

Educational Innovation

Code: 103522
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	2

Contact

Name: Carme Ruíz Bueno
Email: Carmen.Ruiz.Bueno@uab.cat

Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

It is recommended having passed the subjects of the degree:

- The teaching and learning process
- Education and Society
- Design, monitoring and evaluation of plans and programmes

Objectives and Contextualisation

This subject is a main part of "Training and socio-educational Management" specialty,

The main objective is provide professional expertise and resources of action in the field of design, development and innovation of training proposals.

In this regard, specific objectives are:

- Design and develop a curricular project, taking into account the basic notions concerning the design, development and curricular innovation.
- Analyze the elements that make up the processes of development and realization of a curriculum from innovative benchmarks to achieve significant resources to plan the strategy for implementation.
- Reflecting on the development of educational projects in contexts of curriculum theory and curriculum development and in the context of the management of teaching and learning processes.

Skills

- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Design innovative programs, projects and proposals for training in and development of training resources in labour contexts, whether face-to-face or virtual.
- Develop quality management processes and models in educational and training contexts.
- Develop strategies for autonomous learning.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Generate innovative and competitive proposals in research and professional activity.

- Incorporate information and communications technology to learn, communicate and share in educational contexts
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Apply a quality model that is consistent with the institution or its characteristics, to the proposed intervention.
2. Apply advisory techniques and strategies to innovation projects in educational institutions and services.
3. Deliver proposed activities on time and in the right way.
4. Design projects and actions adapted to the education environment and the recipients thereof.
5. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
6. Organising the work in a structured way in terms of the demands.
7. Promoting improvement processes based on the results obtained from evaluating innovation projects.
8. Structure the apparatus required for a proposal for innovation.
9. Using ICTs in designing, developing and drawing up practical work.
10. Using virtual platforms as a communication and management tool for directed and supervised activities.

Content

- Educational innovation: models and perspectives
- Educational innovation processes in organizations: stages
- Facilitators and resistances in the process of curriculum innovation
- Curriculum development strategies and educational innovation
- Stakeholders for curricular innovation: roles, functions and competences

Methodology

The methodological approach of the subject focuses on the student learning process. To achieve this principle, the student must be active and independent throughout the process. The mission of the teacher, helping students must be:

- 1) Supporting the student at all times providing information and resources for learning.
- 2) Ensuring student autonomous learning proposing different activities (individual, group, theoretical and practical, ...) under the principle of methodological diversity.

Under this approach, the subject is structured in its design and development, in 3 types of teaching and learning types of activities that we present below.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Master Class (the final project presentation is not included)	30	1.2	2, 1, 4, 8, 7
Seminars (the final project presentation is not included)	15	0.6	2, 1, 5, 4, 8, 7, 3, 6, 9, 10
Type: Supervised			
Individual readings and other process evidences	5	0.2	8, 7, 3, 6, 9, 10
Mentoring of work group	25	1	2, 1, 5, 4, 8, 7, 3, 6, 9, 10

Type: Autonomous

Individual Autonomous work

60

2.4

3, 6

Evaluation

The student will have to submit two basic types of evidences: 2 Practical exercises (teamwork project) and 2 theoretical and practical activities.

- The practical exercises has an educational purpose from the point of view of assessment, because it can be reviewed by the class as a function of the given task. This review will be conducted in seminar moment and on the Moodle platform.
- The theoretical and practical activities, separated in each of the content blocks, has a summative aim and should be an individual synthesis of realization, discussion and reflection of teamwork. When an activity will be negative must be performed again at the end of the semester on a specific date.

The realization of all assessment activities is essential to promote. If an activity is not delivered according the Schedule, it must do before the end of subject in an specific date. You should remain some outstanding can be made or delivered on a specific date.

Practical delivery one and the critical analysis type exam will be done after block 1. (04/08/2019)

Practical delivery two and the Teoretical evaluation tasks will be done after block 2. (06/03/2019)

The practices and recovery exam will be made and will delivered after completin the session (06/17/2019)

Each individual situation that does not conform to what is specified, it must be communicated to teacher to enable specific assessment activities without losing the philosophy of evaluation process.

The feed-back of any activity with assessment implications will be in seven days.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
1 Critical analysis type exam	30%	3	0.12	2, 1, 4, 8, 7, 3, 6
1 theoretical (individual evaluation)	30%	2	0.08	2, 1, 4, 8, 7, 3, 6
Delivery of practicas exercises (teamwork)	30%	5	0.2	2, 1, 5, 4, 8, 7, 3, 6, 9, 10
Individual readings and other process evidences	10%	5	0.2	2, 1, 5, 4, 8, 7, 3, 6, 9, 10

Bibliography

BAROCIO, R. (2004). *Formación docente para la innovación educativa*. México: Trillas.

CANTON, I. Y PINO-JUSTE, M. (2011). *Diseño y desarrollo del currículum*. Madrid: Alianza Ed.

CARBALLO, R. (2009). *Manifiestos para la innovación educativa. Proyecto innovador a partir de experiències de alumnos universitarios*. Madrid: Ediciones Díaz de Santos.

CASANOVA, M. A. (2006). *Diseño curricular e innovación educativa*. Madrid: La Muralla.

ESCUADERO, J.M. (Ed.) et al. (1999). *Diseño, desarrollo e innovación del currículum*, Madrid: Síntesis.

FULLAN, M. (2002). *Los nuevos significados del cambio en educación*. Barcelona: Octaedro.

- GATHER, M. (2004). *Innovar en el seno de la institución escolar*, Barcelona: Grao.
- GOODSON, I. (2000). *El cambio en el currículum*, Barcelona: Octaedro.
- GUARRO, A. (2005). *Los procesos de cambio educativo en una sociedad compleja: diseño, desarrollo e innovación del currículum*. Madrid: Pirámide.
- HANNAN, A. Y SILVER, H. (2005). *La innovación en la Enseñanza superior*. Madrid. Narcea.
- HARGREAVES, A. (2002). *Una educación para el cambio*, Barcelona: Octaedro.
- IFIIE-MEC (2011). *Estudio sobre la innovación educativa en España*. Madrid: Secretaria General Técnicas-MEC.
- HERRANZ, A. Y PAREDES, J. (2012). *Promover el cambio pedagógico en la universidad*. Madrid: Pirámide.
- IRANZO, P. (2012). *El asesoramiento pedagógico al profesorado*. Madrid: Síntesis
- MEDINA, A. (2010). *Diseño, desarrollo e innovación del currículum en las instituciones educativas*. Madrid: Universitas
- RIVAS, M. (2000). *Innovación educativa. Teoría, procesos y estrategias*, Madrid: Síntesis.
- ROIG, J. et. Al. (2008). *Investigación e innovación en el conocimiento educativo actual*. Madrid. Editorial Marfil.
- SEVILLANO, M.L.; PASCUAL, M.A, y BARTOLOMÉ, D. (2007). *Investigar para innovar en la enseñanza*. Madrid: Pearson Prentice Hall.
- TEJADA, J. (1998). *Los agentes de innovación en los centros educativos*, Málaga: Aljibe.
- TEJADA, J. (2005). *Didáctica-Currículum: Diseño, desarrollo y evaluación curricular*, Barcelona: Davinci Continental
- TEJADA, J. (2007). La innovación formativa. En: TEJADA, J. y GIMENEZ, V. (Coord). *Formación de Formadores. Escenario institucional*. Madrid: THOMSON; 631-712.
- TEJADA, J. (2008). Innovación didáctica y formación del profesorado, en A. HERRAN. y J. PAREDES (Coords.) *Didáctica General. La práctica de la enseñanza en Educación Infantil, Primaria y Secundaria*, Madrid: McGraw Hill, 311-332.
- TEJADA; J. (2012). Inovação docente na universidade. Alternativas na formação docente. En M. Suanno y N. Rajadell (Coors.). *Didática e Formação de Professores. Perspectivas e inovações*. (pag. 59-78). Goiana: PUC Goias.
- TEJADA, J. (2014). Investigación e innovación educativas: dos cares de la misma moneda. *Desde las aulas normalistas*
- TORRE, S. BARRIOS, O. (Coords.). (2002) *Estrategias didácticas innovadoras. Recursos para la formación y el cambio*. Barcelona: Octaedro.
- VARIOS (2007). *Historia de un cambio: un currículum integrado con el aprendizaje basado en problemas*, Escuela Universitaria de Enfermería de la Vall de Hebron, Barcelona.
- VILLA, A. (2008). *Innovación y cambio en las organizaciones educativas*. Bilbao: Universidad de Deusto.
- WITAKER, P. (1998). *Cómo gestionar el cambio en contextos educativos*. Madrid: Narcea.