Universidad
Católica de
Valencia
San Vicente Mártir

Information about the subject

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

Faculty: Teaching and Educational Sciences

Code: 1020030 **Name:** INNOVATION AND RESEARCH IN LANGUAGE AND LITERATURE TEACHING

Credits: 6 **ECTS** **Year:** 2024-2025 **Semester:** 2

Module: Specific Module

Subject Matter: English **Type:** Compulsory

Department: English

Type of learning: On Site

Language(s) in which it is taught: English

Lecturer/-s

Neus Álvarez e-mail: mn.alvarez@ucv.es

Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Didactics	12	Didactics of a Foreign Language	6	1
		The English Curriculum	6	1
Classroom resources	6	Didactic resources for the teaching of Language and Literature.	6	2
Research	6	Innovation and Research in Language and Literature Didactics.	6	2

Recommended Knowledge

Previous studies in English philology or specialisation in English.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	Students produce well-organised written and spoken texts, which are appropriate to the interlocutor and their communicative purpose.
R2	Students perform with accuracy, fluency and spontaneity, enabling them to maintain interaction, being able to react, question or repeat the previous statement to ensure mutual understanding when participating in class discussions.
R3	The student understands the general meaning, essential information, main points and relevant details in clearly structured oral texts, using standard language, articulated at a regular speed and delivered orally or by technical means, provided the acoustic conditions are reasonably good or can be reproduced again.
R4	Students understand the meaning, essential information, main points and salient details in clear, well-organised texts using standard, academic language on current topics related to their own specialism or topics of special interest within their field of research.
R5	Students write cohesive texts related to their field, whether public or private, on specific topics in which they have a personal interest, which solicit or convey information. Reflection and critical interpretation are present.

Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

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
CG2	Be able to integrate knowledge and deal with the complexity of making judgements based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements-				X
CG3	Be able to communicate their conclusions (and the knowledge and ultimate reasons behind them) to specialist and non-specialist audiences in a clear and unambiguous way-				X
CG4	Possess the learning skills that will enable them to continue studying in a largely self-directed or autonomous way.				X

Code	Specific	Weighting			
		1	2	3	4
CE1	To know the formative and cultural value of specialised subjects and the contents taught in them				X
CE2	To know the history and the most recent developments of the subjects and their perspectives in order to have a dynamic vision of their application in the classroom.				X
CE3	To know situations and contexts in which the different curricular contents are used or applied.				X
CE4	To know the theoretical and practical developments in the learning and teaching of specialised subjects.				X
CE5	To transform the curricular content into programmes of activities and work				X
CE6	Acquire criteria for the selection and development of didactic materials.			X	
CE7	Foster a classroom environment that facilitates learning and values student participation.				X
CE8	Know and apply innovative teaching techniques within			X	

	their area of specialisation.				
CE9	Integrate media resources into the teaching and learning process.				X
CE10	Know assessment strategies and techniques and understand assessment as a regulatory tool to stimulate effort.				X
CE11	Critically analyse good teaching practices using quality assurance indicators.Identify key issues related to teaching and learning in their area of specialisation and propose alternatives and solutions.				X
CE12	Know and apply basic educational research methodologies and techniques and be able to design and develop projects in the areas of research, innovation and evaluation.				X
CE13	Identify key issues related to teaching and learning in their area of specialisation and propose alternatives and solutions. know and apply basic educational research				X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
Students produce well-organised written and spoken texts, which are appropriate to the interlocutor and their communicative purpose.	20%	Rubric –structured direct obs
Students perform with accuracy, fluency and spontaneity, enabling them to maintain interaction, being able to react, question or repeat the previous statement to ensure mutual understanding when participating in class discussions.	20%	Rubric
The student understands the general meaning, essential information, main points and relevant details in clearly structured oral texts, using standard language, articulated at a regular speed and delivered orally or by technical means, provided the acoustic conditions are reasonably good or can be reproduced again.	10%	Direct Obs

Students understand the meaning, essential information, main points and salient details in clear, well-organised texts using standard, academic language on current topics related to their own specialism or topics of special interest within their field of research.	20%	Direct Obs
students write cohesive texts related to their field, whether public or private, on specific topics in which they have a personal interest, which solicit or convey information. Reflection and critical interpretation are present.	30%	Report

Mention of Distinction: In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded.

Single assessment: Exceptionally, students may opt for this assessment system when, for justified and accredited reasons, they cannot undergo the continuous assessment system and request it to the Coordinator within the first month of teaching. In this case, the evaluation will be as follows:-1. Design of educational research-2. Defence: Oral defence before an examining board

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Presentation of contents by the lecturer, analysis of competences, explanation and demonstration of abilities, skills and knowledge in the classroom.
M2	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials.
M3	Case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, online, Internet, etc. Meaningful construction of knowledge through student interaction and activity.

IN-CLASS LEARNING ACTIVITIES			
Activity	**Learning Outcomes**	**Methodology**	**ECTS**
Teacher presentation of contents, analysis of competences, explanations and in-class display of skills, abilities and knowledge.	R1, R2, R3,R4,R5	M1, M2	0.6
Group work sessions supervised by the professor. Case studies, research paper analysis, teaching methodologies. Meaningful knowledge construction through collaboration with other students, teachers and academics.	R1, R2, R3,R4,R5	M3, M4	1.8
		Total	2.4
LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	**Learning Outcomes**	**Methodology**	**ECTS**
TEAMWORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theoretical lectures, practical and/or small group tutorials. Tasks to be submitted on the university platform (www.plataforma.ucv.es)	M2, M3, M4, M5	1.2
AUTONOMOUS WORK	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theoretical lectures, practical and/or small group tutorials. Tasks to be submitted on the university platform (www.plataforma.ucv.es).	M3, M5	0.6
		Total	3.6

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
BLOQUES I-V	BLOQUE I Research methods in education. Ethics in Research. Analyzing research in EFL/ESL (Language, Literature & Culture BLOQUE II **What is educational innovation?** Innovation Characteristics, Different types of Innovation, Ideas on How and When to Improve BLOQUE III **Lesson study**. Learning typology identification, research question, structured observation, co-teaching BLOQUE IV Research: Intervention design. Research methodology. BLOQUE V Assessment in educational research.

Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
Unit 1: Research methods in education.	3	9
Unit 2: What is educational innovation?.	3	9
Unit 3: Lesson study.	3	9
Unit 4: Research: Intervention design.	3	9
Unit 5: Assessment in educational research	3	9
	2	6

References

● *Alasuutari, P., Bickman, L., & Brannen, J. (Eds.). (2008). The SAGE handbook of social research methods. London: Sage.*

● *Bos, J. (2020). Research ethics for students in the social sciences. The Netherlands: Springer Nature.*

● *Palaiologou, I., Needham, D., & Male, T. (Eds.). (2015). Doing research in education: Theory and practice. London: Sage.*

Wood, P., Larssen, D. L. S., Cajkler, W., & Helgevold, N. (Eds.). (2020). Lesson study in initial teacher education: Principles and practices. London: Emerald Publishing Limited.