

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

<b>Code</b>	43472
<b>Name</b>	Scientific principles
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2157 - M.D. in Research in Subject Didactics	Faculty of Teacher Training	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2157 - M.D. in Research in Subject Didactics	1 - Fundamentals for research	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
PEIRO VELERT, CARMEN	95 - Didactics of Physical, Artistic and Music Education
SANJOSE LOPEZ, VICENTE	90 - Methodology of experimental and social sciences

**SUMMARY**

The subject of Scientific Bases has to provide students with the core knowledge necessary to be able to tackle the comprehensive reading of research publications in their field. It is designed to form a whole with the other subjects of the subject Bases for Research, so that each of them will affect one of the three main axes of the research in the specific didactics, the scientific - disciplinary, the didactic and the teacher.

This subject deals with the study of certain disciplinary elements necessary to acquire an adequate knowledge of the problems of teaching and learning at the different educational levels and to develop effective and innovative proposals for didactic research.



## 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.

Other types of requirements

This subject does not require specific prior knowledge beyond that which any graduate who has been admitted to the master's degree must possess.

## OUTCOMES

### 2157 - M.D. 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 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.
- 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.
- 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.

## LEARNING OUTCOMES

- To know, analyse and synthesise the main current theoretical research frameworks.
- To analyse didactically, from a research perspective, teaching materials of different types based on appropriate didactic theoretical frameworks.
- To assess the usefulness of different educational materials and resources in specific didactic research contexts.
- To know the basic elements of educational research.



## DESCRIPTION OF CONTENTS

1. Theoretical didactic frameworks of contemporary research on teaching and learning processes. Research paradigms.

2. Research problems in education

3. Epistemological and methodological elements of research. Research designs

4. Introduction and analysis of the main lines of research in Specific Didactics

6. Specialised bibliography of research in Specific Didactics: strategies and tools for searching information.

## 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
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

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

- lectures on the content given by teaching staff (usually in theory classes);
- discussions between students under the observation of teaching staff, with or without their intervention (usually in seminars);
- supervised or independent work, either individually or in small groups, to carry out projects, prepare materials, search for information, etc. (usually in the laboratory or as out-of-class activities);
- individual independent or supervised study time (usually to prepare work or to prepare assessment tests);
- presentation of the work carried out to teaching staff and/or other students (usually in seminars),- one-to-one meetings with the tutor to track the student's progress.



## EVALUATION

Assessment will be continuous. Students who follow the daily classroom activities will be eligible for continuous assessment as long as their attendance exceeds 80% of the sessions.

In the case of not following the daily activities, students will pass to a final assessment modality that will involve the delivery of an individual work and/or a written test on the totality of the contents taught.

In the continuous assessment modality, the assessment will consist of:

- Participation in class and other activities (lectures, seminars, etc.): up to 30% of the final mark.
- Presentation of individual or small group work: up to 70% of the final mark.
- Final individual oral or written test: up to 70%.

The total of the 3 forms of assessment must add up to exactly 100%.

[Translated with DeepL](#)

## REFERENCES

### Basic

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- Guba, E.C. y Lincoln, Y.S. (2002). Paradigmas en competencia en investigación cualitativa. En C. Denman y J.A. Haro (comps.) Por los rincones. Antología de métodos cualitativos en investigación social (pp. 113-145). El Colegio de Sonora.
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### Additional

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- García-Monteagudo, D., Morote, A. y Souto, X.M. (2019). Las representaciones del saber académico: Aportaciones desde la Geografía Escolar. *Arxius*, 41, 11-28
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