for innovation and research

2. The curriculum as a space for professional activity

3. Textbooks: a field of didactic-historical-school research

4. Research on strategies for communication development

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	48,00	100
Development of group work	20,00	0
Development of individual work	20,00	0
Study and independent work	50,00	0
Readings supplementary material	12,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

Depending on the type of activity to be carried out, it may be used:

- Lectures by the teaching staff (generally in theory classes).
- Discussion among students under the observation of the teacher, with or without the teacher's intervention (usually in seminars).
- Tutored or autonomous work, individually or in small groups for the realisation of projects, elaboration of materials, information research, etc. (generally in the laboratory or as non-face-to-face activities).
- Time for individual self-study or tutored study (generally to prepare assignments or to prepare for assessment tests).
- Presentation of the work done in front of teachers and/or other students (usually in seminars).
- Individual meetings with the tutor to monitor the student's progress.

EVALUATION

In order to pass the course, it is foreseen that the student will have to pass recoverable assignments (60 % of the final grade) and non-recoverable assignments (40 % of the final grade) as long as the student attends class regularly.

Students who do not attend class regularly will not be eligible for continuous assessment and will sit a final exam that will cover the learning objectives and the syllabus set out in the subject's teaching guide. The answers to the questions posed will be duly argued, with bibliographical references and will include all the theoretical and practical knowledge taught in the course. For the first and second call, the grade of the non- recoverable assignments handed in will be maintained.

REFERENCES

Basic

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