

**COURSE DATA****Data Subject**

<b>Code</b>	40516
<b>Name</b>	Teaching Innovation and introduction to educational research in the speciality of foreign languages
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2024 - Master's Degree in Secondary Education	Faculty of Teacher Training	1	Annual

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2024 - Master's Degree in Secondary Education	24 - Teaching innovation and introduction to educational research in english	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
CASAÑ NUÑEZ, JUAN CARLOS	80 - Language and Literature Education

**SUMMARY**

*Teaching Innovation and introduction to educational research in the speciality of foreign languages* is a six-credit compulsory subject. This subject has three primary purposes. First, it aims at providing an introduction to innovation in the field of second language learning and teaching. Second, it offers an overview of different research methods in education and fosters that students think critically about the research process in education. Finally, it provides guidance on how to write a research report in the field of education.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Conocimientos previos e intereses recomendados: nivel avanzado de inglés (C1) e interés en la educación y la enseñanza

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 2024 - Master's Degree in Secondary Education

- Saber comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- Poseer las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.
- Be able to integrate knowledge and handle the complexity of formulating judgments based on information that, while being incomplete or limited, includes reflection on social and ethical responsibilities linked to the application of knowledge and judgments.
- 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.
- Analizar críticamente el desempeño de la docencia, de las buenas prácticas y de la orientación utilizando indicadores de calidad.
- Dominar estrategias y procedimientos de evaluación de los procesos de aprendizaje del alumnado, así como los propios para la evaluación de los procesos de enseñanza.
- Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de una lengua extranjera, 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 de lengua extranjera. Adquirir los conocimientos y las estrategias para poder programar las áreas, materias y módulos propios de su responsabilidad docente.



- Saber aplicar los conocimientos adquiridos y ser capaces de resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con la lengua extranjera
- Conocer y aplicar propuestas docentes innovadoras en el ámbito de las materias de lengua extranjera.
- Identificar los problemas relativos a la enseñanza y aprendizaje de una lengua extranjera y plantear alternativas y soluciones
- Conocer y aplicar metodologías y técnicas básicas de investigación y evaluación educativas y ser capaz de diseñar y desarrollar proyectos de investigación, innovación y evaluación.

## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

Acquire the skills to develop innovative teaching practices.

Acquire the ability to apply fundamental educational research methodologies.

Realize the importance of educational innovation and research in order to improve teaching practices.

Integrate information and communication technologies into educational innovation and research.

## **DESCRIPTION OF CONTENTS**

### **1. Innovation in education**

### **2. Introduction to innovation in education**

### **3. The final thesis paper**

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Classroom practices	19,00	100
Theory classes	19,00	100
Tutorials	4,00	100
Group work	4,00	100
Other activities	2,00	100
Development of group work	35,00	0
Development of individual work	25,00	0
Study and independent work	30,00	0
Preparation of evaluation activities	12,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

## 1. In-class activities 45% of workload.

Theoretical-practical sessions. Face-to-face classes, of a theoretical-practical type, in which the contents of the subject will be worked. Students will discuss and carry out activities using different teaching resources: lectures, seminars, workshops, exhibitions, problem-based learning, cooperative learning, analysis of good practices, etc.

## Team work

The purpose of group work is to promote cooperative learning and reinforce individual learning. The defense of these works may be individual or collective, and it may be faced of the whole group in the classroom or in tutorials and seminars with small audiences. Individual and group tutorials should serve as a means to coordinate students in individual and group tasks, as well as to evaluate individual progress, activities and teaching methodology. 2. Off-site activities 55%

## Study and autonomous work.

Study, performance of individual tasks and assignments and others of a cooperative nature, aimed at preparing theoretical-practical classes, individual and group assignments, both oral and written, which can be carried out for the evaluation of the acquisition of individual learning. The model of the teacher as a researcher in the classroom focuses the student's activity on the formulation of relevant questions, information search, analysis, preparation and subsequent communication, activities that can only be approached autonomously.



## EVALUATION

Students are expected to attend at least 80% of the classes. This is a university requirement and cannot be waived. If you miss a class because you are ill, please, send the teacher medical evidence of your illness.

Plagiarism will imply subject failure.

The evaluation criteria will be specified by each instructor at the beginning of the course.

## REFERENCES

### Basic

- American Psychological Association (2020). Publication manual (7th ed.). American Psychological Association.
- Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.) Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). Research design (5th ed.). SAGE.
- Dörnyei, Z. (2007). Research methods in applied linguistics. Oxford University Press.
- Hooks, B. (2010). Teaching critical thinking. Practical Wisdom. Routledge.
- Reason, P. & Bradbury, H. (2012) The SAGE Handbook of Action Research Participative Inquiry and Practice (2nd ed.). New York: Sage.
- Gibbs, G. R. (2018). Analyzing qualitative data (2nd ed.). SAGE. <https://dx.doi.org/10.4135/9781526441867>

## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### 1.- Contents

The contents initially established in the subject are maintained

### 2.- Workload

Given the hybrid mode of teaching development approved by the CCA of the master's degree, the time of dedication of students to the development of the off-class activities compared to what is considered in the original teaching guide will be increased. Thus, since the student will only attend 50% of the face-to-face classes provided in the original guide ( $48/2 = 24$ ), the volume of non-face-to-face work will increase by 24 hours compared to what is highlighted in this last one, being distributed as a whole of the following form:



**Adenda guía docente**

% Presencial	
	Prácticas en aula
12.00 100	Clases de teoría
12.00 100	Tutorías regladas
0 100	Trabajos en grupo
0 100	Otras actividades
0 100	Elaboración de trabajos en grupo
43.000	Elaboración de trabajos individuales
33.000	Estudio y trabajo autónomo
38.000	Preparación de actividades de evaluación
12.000	Total

The teacher in charge of the subject will send the students the temporary planning of the teaching at the beginning of the subject.

**3. Teaching methodology**

Unless contrary intention appears, all students will attend classes each week, but at different times. In this way, half of the students will attend two hours and the other half the other two. An flipped-classroom teaching methodology will be followed. In the virtual sessions, the teachers will provide students with the materials and resources necessary for the autonomous study of theoretical and practical concepts through the Virtual Classroom, the day and time stipulated in the schedule of the subject. These resources can consist of activities, digital notes, readings, PPTX presentations, synchronous video conferencing classes (via Blackboard Collaborate, Microsoft Teams or another UV-recommended platform), discussion forums, and more. Also, through the virtual classroom a record of the tasks or practices performed weekly



by students will be kept. The face-to-face theoretical and practical sessions will be aimed at clarifying doubts, putting into practice the theoretical concepts acquired and carrying out classroom tasks, both oral and written. There will also be a recording of the tasks or practices carried out and delivered to class by the students, corresponding to the continuous evaluation of the subject. Tutorials will be virtual. Teachers will use the UV email for general and individualized attention to students. In addition, within the tutorial schedule, students will be able to attend by creating forums in the virtual classroom or video conferencing (through Blackboard Collaborate, Microsoft Teams or another platform recommended by the UV).

Tutorials can be individual or group. In the event that there would be necessary to modify the conditions for the development of the subject from a hybrid modality to a totally remote modality based on the safety guidelines stipulated by the health authorities in the event of a possible health regression situation, identical resources to those highlighted in the hybrid model for the development and supervision of non-contact activities.

#### **4.- Assessment**

The requirements and evidence of evaluation considered in the original teaching guide are maintained. The evaluation activities can be carried out both in person and online, depending on the health evolution throughout the course. For the distance assessment, the different types of activities available in the UV Virtual Classroom (homework, questionnaire, videoconference, etc.) can be used.

#### **5. Bibliography**

The bibliography considered in the original guide is maintained. In the event that for health reasons there were necessary to develop the subject completely at a distance, it would be replaced by own materials provided by teachers, notes and transparencies with additional information, as well as articles available openly or in the databases subscribed to the UV (requires VPN).