



Course information

Qualification: Official Master's Degree in Teacher Training for Secondary, Baccalaureate, Vocational Training and Language Teaching.

Faculty: Teacher Training and Education Sciences

Code: 1020022 **Name:** Innovation and Research in Social Science Didactics

Credits: 6 ECTS **Course:** 1º **Semester:** 2ª

Module: Specific module

Subject: Teaching innovation and initiation to educational research **Character:** Mandatory

Department: Mathematics, Natural Sciences and Social Sciences applied to education

Type of education: Face-to-face

Language(s) of instruction: Spanish

Teaching staff:

Name and surname Dra. Dña. Remedios Moril Valle
(Profesora responsable)

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Climent

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Organization of the module

BASIC THEORETICAL BACKGROUND

Matter	ECTS	Subject	ECTS	Course/semester
Complements for disciplinary training	6	The curriculum of Social Sciences. Geography and History in Compulsory Secondary Education and Baccalaureate	6	1/1
Learning and teaching of the corresponding subjects	12	Social Sciences, Geography and History Didactics	6	1/1
		Didactic resources for the teaching of Social Sciences, Geography and History	6	1/2
Teaching innovation and initiation of educational research	6	Innovation and Research in Social Science Didactics	6	1/2



Recommended knowledge

Not applicable

Learning outcomes

At the end of the course, the student should demonstrate that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	To know the concept of quality in order to critically analyze teaching practices and know how to design improvement plans.
R2	To understand the concept of innovation and evaluation in relation to the classroom, the consolidation of learning and teaching practice and coordination.
R3	Be able to design a short research or/and experimentation project, with its phases and technical requirements and evaluate the result.
R4	Know how to obtain relevant information on topics related to specific didactics.
R5	To know how to relate rigorous and updated theory with reflective practice to build teaching knowledge.
R6	Know how to communicate a brief didactic, innovative, experimental or research proposal in a formal situation.



Competencies

According to the learning outcomes of the course, the competencies to which it contributes are: (score from 1 to 4, 4 being the highest)

Code	General	Weighting			
		1	2	3	4
CG1	Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.			X	
CG3	Know how to communicate their conclusions (and the ultimate knowledge and rationale behind them) to specialized and non-specialized audiences in a clear and unambiguous manner.				X
CG4	Possess the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous.			X	
CG5	Knowledge of the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge regarding the respective teaching and learning processes. For professional training, knowledge of the respective professions will be included.				X
CG7	Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in the subjects of the specialization studied.				X
CG10	Acquire strategies to stimulate student effort and promote their ability to learn on their own and with others, and develop thinking and decision-making skills that facilitate personal autonomy, confidence and initiative.				X
CG13	To know the regulations and institutional organization of the educational system and quality improvement models applicable to educational centers.	X			



Code	Specific	Weighting			
		1	2	3	4
CE4	Identify and plan the resolution of educational situations that affect students with different abilities and different learning paces.	X			
CE16	To know the theoretical and practical developments of teaching and learning of the corresponding subjects.				X
CE18	Acquire criteria for the selection and elaboration of educational materials.				X
CE22	To know and apply innovative teaching proposals in the field of the specialization studied.				X
CE23	Critically analyze teaching performance, best practices and guidance using quality indicators.		X		
CE24	Identify problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions.		X		
CE25	Know and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation and evaluation projects.				X



System of evaluation of the acquisition of competences and grading system

Learning outcomes assessed	Percentage granted	Evaluation instrument
R3, R4	40%	Summative and final theoretical-practical test (open questions, objective test questions objective test questions, case studies, single case, etc.): Design of the state of the art research project
R1, R2	40%	Process evaluation: portfolios, presentation of work, guides, oral and written and written evidence of all types of activities: Prácticas dirigidas
R6	10%	Oral presentation of group and individual individual work.
R5	10%	Continuous evaluation: individual monitoring of attendance to the face-to-face sessions and active participation in the theoretical-practical classes, seminars, tutorials and field work, tutorials and field work.

Criteria for the awarding of Honors Grades: *In accordance with the regulations governing the evaluation and grading of the subject in force at UCV, the mention of "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of "Matrícula de Honor" may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Matrícula de Honor" may be awarded. Exceptionally, honorary awards may be allocated among the different groups of the same subject on an overall basis. However, the total number of honors to be awarded will be the same as if they were assigned by group, but these may be distributed among all students according to a common criterion, regardless of the group to which they belong.*

Single evaluation: Exceptionally, those students who, for justified and accredited reasons, cannot undergo the continuous evaluation system and request it to the Coordination of the specialty, within the first month of teaching, may opt for this evaluation system. According to the evaluation regulations of the UCV, the single evaluation consists of a set of works and/or exam/s that allow to evaluate the acquisition of all the competences of the subject by the student, and must be agreed upon by the teaching team of the subject, in each specific case, the calendar of presentation of works and/or exam/s as well as follow-up tutorials of the subject will be agreed with the student.



Training activities

The methodologies we will use for students to achieve the learning outcomes of the course will be:

M1	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in lectures, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es)
M2	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es)
M3	Presentation of content by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
M4	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, on the net, Internet, etc. Meaningful construction of knowledge through student interaction and activity.
M5	Set of oral and/or written tests used in the initial, formative or additive evaluation of the student.
M6	Supervised monographic sessions with shared participation.



FACE-TO-FACE TRAINING ACTIVITIES		
Activity	Relationship to the Learning Outcomes of the course	ECTS
Master Class	R1, R2, R3, R4	0,6
Directed practical classes	R2, R5	0,7
Group work	R1, R3	0,6
Oral presentation	R6	0,2
Evaluation	R1, R2, R3, R4, R5, R6	0,3
Total		2,4

SELF-EMPLOYMENT TRAINING ACTIVITIES		
Activity	Relationship to the Learning Outcomes of the course	ECTS
Group work	R1, R3	1,44
Autonomous work	R1, R2, R3, R4	2,16
Total		3,6



Description of contents

Description of content necessary for the acquisition of the learning outcomes.

BLOCK OF CONTENTS	Contents
Research in social sciences didactics	Educational research. Concept and phases. Research-action processes. Research in the classroom. Quality and improvement processes as the driving force behind classroom work. Methodologies and techniques of research in education. Research in Didactics of Social Sciences. Structure of a research work.
Innovation in social sciences didactics	Real or simulated experiential activities. Innovative teaching proposals in the field of specific didactics. Teaching behavior through an observation laboratory.

Temporal organization of learning

CONTENT BLOCK/ DIDACTIC UNIT	No. of sessions	Hours
Research in social sciences didactics	7	17
Innovation in social sciences didactics	7	18



References

We provide some references that will be commented on or expanded during the sessions.

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CAMACHO, S. - SÁENZ, O. (2000): *Técnicas de comunicación eficaz para profesores y formadores*. Alcoi: Marfil.

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