



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: 1020085 **Name:** Teaching Innovation and Initiation to Educational Research for Socio-community Intervention Technician

Credits: 6 ECTS

Year: 2024-2025

Semester: 2º

Module: Specific

Subject Matter: Innovation and Initiation to Educational Research **Type:** Basic formation

Department: Department of General Didactics, Educational Theory and Technological Innovation

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 Matter	ECTS	Subject	ECTS	Year/semester
Complements for disciplinary training	6	The socio-community intervention technician curriculum	6	1/1
Learning and teaching of the corresponding subjects	12	Teaching of socio-community intervention technician	6	1/1
		Didactic Resources for Teaching as a socio-community intervention technician	6	1/2
Teaching innovation and initiation to educational research	6	Teaching Innovation and Initiation to Educational Research as a socio-community intervention technician	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	The student knows the concept of quality to critically analyze teaching practices.
R2	The student identifies the most frequent situations related to the teaching and learning process of health processes.
R3	The student makes a simple educational proposal of activities selecting the most appropriate educational material.
R4	The student understands the concept of innovation and evaluation in relation to the classroom.
R5	The student is able to design a brief research project and evaluate the result.
R6	The student knows how to obtain relevant information on topics related to specific didactics.
R7	The student knows how to relate theory and practice to build teacher knowledge.
R8	The student knows 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	
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 pertinent knowledge 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		
G6	To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration with other teachers and school professionals.				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		

Code	Specific	Weighting			
		1	2	3	4
CE13	To know the cultural and educational value of the specific subjects and the content that is taught		X		
CE14	To know the history and recent developments of the classroom subjects and their perspectives in order to transmit a dynamic vision.		X		
CE15	To know different environments to practice curricular contents.				X
CE16	To know the theoretical and practical processes in teaching and learning different classroom subjects.				X
CE17	To transform curricula in activity and work programs.		X		
CE18	To acquire criteria to select and develop educational resources.			X	
CE19	To foster a climate that facilitates learning and values the contributions of the students			X	
CE20	To integrate training for the use of media studies in the teaching-learning process		X		
CE21	To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort.			X	
CE22	To know and apply innovative teaching proposals in the field of specialization.				X
CE24	To identify the problems of teaching and learning certain materials and to propose alternatives and solutions.				X
CE27	To understand and apply methods and basic techniques of research and evaluation and to be able to design and develop research, innovation and evaluation projects.			X	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
The student knows the concept of quality to critically analyze teaching practices.	5%	Individual or group work
The student identifies the most frequent situations related to the teaching and learning process of health processes.	5%	Individual or group work
The student makes a simple educational proposal of activities selecting the most appropriate educational material.	10%	Individual or group work
The student understands the concept of innovation and evaluation in relation to the classroom.	5%	Individual or group work
The student is able to design a brief research project and evaluate the result.	60%	Project elaboration
The student knows how to obtain relevant information on topics related to specific didactics.	5%	Individual or group work
The student knows how to relate theory and practice to build teacher knowledge.	5%	Individual or group work
The student knows how to communicate a brief didactic or research proposal in a formal situation	5%	Individual or group work

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	Presentation of content by the teacher and analysis of competencies.
M2	Group work sessions supervised by the teacher. Study of cases, problems, field study, computer classroom, visits and educational itineraries, search for data in libraries, on the Internet, etc. Activities developed in spaces with specialized equipment. Significant construction of knowledge through student interaction and activity.
M3	Presentation of acquired knowledge. Teacher-small group interaction and small-large group interaction.
M4	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in classes, seminars, readings, completion of assignments, etc.
M5	Set of oral and/or written tests used in the initial, formative or summative evaluation of students.
M6	Readings, writing essays, solving problems, papers, reports, preparing seminars, etc. to present or deliver in theoretical classes, practical classes and/or small group tutorials.
M7	Student study of the proposed bibliography. Preparation of required tasks: readings, analysis of texts, preparation of essays, problem solving, writing of reports, etc.



IN-CLASS LEARNING ACTIVITIES		
Activity	Learning Outcomes	ECTS
THEORETICAL CLASSES	R1, R2, R3, R4, R5, R6	1,20
PRACTICAL CLASSES	R2, R5, R6	1
WORK EXHIBITION	R1, R2, R4	0,06
TUTORSHIPS	R1, R2, R4	0,04
EVALUATION TESTS	R1, R2, R3, R4, R5, R6	0,10
Total		2,4

LEARNING ACTIVITIES OF AUTONOMOUS WORK		
Activity	Learning Outcomes	ECTS
TEAM WORK	R1, R2, R3, R4, R5, R6	1,44
INDIVIDUAL WORK	R1, R2, R3, R4, R5, R6	2,16
Total		3,6

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
1.Educational research. TFM. 2.Reflection on research in teaching. 3.Educational innovation. 4.Elaboration of innovative projects in FP in the specialization of TISC	1. Know and apply methodologies and basic techniques of educational research and evaluation and be able to design and develop research and evaluation projects. 2. Identify the problems related to teaching, learn to interrogate about the practice itself and design research projects adjusted to the educational reality. 3. Know and apply innovative teaching proposals in the field of specialization courses. 4. Referents of good practices, search for grants and design of innovative projects.



Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
Educational research. TFM.	4	10
Reflection on research in teaching.	3	7,5
Educational innovation.	1	2,5
Elaboration of innovative projects in FP in the specialization of TISC	6	15

References

Basic bibliography

CORDON GARCIA JA (Coord.) (2012) Las nuevas fuentes de información. Información y búsqueda documentos en el contexto de la web 2.0. Pirámide

DELGADO, C. (2014). Viajando a Ítaca por mares cuantitativos. Manual de ruta para investigar en grado y postgrado. Amarú

GARCIA SANZ MP. (2012). Guía práctica para la realización de trabajos fin de grado y fin de Master. Editum

LOPEZ YEPES J (2011). Manual ciencias de la información y documentación. Pirámide

PEDRINACI (Coord.) (2012). El desarrollo de la competencia científica. 11 ideas clave. Graó.

PÉREZ JUSTE, R. GALÁN, A. y QUINTANAL, J. (2012). Métodos y diseños de investigación en educación. UNED.

SOMOZA M (2015). Búsqueda y recuperación de información en bases de datos de bibliografía científica. Trea SL.

SUREDA, J.; COMAS, R.; OLIVER, M. F. y GUERRERO, R. M^a (2010). Fuentes de información bibliográfica a través de Internet para investigadores en educación. Redined.

Educational Portals

<http://todofp.es/inicio.html> www.educaweb.com

www.educavia.com

www.profes.net

<http://recursostic.educacion.es>

<http://ntic.educacion.es/v5/web/profesores/asignaturas/> Instituto de Tecnologías Educativas.
Ministerio de Educación. Recursos educativos clasificados.

Main Databases in education:

CSIC databases: <http://www.csic.es/bases-de-datos>

Dialnet: <https://dialnet.unirioja.es/>

Redalyc: <https://www.redalyc.org/home.oa>

Redined: <http://redined.mecd.gob.es/xmlui/>

Eric: <https://eric.ed.gov/>

Eurybase: <http://www.eurydice.org/eurybase/>

Web of Science: <https://www.recursoscientificos.fecyt.es/>

Worlcat: <https://www.worldcat.org/>

Bibliographic managers

Zotero: <https://www.zotero.org/> Refworks: <https://refworks.proquest.com/> Mendeley:

<https://www.mendeley.com> Endnote: <https://endnote.com/>

