Planning, Research and Innovation   2016/2017

Code: 102067
ECTS Credits: 3

Degree	Type	Year	Semester
2500798 Primary Education	FB	3	2

Contact

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Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: Yes

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Prerequisites

This module is part of the topic Processes and Educational Contexts. For this reason, it is advisable to have completed and passed the three previous modules on this topic: Education and Educational contexts, Theories and Contemporary Practices in Education and Didactics and Curriculum Development.

Objectives and Contextualisation

1. To analyse the impact that the acknowledgement of professional skills related to innovation and research in the educational context has on the teaching profession.
2. To relate the fields of innovation and research in educational and institutional contexts.
3. To develop innovation and research projects through the analysis of the characteristics of the context.
4. To link innovation and research with teacher professional development and school organisation.

Skills

- Adopt an ethical attitude and behaviour and act in accordance with the deontological principles of the profession.
- Assume the educating dimension of the teachers role and foster democratic education for an active population.
- Critically analyse personal work and use resources for professional development.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Generate innovative and competitive proposals in research and in professional activity.
- Know about the historic evolution of the education system in our country and the political and legislative conditioners of educational activity.
- Know and apply basic methodologies and techniques of educational research and be able to design innovative projects while identifying evaluation indicators.
- Know and apply innovative experiences in primary education.
- Know how primary schools are organised and about the diversity of actions involved in running them.
- Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge regarding the respective procedures of education and learning.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.

- Manage information in relation to the professional field for decision making and the preparation of reports.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Respect the diversity and the plurality of ideas, people and situations.
- Understand the basics of primary education
- Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
- Understanding and addressing school situations in multicultural contexts.
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

Learning outcomes

1. Accept that the diversity and plurality of ideas, practices and educational institutions is a value to defend.
2. Access basic and contextual information on the main theoretical teaching and practical contributions that affect the teaching profession.
3. Analyse, contextually and pedagogically, educational projects and national and international assessment reports related to nursery and primary education and that help make decisions in the field of education policy.
4. Analyse individual and social needs of groups.
5. Analyse the contextual constraints that lead to the justification of innovations in school contexts.
6. Assessing the value of, and respecting the different pedagogical contributions of, different movements and authors of contemporary relevance.
7. Considering areas of innovation in the school context, taking the classroom as a point of reference.
8. Critically analyse, discerning the accessorial fundamentals, innovations in the field of primary education.
9. Critically analyse school reality, specifically in the classroom to propose specific areas for improvement.
10. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.
11. Design and apply initial assessment devices.
12. Develop innovation projects by applying the appropriate programming sequence in accordance with the paradigm or focus of reference.
13. Devising innovation projects, taking into account their technical characteristics.
14. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
15. Examining the knowledge of the main international, and especially European, pedagogical movements that have influenced contemporary pedagogical theory and practices that affect nursery and primary schooling.
16. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
17. Identifying areas and spheres of innovation in the school context.
18. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
19. Know about international experiences and examples of innovative practices in education to analyse the practice of teaching and the institutional conditions that frame it.
20. Linking innovation as an element of professional development.
21. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
22. Proposing areas of improvement in primary education classrooms depending on the possibilities of the context and based on scientific principles.
23. Proposing specific innovation projects for primary education classes taking into account the possibilities of the context.
24. Recognising the social value of education and the value of diversity in order to acquire resources that encourage inclusive education and performance in multicultural contexts.
25. Relating innovation, research, and professional development.

26. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
27. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
28. Understand the historical evolution of the Spanish education system placing it in the European context and the legislation governing it.
29. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
30. Understand the processes that occur in educational activities and their impact on training while accepting that the exercise of the educational function must be refined and adapted lifelong to scientific, educational and social changes.
31. Understand the role, possibilities and limits of education in today's society and analyse and assess the impact of historical, cultural, political and environmental situations and proposals for education and training.
32. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
33. Using methodologies and techniques suitable for planning innovative projects.

Content

1. Participation in the design, management and evaluation of innovation and research projects

1.1. The role of the teacher in research and innovation

1.2. The institutional dimension of research and innovation

1. Research in schools

2.1. The process of research in education

2.2. Research methods and techniques

1. Training and professional development in the schools

3.1. Teacher professional development

3.2. Professional and organisational development

Methodology

FACE-TO-FACE CLASS

Large group classroom activities should allow students to actively participate in the construction of professional knowledge. Although the spotlight falls mainly on the lecturer, it is important to encourage the students' active participation, not only in large group sessions, but also in working group sessions so as to resolve situations and / or specific problems that may arise in order to encourage the training of students.

SUPERVISED

Completion of team work related to the module content, which will allow students to embed knowledge and learning.

EVALUATION

Evaluation includes content assessment, achievement of goals and advancement of students' knowledge.

AUTONOMOUS WORK

Readings, study.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Evaluation	0	0	25, 20
Group	15	0.6	20
Seminars	7.5	0.3	
Type: Supervised			
Innovation group tasks	15	0.6	
Type: Autonomous			
Study	33.5	1.34	25, 20

Evaluation

GENERAL ASPECTS

Following UAB regulations, plagiarism or copying of any work will be penalised with a mark of 0, automatically los

In order to be assessed, each student must attend at least the 80% of the face-to-face large group sessions.

THEORETICAL EXAMINATION

At the end of the course, a theoretical examination will take place based on module content and learning outcomes, as already specified. Students need to obtain a minimum mark of 5 in order to pass the module. If a student fails the theoretical examination, a new date will be scheduled so that he/she may re-sit it.

PRACTICAL TESTS (or activity)

Throughout the module there will be two practical tests. The first one involves an analytical approach, and the students are asked to put forward ideas drawn from background readings and class reflections. The second one has an applied approach and will be based on a case study.

These practical tests will be completed in groups of 5 and will be presented in the seminars. As in the case of the theoretical examination, students need to obtain a minimum mark of 5. If a student fails to obtain this minimum mark, new opportunities will be given so that he/she may re-sit the tests.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Theoretical part	50	2	0.08	9, 8, 5, 12, 33, 17, 7, 22, 23, 13
Theoretical test	50	2	0.08	2, 3, 10, 9, 8, 5, 4, 16, 1, 14, 29, 30, 32, 31, 27, 19, 26, 28, 11, 12, 33, 17, 18, 15, 21, 7, 22, 23, 24, 13, 25, 6, 20

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