Information about the subject

Degree: Master of Secondary Education Training, Professional Training and Teaching of Languages

Faculty: Faculty of Teaching and Education Sciencies

Code: 1020051 **Name:** : Teaching Innovation and Initiation to Educational Research

Credits: 6 ECTS **Year: 1** **Semester: 2º**

Module: Specific

Subject Matter: Teaching Innovation and Initiation to Educational Research **Type:** Compulsory

Department: Basic and Transversal Sciences

Type of learning: Presential

Language(s) in which it is taught: Spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Complements for the formation to B and G	6	Curriculum of Natural Sciences in ESOand Bachillerato	**6**	1/1
Learning and education on B and G	12	Didactics of Natural Sciences	**6**	1/1
		Didactic resources for the education of Natural Sciences	**6**	1/2
Teaching Innovation and Introduction to Educational Research in Biology andGeology	6	Teaching Innovation and Introduction toEducational Research in Biology and Geology	**6**	1/2

Recommended insights

It is not applicable.

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	Understand the concept of quality to critically analyze theteaching practices.
R2	Identify the most frequent situations related to the processof teaching and learning
R3	Learn to transform a simple educational proposal in asequence of activities by selecting the most suitable educational material
R4	Understand the concept of innovation and evaluation inrelation to the classroom
R5	Be able to design a short research project and evaluate theresult
R6	Know relevant information on specific training issues
R7	Know relate theory and practice to build teacherknowledge.
R8	Know how to communicate a brief didactic proposal orresearch in a formal situation

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
G1	Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one's field of study.			X	
G2	Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to reflections on social and ethical responsibilities associated with pertinentknowledge and judgments				X
G3	Knowing how to effectively communicate conclusions (sustaining relative rationale or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.				X
G4	Having learning skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances				X
G5	To Know the curriculum related to the specialization and the didactics of teaching and learning, as well as a didactic knowledge of the teaching and learning processes, respectively. A knowledge of the different professions will be included for vocational training.		X		
G6	To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the differentcompetences, taking into account the level and previous training of students to guide them, both individually and in collaboration with other			X	
G7	To research, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledgethat will be applied in the teaching and learning process			X	

Code	Specific	Weighting			
		1	2	3	4
CE1	To know the cultural and educational value of the specific subjects and the content that is taught	X			
CE2	To know the history and recent developments of the classroom subjects and their perspectives in order to transmit a dynamic vision.		X		
CE3	To know different environments to practice curricular contents.	X			
CE4	To know the theoretical and practical processes in teaching and learning different classroom subjects		X		
CE5	To transform curricula in activity and work programs			X	

CE6	To acquire criteria to select and develop educational resources			X	
CE7	To foster a climate that facilitates learning and values the contributionsof the students		X		
CE8	To integrate training for the use of media studies in the teaching-learning process				X
CE9	E9 To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort.			X	
CE10	E10 To know and apply innovative teaching proposals in the field of specialization				X
CE11	Analyze critically the process of teaching, of good practice and orientation using quality indicators				x
CE12	Identify issues related to teaching and learning matters and to propose alternatives and solutions				x
CE13	Understand and apply methods and techniques of research and evaluation and to be able to design and develop research, innovation and evaluation.				x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1,R2,R3,R4,R5,R7,R8	40%	Summative and final theoretical-practical test (open-ended questions, quiz questions objective, solution of practical cases, single case, etc): State-of-the-art design research project
R2,R3,R4,R5,R7,R8	40%	Process Evaluation: Portfolios, presentation of work, guides, oral and written evidence of all kinds of activities: Supervised practices
R1,R3,R4,R5,R6,R7,R8	10%	Oral presentation of group work and singles.
R1,R3,R5,R6	10%	Continuous evaluation: follow-up Individual Session Attendance face-to-face and active participation in theoretical-practical classes, seminars, tutorials and fieldwork.
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.
Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.
***Single evaluation**: Exceptionally, those students who, for unforeseen, justified and accredited reasons, cannot undergo the continuous evaluation system and request it from the Coordination of the specialty, within the first month of teaching, may opt for this evaluation system. According to the UCV evaluation regulations, the single evaluation consists of a set of works and/or exam(s) that allow the student's acquisition of all the subject's own competencies to be assessed, and must be agreed upon by the teaching team. of the subject The schedule for submitting work and/or exam(s) as well as follow-up tutorials for the subject will be agreed with the student in each specific case.*

Learning activities

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

M1	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.
M2	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.
M3	Activities carried out in spaces with specializedequipment.
M4	Supervised monographicsessions with shared participation
M5	Application of multidisciplinary knowledge
M6	Personalized and small group attention. Period of instruction and/or orientationcarried out by a tutor to review and discuss materialsand topics presented in classes, seminars, readings,papers, etc.
M7	Set of oral and/or written tests used in initial, formativeor additive assessment of the student.

IN-CLASS LEARNING ACTIVITIES		
Activity	**Learning Outcomes**	**ECTS**
CLASS	R1, R2, R3, R4, R5	1,15
PRACTICAL CLASSES	R1, R2, R3, R4, R5, R6, R7, R8	0,67
LABORATORY	R1, R2, R4, R7, R8	0,3
SEMINAR	R1, R2, R3, R4, R5, R6, R7, R8	0,06
GROUP PRESENTATION OFPAPERS	R1, R2, R5, R6	0,06
OFFICE ASSISTANCE	R1, R3, R4, R5, R6, R7, R8	0,04
ASSESSMENT	R1, R2, R3, R4, R5	0,12
	Total	2,4

LEARNING ACTIVITIES OF AUTONOMOUS WORK		
Activity	**Learning Outcomes**	**ECTS**
GROUP WORK	R3, R4, R5, R6, R7, R8	**1,44**
INDEPENDENT WORK	R3, R4, R5, R6, R7, R8	**2,16**
	Total	3,6

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
Educational research: the TFM	-Know and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation and evaluation projects. -**TFM Defense** (presentation, formal oral, scientific writing...)
Quality in education	Critical analysis of teaching performance, good practices and guidance using quality indicators..
Reflection on teaching practice	-Identification of problems related to the teaching and learning of the subjects of the specialization -Proposing alternatives and solutions to improve teaching practice.
Educational innovation.	Educational innovation. Know and apply innovative teachingapproaches in the field of natural sciences.

Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
Educational research: the TFM / U.D 1	5	12,5
Quality in education / U.D 2	2	5
Reflection on teaching practice / U.D 3	2	2
Educational innovation / U.D 4	3	7,5

References

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