Information about the subject

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

Faculty: Education

Code: MPSLL   **Name:** Innovation and Investigation in Language and Literature Didactics   Semester: 2

Credits: 6   ECTS   Year: 1

Module: Specific module of Language and Literature (Castilian and Valencian)

Subject Matter: Innovation and Investigation
in Language and Literature Didactics   **Type:** Basic formation

Department: Language and Literature

Type of learning: Classroom-based learning

Language(s) in which it is taught: Spanish

Lecturer/-s

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Name and surname	e-mail

Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Activities for the extracurricular training on Language and Literature	6	Integrated didactics of languages in the Spanish Educational System	6	1/1
Learning and education of the corresponding matters	12	Literary and linguistic education	6	1/1
		Didactic resources for the training of language and literature	6	1/2
Educational innovation and initiation to the educational investigation	6	Innovation and investigation in Language and Literature Didactics	6	1/2

Recommended Knowledge

No prerequisites, except those derived from access to the specialty of **language and literature** and knowledge of some of the languages of the Spanish educational system: Level C2 of the European Framework.

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	To know the concept of quality to critically analyze teaching practices.
R2	To Identify the most frequent situations related to the teaching and learning process of language and literature.
R3	To Know how to transform a simple educational proposal into a sequence of activities by selecting the most appropriate educational material.
R4	To Understand the concept of innovation and evaluation in relation to the language and literature classroom.
R5	To Be able to design a brief research project and evaluate the result.
R6	To Know how to obtain relevant information on topics related to the teaching of language and literature.
R7	To Know how to relate theory and practice to build teaching knowledge.
R8	To Know how to communicate a brief didactic or research proposal 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	
G3	Knowledge of effectively communicating summations (and sustaining relative rational or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.				X
G4	Having learned skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances				X
G7	To look for, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process.			X	
G10	To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.				X
G13	To know the rules and institutional organization of the education system and models of quality in schools.			X	

Code	Specific	Weighting			
		1	**2**	**3**	**4**
E16	To know the theoretical and practical processes in teaching and learning different classroom subjects		X		
E17	To transform the educational plan in work activities.			X	
E18	To acquire some criteria to select and develop educational resources.			X	
E20	To integrate in the teaching-learning process a training for the use of media studies.				X
E21	To learn strategies and evaluation techniques and to understand the evaluation as a tool to regulate and encourage the effort.			X	
E22	To know and apply innovative teaching proposals in the field of specialization.				X

E23	To analyze critically the process of teaching, the practicum and the direction using quality indicators.				X
E24	To identify the problems of teaching and learning and to propose alternatives and solutions				X
E25	To 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 To know the concept of quality to critically analyze teaching practices.	5%	Evaluation Process: portfolios, presentation of tasks, schemes, oral and written evidence of all types of activities.
R2 To Identify the most frequent situations related to the teaching and learning process of language and literature.	10%	Evaluation Process: portfolios, presentation of tasks, schemes, oral and written evidence of all types of activities. Individual and group oral expositions.
R3 To Know how to transform a simple educational proposal into a sequence of activities by selecting the most appropriate educational material.	25%	Summative and final theoretical-practical test, solution of practical cases. Individual and group oral expositions.
R4 To Understand the concept of innovation and evaluation in relation to the language and literature classroom.	10%	Evaluation Process: portfolios, presentation of tasks, schemes, oral and written evidence of all types of activities. Summative and final theoretical-practical test, solution of practical cases. Individual and group oral expositions.
R5 To Be able to design a brief research project and evaluate the result.	10%	Summative and final theoretical-practical test, solution of practical cases. Individual and group oral expositions.
R6 To Know how to obtain relevant information on topics related to the teaching of language and literature.	15%	Evaluation Process: portfolios, presentation of tasks, schemes, oral and written evidence of all types of activities. Summative and final theoretical-practical test, solution of practical cases. Individual and group oral expositions.
R7 To Know how to relate theory and practice to build teaching knowledge.	15%	Summative and final theoretical-practical test, solution of practical cases.

		Individual and group oral expositions.
R8 To Know how to communicate a brief didactic or research proposal in a formal situation.	10%	Individual and group oral expositions.

Criteria for granting Honors Distinction: In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of "Honors Distinction" may be awarded to students who have obtained a grade equal to or greater than 9.0. The number of "Honors" 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 a single "Honors" may be granted. honorary".

Exceptionally, honors may be assigned between the different groups of the same subject globally. 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 based on a common criterion, regardless of the group to which they belong.

The criteria for granting "Honors" will be carried out according to the criteria stipulated by the professor responsible for the subject detailed in the "Observations" section of the evaluation system of the teaching guide.

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.

In this case, it will be evaluated as follows: A didactic proposal around the literary universe of a work similar to the third and last task carried out for the innovation and research part in Literature (The Literary Universe of a work) & a work project consisting of identifying deficiencies in communicative competence in secondary school students and an innovative proposal to work on these difficulties similar to the third and last task carried out for the innovation and research part in Language.

Course guide

Learning activities

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

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

Activity	Learning Outcomes	ECTS
Presentation of content by the professor/lecturer, analysis of competencies, explanation and demonstration of capabilities, skills and knowledge in the classroom.	R1, R2, R3, R4, R5, R6, R7	1,5 ECTS
Group work sessions supervised by the professor/lecturer. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, online, Internet, etc. Meaningful construction of knowledge through student interaction and activity.	R1, R2, R3, R4, R5, R6, R7	1,05 ECTS
Set of oral and/or written tests used in the initial, formative or additive evaluation of the student.	R1, R2, R3, R4, R5, R6, R7, R8	1,45 ECTS
Total		4 ECTS

Activity	Learning Outcomes	ECTS
Application of interdisciplinary knowledge.	R1, R2, R3, R4, R5, R6, R7	1 ECTS
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theoretical classes, practical classes and/or small group tutorials. Work carried out on the university platform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5, R6, R7	1 ECTS
Total		2 ECTS

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
BC 1 Educational innovation BC 2 Research methodologies and techniques in education BC 3 Action research processes BC 4 Quality in education BC 5 Reflection on teaching practice: classroom research	1.1 Introduction to Research and Innovation in Literature. 1.2 Research and Innovation: students and teachers 2. Resources for Research and Innovation 3. Objectives of Research and Innovation in Literature: creation of Competent Readers 4. Research and Innovation: Pedagogical Theories & Teaching Materials 5. Research and Innovation: The literary work and the academic universe that surrounds it 6. Research, innovation, and quality in Language 7. Language didactics: origin and future perspective 8.1 Reading. What is reading? How do you read? Indicators? Difficulties? 8.2 Writing. What is writing? How do you write? Indicators? Difficulties? 9. Linguistic proposals for innovation

Temporary organization of learning

TABLE OF CONTENTS/DICACTIC UNITS	Number of sessions	Hours
BC 1, BC 2, BC 3, BC 5/ 1.1 Introduction to Research and Innovation in Literature. 1.2 Research and Innovation: students and teachers	2	5
BC 3/ 2. Resources for Research and Innovation	1	2,5
BC 1, BC 2, BC 3, BC 4/ 3. Objectives of Research and Innovation in Literature: creation of Competent Readers 4. Research and Innovation: Pedagogical Theories & Teaching Materials 5. Research and Innovation: The literary work and the academic universe that surrounds it	4	10
BC 1, BC 2, BC 3, BC4, BC 5/ 6. Research, innovation, and quality in Language BC 1, BC 2, BC 5/ 7. Language didactics: origin and future perspective	2	5
BC 1, BC 2, BC 4, BC 5/ 8.1 Reading. What is reading? How do you read? Indicators? Difficulties?	2	5
BC 1, BC 2, BC 4, BC 5/ 8.2 Writing. What is writing? How do you write? Indicators? Difficulties?	2	5
BC 2, BC 3, BC 5/ 9. Linguistic proposals for innovation	1	2,5

References

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