VNIVERSITAT DE VALÈNCIA

Course Guide
40516 Teaching Innovation and introduction to educational research in the speciality of foreign languages

COURSE DATA

Data Subject	
Code	40516
Name	Teaching Innovation and introduction to educational research in the speciality of foreign languages
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1	Faculty of Teacher Training	1	Annual

Subject-matter

Degree	Subject-matter	Character
2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1	24 - Teaching innovation and introduction to educational research in english	Optional

Coordination

Name	Department
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

OUTCOMES

2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1

- 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.

LEARNING OUTCOMES

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
TOTAL	**150,00**	

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.

Students who do not attend 80% of the Master's face-to-face will have the right to an individual test that will be graded with a maximum of 6 out of 10.

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