



Information about the subject

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

Faculty: Teaching and Educational Sciences

Code: Plastics

Name: Innovation and research in didactics of Drawing and Arts

Credits: 6

ECTS

Year: 1^o

Semester: 2^o

Module:

Subject Matter: Drawing

Type: Basic formation

Department: specific

Type of learning: Classroom-based learning

Language(s) in which it is taught: spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject	ECTS	Subject	ECTS	Year/semester
Didactics	12	Drawing and Plastic Arts Curriculum	6	1/1
		Didactics of Drawing and the Plastic Arts	6	1/1
Classroom Resources	6	Didactic resources for the teaching of Drawing and the Plastic Arts	6	1/2
Research	6	Innovation and research in didactics of Drawing and the Plastic Arts	6	1/2



Recommended Knowledge

Not required

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	Elaborate an innovative educational proposal through a written document in which the materials, resources and methodology that guarantee the consolidation of learning are shown.
R2	Plan the design of a research project in didactics of drawing and plastic arts, taking into account its phases and technical requirements through a document in accordance with the approaches of a scientific report.
R3	Process referential information on a research topic through a written text.
R4	Generate a learning situation from previous theoretical research on a methodological aspect that involves an innovation within the field of secondary education, high school and vocational training.



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 their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.				x
G3	Know how to communicate their conclusions (the knowledge and the ultimate reasons that support them) to specialized and non-specialized audiences in a clear and unambiguous manner.		x		
G6	Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competencies of the respective courses, taking into account the level and previous				x

Code	Specific	Weighting			
		1	2	3	4
CE3	Develop proposals based on the acquisition of knowledge, skills and intellectual and emotional attitudes.				x
CE22	To know and apply innovative teaching proposals in the field of the specialization studied.				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
CE29	Participate in improvement proposals in the different fields of action based on reflection based on practice.				x



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1. Develop an innovative educational proposal, specifying materials, resources and methodology to ensure the consolidation of learning.	25%	Written work
R2. Plan the design of a research project in didactics of drawing and plastic arts, attending to its phases and technical requirements through a document in accordance with the approaches of a scientific report.	25%	Portfolio
R3. Process referential information on a research topic through a written text.	25%	Portfolio
R4. Generate a learning situation from previous theoretical research on a methodological aspect that involves an innovation within the field of secondary education, high school and vocational training.	25%	Theoretical and practical 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.

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.

The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

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

M1	MD1. Inverted class
M2	MD2. Participative master class
M3	MD4. Exercise and problem solving
M4	MD10 Gamification
M5	MD11. Simulation



IN-CLASS LEARNING ACTIVITIES		
Activity	Relationship to the Learning Outcomes of the course	ECTS
AF3. Sharing of conclusions of the autonomous work to complete the learning process in the presence of the teacher.	R2	0,2
AF4. Active listening to oral presentations given by the teacher and elaboration and posing of questions with possible individual or small group work to process such information.	R2,R3	0,5
AF6. Solving exercises and problems by applying the theory learned.	R1,,R2, R3, R4	0,5
AF12. Participation in gamified learning processes	R2, R3	0,3
AF13. Participation in simulation situations	R1, R4, R3	0,5
Total		2

LEARNING ACTIVITIES OF AUTONOMOUS WORK		
Activity	Relationship to the Learning Outcomes of the course	ECTS
AF1. Viewing videos or other digital materials	R3	0,5
AF2. Reflective reading	R3	1
AF6. Solving exercises and problems applying the theory learned.	R1, R2, R4	2,5
Total		4

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
-Research in didactics of Drawing and the Plastic Arts -Innovation in didactics of Drawing and the Plastic Arts	Arts-based research (ABR) in education. Research methods in the field of Didactics of Drawing and Visual and Plastic Arts. and Visual Arts Didactics. The concept of educational innovation in didactics of Plastic and Visual Arts. visual arts. Real or simulated experiential activities. Innovative teaching proposals in the field of Plastic and Visual Arts. Visual Arts.



Temporary organization of learning

BLOCK OF CONTENT/DIACCTIC UNIT	Number of sessions	Hours
Research in didactics of Drawing and Plastic Arts	7	17,5
Innovation in Didactics of Drawing and Plastic Arts	7	17,5

References

- Camacho, S., Sáenz, O. (2000): Técnicas de comunicación eficaz para profesores y formadores. Alcoi: Marfil.
- Bauman, Z (2013). Sobre educación en un mundo líquido. Barcelona: Paidós.
- Fernández-Balboa, J. M. (2002) La autoevaluación como práctica promotora de la democracia y la dignidad. USA:Montclair-State University.
- García Roldán, J. L. (1995): Tesis doctorales y trabajos de investigación. Alicante: Universitat d'Alacant.
- HERNÁNDEZ SAMPIERI, R. (2006): Metodología en la investigación. México: MCGraw-Hill / Interamericana de México.
- Icart, M, T. ET ALII (2001): Elaboración y presentación de un proyecto de investigación y una tesina: Barcelona: Edicions de la Universitat de Barcelona.
- Marcelo, C. (1994): Formación del profesorado para el cambio educativo. Barcelona: PPU.
- Marco Común Europeo de Referencia para las lenguas: aprendizaje, enseñanza, evaluación (2003): <http://cvc.cervantes.es/obref/marco>
- Marin, E. I., Rincón, A. G. y Morales, O. A. (2003): «El manual APA al alcance de todos», *Educere*, año 7, núm. 23. p. 343-352.
- Rigo, A. – GENESCA, G. (2000): Tesis i treballs. Aspectes formals. Vic: Eumo editorial.
- Rivas Navarro, M. (2000): Innovación educativa. Teorías, procesos y estrategias. Granada: Síntesis.
- Santos, M. (2003) Una flecha en la diana. La evaluación como aprendizaje. Madrid: Narcea.
- Santos, M. A. (1995): Libro de estilo para universitarios. Málaga: Miguel Gómez Ediciones.

REVISTAS y CONGRESOS ESPECIALIZADAS:

Cantalozella, J. (2010). Frente al reto de la investigación artística. Algunas consideraciones en torno a la creación y su contexto. *OBSERVAR: Revista electronica del Observatori sobre la Didàctica de les Arts* (4), 45-65. Recuperado de <http://www.raco.cat/indez.php/Observar/article/view/202111/270424>

De Laiglesia, J.F., Rodríguez, M. y Fuentes, S. (ed)(2008). Notas para una investigación artística. *Actas Jornadas La Carrera investigadora en Bellas Artes: Estrategias y Modelos (2007-2015)*. Vigo: Universidad de Vigo.

De Miguel, L. (2014). La creación artístico-narrativa, a partir de registros visuals, sonorous y audiovisuales, como estrategia metodológica en las Bellas Artes. En *Actas VI Congreso Internacional Latina de Comunicación Social*. La Laguna: Universidad de La Laguna. Recuperado de [http://revistalatinacs.org/14SL/2014 actas/03 DEMIGUEL.pdf](http://revistalatinacs.org/14SL/2014%20actas/03%20DEMIGUEL.pdf)

Hernández, F. (2008). La investigación basada en las artes. Propuestas para repensar la investigación. *Educatio Siglo XXI* (26). 85-118.

Peyró, J.B. y de Madrid, P.S.M. (2011). Investigación e innovación en (y desde) Bellas Artes= Research and innovation in (andfrom) Fine Arts. *Fabrikart: arte, tecnología, industria, sociedad* (10), 184-200

