

Planning, Research and Innovation

Code: 102067
ECTS Credits: 3

| Degree | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500798 Primary Education | FB | 3 | 2 |

Contact

Name: Antoni Navío Gámez
Email: Antoni.Navio@uab.cat

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

Teachers

Empar Garcia Lopez
Miquel Àngel Essomba Gelabert
Esther Belvis Pons

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.

Competences

- 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.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- 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.
- Take part in the definition of the educational project and in the general activity of the school taking into account quality management criteria.
- 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 individual and social needs of groups.
4. Analyse the characteristics of a quality tutorial.
5. Analyse the contextual constraints that lead to the justification of innovations in school contexts.
6. Analyse the learning processes in the classroom and outside the classroom.
7. 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.
8. Assessing the value of, and respecting the different pedagogical contributions of, different movements and authors of contemporary relevance.
9. Considering areas of innovation in the school context, taking the classroom as a point of reference.
10. Critically analyse school reality, specifically in the classroom to propose specific areas for improvement.
11. Critically analyse, discerning the accessorial fundamentals, innovations in the field of primary education.
12. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.
13. Design and apply initial assessment devices.
14. Design teaching strategies according to the varying needs and characteristics of groups.
15. Design tutorial processes in accordance with an analysis of pupils needs.
16. Develop innovation projects by applying the appropriate programming sequence in accordance with the paradigm or focus of reference.
17. Devising innovation projects, taking into account their technical characteristics.
18. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
19. 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.

20. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
21. Identifying areas and spheres of innovation in the school context.
22. Identifying the curricular areas in the primary stage.
23. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
24. Know about international experiences and examples of innovative practices in education to analyse the practice of teaching and the institutional conditions that frame it.
25. Linking innovation as an element of professional development.
26. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
27. Planning teaching/learning initiatives which address diversity in the classroom.
28. Proposing areas of improvement in primary education classrooms depending on the possibilities of the context and based on scientific principles.
29. Proposing specific innovation projects for primary education classes taking into account the possibilities of the context.
30. 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.
31. Relating innovation, research, and professional development.
32. Understand the evaluative approach, specifically evaluation criteria in primary education.
33. Understand the historical evolution of the Spanish education system placing it in the European context and the legislation governing it.
34. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
35. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
36. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
37. 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.
38. 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.
39. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
40. 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 | 31, 25 |
| Group | 15 | 0.6 | 25 |
| Seminars | 7.5 | 0.3 | |
| Type: Supervised | | | |
| Innovation group tasks | 15 | 0.6 | |
| Type: Autonomous | | | |
| Study | 33.5 | 1.34 | 31, 25 |

Assessment

GENERAL ASPECTS

Following UAB regulations, plagiarism or copying of any work will be penalised with a mark of 0, automatically losing the possibility of a re-sit, whether it is an individual or group task (in this case, all members of the group will receive a 0). If during the completion of an individual task in class, the teacher has reason to believe that a student is trying to copy or discovers any kind of document or device unauthorised by the teaching staff, again the mark awarded will be 0 with no re-sit option.

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. It will be a written test and will be carried out individually. Students need to obtain a minimum mark of 5 in order to pass the module. The dates of theoretical examination are the

following: group 21: 4/30/2020; group 31: 4/22/2020; group 41: 4/24/2020; Group 71: 4/24/2020. The recovery of the theoretical examination will take place on the following dates: group 21: 6/25/2020; group 31: 6/17/2020; group 41: 6/26/2020; Group 71: 6/26/2020.

PRACTICAL TESTS (or activity)

Throughout the module there will be three 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 and third 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.

TEST OF APPLICATION OF KNOWLEDGE

A research project will be developed in which the contents that are being developed in the subject will be applied. The part of planned research must be carried out.

The presentation of the knowledge application test will take place on the same day as the theoretical examination. The recovery will be the first week of June at the end of Practicum III.

It will be necessary to approve the three tests separately. The day of recovery affects the three assessment tasks. In case one of the three tests is suspended, the whole subject is suspended.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|-------------------------------|-----------|-------|------|---|
| Application test of knowledge | 30% | 0 | 0 | 12, 10, 11, 1, 35, 38, 16, 40, 23, 21, 19, 26, 9, 29, 28, 30, 31, 8 |
| Practical test | 30% | 2 | 0.08 | 10, 11, 5, 6, 4, 18, 39, 34, 14, 15, 16, 40, 22, 21, 27, 9, 29, 28, 17, 31 |
| Theoretical test | 40% | 2 | 0.08 | 2, 12, 10, 11, 5, 3, 7, 20, 18, 36, 37, 39, 35, 38, 32, 24, 33, 13, 21, 19, 26, 29, 30, 17, 31, 8, 25 |

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