VNIVERSITAT ID VALÈNCIA

COURSE DATA

Data Subject	
Code	43480
Name	Research in literary education
Cycle	Master's degree
ECTS Credits	3.5
Academic year	2023 - 2024

Study (s)			
Degree	**Center**	**Acad. year**	**Period**
2157 - Master's degree in Research in Subject Didactics	Faculty of Teacher Training	1	First term
3112 - PhD in Specific Didactics	Doctoral School	0	First term

Subject-matter		
Degree	**Subject-matter**	**Character**
2157 - Master's degree in Research in Subject Didactics	6 - Research in literary education	Optional

Coordination	
Name	**Department**
BALLESTER ROCA, JOSEP	80 - Language and Literature Education
BATALLER CATALA, ALEXANDRE	80 - Language and Literature Education

SUMMARY

This subject is linked to the subject of Methodology in Literary Education as they are part of the same subject of the curriculum. In general, the main objective of the course is to make researchers in training aware of the main lines of research that are being developed in Literature Didactics in order to provide the student with the necessary knowledge to start supervised research work. In our subject, the research proposals will focus on processes, contexts and contents.

Specifically, in the field of literature didactics, the subject pays special attention to literary education in multilingual and multicultural contexts, children's and youth literature and intercultural education, oral literature, commentary on texts applied to literary education, literature, cinema and audio-visual media, and critical analysis and ideology in literary discourse, among others.

The course will also offer the knowledge and advanced use of the different databases and journals of international scope specialized in the research in literature didactics and the critical study of publications on current research in literature didactics.

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
The previous knowledge required is that of graduates in areas such as philology, C communication sciences or humanities, with special attention to linguistic, communicative and literary competence that any specialist in the area of language and literature should have.

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

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 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.

- Diseñar y desarrollar una investigación, de alcance ajustado a las limitaciones temporales de la formación, con el fin de poner en juego de forma cohesionada y coherente, todas las competencias investigadoras desarrolladas en otros módulos.

- Use appropriate bibliographical references that are relevant scientific background to the proposed research.

- Students should possess and understand foundational knowledge that enables original thinking and research in the field.

- Conduct quality research in the scientific field of Specific Didactics using the methodologies, techniques and procedures of this discipline.

- 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.

- Synthesise relevant research problems on learning or teaching in the disciplines belonging to 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.

- Search and synthesise information on research results in bibliographic, material, virtual, etc. repertoires useful to support a new research project.

- 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.

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

The course Research in Literature Education aims to provide students with the fundamental epistemological and didactic bases to be able to approach the reading and analysis of scientific publications in the specialization. Students in this subject are expected to have achieved the following results by the end of the course:

- Know the main lines and topics of research in development in literature didactics and become familiar with the main research groups and authors of studies.

- Know and competently use the main databases, journals and other international sources of information on research in literature didactics, and know how to search for and find specific information in them.

- Know and use electronic resources to retrieve scientific information.

- Know the development of and update knowledge on basic sciences that are related to research in literature.

- Deepen the conceptual, methodological, procedural, interpretative and critical aspects of literature didactics, through the systematic study of recent research studies, specialising in each topic of interest, and participating in scientific forums on an international level.

- Prepare scientific reports on a set of research works on a topic, in order to know and make known the state of the subject in a specific line of research in literature didactics.

- Know how to adequately pose new research questions and justify, with scientific criteria, their relevance and interest in literature didactics.

- Use expert criteria recognised in literature didactics to assess and judge the quality of studies and publications or research presentations of their own or others.

- Transfer and apply advances in knowledge to solving problems related to literary education in different contexts, with special attention to multilingual and multicultural contexts.

- Present their own research project in a rigorous and appropriate way to the context or means of communication of the presentation (scientific or informative publication, conference, teacher refresher course, etc.), respecting the criteria of quality and validity.

- Apply the criteria of scientific rigor, validity and methodological reliability to their own research to ensure its pertinence, relevance, scientific interest, methodological quality and consistency in the conclusions.

DESCRIPTION OF CONTENTS

1. Process-focused research

1.1. Training and acquisition of literary competence
1.2. Literary reading as a skill for integrating knowledge and personal development
1.3. Creation of reading habits and literary production

2. Context-focused research

2.1. The didactic application of comparative literature in a multicultural context
2.2. Literature and identity: heritage and education

3. Content-focused research

3.1. The integration and adaptation of literary theories in the teaching of literature.
3.2. The literary canon
3.3. Children's and youth literature and teaching.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	21,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	6,50	0
TOTAL	**87,50**	

TEACHING METHODOLOGY

Various methodologies for teaching and student work will be applied, depending on the type of activity to be carried out:

-        Face-to-face theory and practical classes in which the content of the subjects will be worked on and debated, and activities will be carried out that use different teaching resources.

-        Group work aimed at promoting cooperative learning and reinforcing individual work. the defence of this work may be individual or collective, and may be presented before the whole group or in small groups,

-        Supervised or independent work, either individually or in groups, to carry out projects, prepare materials, research information, etc.

-        One-to-one meetings with the tutor to track the student's progress (during tutorials).

EVALUATION

The assessment will be continuous and comprehensive, of a guiding and formative type. Evidence of learning will be collected by some of the following means:

-        Regular tracking of the student's progress both in theory classes and seminars, as well as in tutorials.

- Assessment of the required assignments, one of which may consist in the analysis of a research study in one of the lines of research that the programme offers.

- Assessment of individual and group participation in the activities carried out during the theory classes and seminars (presentations of the assignments, participation in discussions, etc.)

- Taking exams or other oral or written tests, designed to assess the student's level of mastery of the subject competencies.

REFERENCES

Basic

- 1. Amo, J. M. (2003). Literatura infantil. Claves para la formación de la competencia literaria, Aljibe.
2. Ballester, J. (2015). La formación lectora y literaria. Graó.
3. Ballester-Roca, J. i Ibarra-Rius, N. (Coords.) (2020). Entre la lectura, la escritura y la educación. Paradigmas de investigación en Didáctica de la Literatura y de la Lengua. Narcea.
4. Ballester-Roca, J. i Salido-López, J. V. (Coords). (2023). Investigación y buenas prácticas en educación lectora, Octaedro.
5. Cassany, D. (2018). Laboratori lector: per entendre la lectura, Anagrama.
6. Cerrillo, P. (2007). Literatura Infantil y Juvenil y educación literaria, Barcelona: Octaedro.
7. Colomer, T. (2010). Introducción a la literatura infantil y juvenil actual, Síntesis.
8. Lluch, G. (2018). La lectura, entre el paper i les pantalles. Eumo.
9. Mendoza, A. (2004). La educación literaria. Bases para la formación de la competencia lecto-literaria, Aljibe.
10. Munita, F. (2021). Yo, mediador(a): mediación y formación de lectores, Octaedro.

Additional

- 1. Arlandis, S. (2021). El desafío de la lectura: educación literaria y formación lectora de futuros docentes, Tirant.
2. Ballester, J. (ed.) (2015): Sobre l'horrible perill de la lectura, Perifèric.
3. Bataller, A. (2017). Poesia oral improvisada: Revifalla de la glosa, diàleg intercultural i transposició didàctica. Dins J. Espinós i L. Picó (coords.), Literatura catalana contemporània: memòria, traducció i noves tecnologies (pp. 45-69). IEC-UA.
4. Bataller, A. i H. H. Gassó (eds.) (2014). Un amor, uns carrers. Cap a una didàctica de les geografies literàries. PUV.
5. Bataller, A. (2020). Llegenda i paisatge com a elements de mediació literària. Encantades i pedagogia de l'imaginari. Cultura, Lenguaje y Representación, 23, 7-23.
6. Colomer, T., Manresa, M., Ramada, L. i Reyes, L. (2018). Narrativas literarias en Educación Infantil y Primaria. Síntesis.
7. Dufays, J. L. (2007). Enseigmer et apprendre la littérature aujourd'hui, pour quoi faire?: sens, utilité, évaluation, Presses universitaires de Louvain.
8. Ibarra, N. (ed.) (2020). Identidad, diversidad y construcción de la ciudadanía a través de la investigación en educación literaria. Octaedro.

9. Manresa, M. (2013). L'Univers lector adolescent: dels hàbits de lectura a la intervenció educativa, Rosa Sensat.

10. Motos, T. (2020). Teatro en la educación (España, 1970-2018), Octaedro.