UAB
Universitat Autònoma de Barcelona

Research Trends in Curriculum Development and Innovation Processes

Code: 43213
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

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Teachers

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Use of Languages

Principal working language: catalan (cat)

Prerequisites

This module is mandatory in Curriculum and Innovation Processes in Education

Objectives and Contextualisation

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Competences

- Analyse data according to its nature and present results in accorance with the research proposals.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Propose curricular innovation projects from the research results.
- Recognise and relate the theoretical, empirical and social aspecys of the specific field of research.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

- Work in teams and with teams in the same or interdisciplinary fields.

Learning Outcomes

1. Analyse research models and strategies in innovation in education.
2. Analyse theoretical frameworks of references to establish those that orientate research in the area of curriculum development and innovation processes.
3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
4. Continue the learning process, to a large extent autonomously.
5. Define the information and/or subjects involved in a study in the field of curriculum development and innovation processes.
6. Design curriculum innovation projects as a solution to educational problems and the research results obtained.
7. Design curriculum innovation projects in existing lines of research.
8. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
9. Evaluate curriculum innovation projects from the contributions of existing lines of research.
10. Evaluate the social and theoretical relevance and pertinence of a research problem related to curricular design and innovation processes.
11. Find and analyse theoretical references and lines of research in curricular innovation.
12. Identify educational problems related to curriculum development and innovation processes and evaluate the methodological approaches for solving them.
13. Identify innovation processes as professional and organisational training and development processes.
14. Identify question, challenges, problems and need of the moment in education revising the role that research and innovation have or could have.
15. Identify the bases and foundations of curricular design and development by competences.
16. Identify the problems in practice related to curriculum development and innovation processes within and outside the education system.
17. Identify theoretical references and evaluate their adaptation to be able to interpret problems that are unique to the area of curricular development and innovation.
18. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
19. Negotiate the collection of information with people and/or institutions (permission, protocols, timescale).
20. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
21. Relate results in accordance with their origin (sources and instruments).
22. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
23. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
24. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
25. Work in teams and with teams in the same or interdisciplinary fields.
26. Write scientific summaries to be presented to different audiences.

Content

Theoretical perspectives of curriculum innovation in the education system. Theories, models and strategies
Innovation processes as processes of curriculum development
Models and innovation strategies and curriculum development
Research on curriculum innovation (associated content, resources, strategies, the evaluation system, the actors, the different educational levels ...).

Methodology

The training activity will be developed from the following dynamics:

- Reading of articles and documentary collections
- Master classes / lectures by the teacher
- Analysis and collective discussion of articles and documentary collections
- Practices of classroom: resolution of problems / cases / exercises.
- Presentation / oral presentation of works.
- Tutorials

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debates on readings / exhibitions	6	0.24	2, 1, 22, 9, 11, 3, 8, 5, 6, 20, 14, 13, 15, 16, 12, 17, 23, 18, 21, 24, 4, 25, 10
Exhibition in plenary	4	0.16	2, 1, 22, 9, 3, 8, 5, 6, 20, 14, 13, 15, 16, 12, 17, 23, 18, 21, 24, 25, 10
Magisterial explanations	20	0.8	2, 1, 22, 9, 7, 8, 5, 6, 14, 13, 15, 16, 12, 17, 18, 19, 21, 24, 10
Workshops / classroom exercises	6	0.24	2, 1, 22, 9, 11, 3, 8, 5, 6, 20, 14, 13, 15, 16, 12, 17, 23, 18, 19, 26, 21, 24, 25, 10
Type: Supervised			
Elaboration in group and delivery in the virtual platform of the different activities (readings, reviews, team work, work / final report)	24	0.96	2, 1, 22, 9, 3, 7, 8, 5, 6, 20, 14, 13, 15, 16, 12, 17, 23, 18, 26, 21, 24, 4, 25, 10
Individual and collective tutorials	12	0.48	2, 1, 22, 9, 3, 7, 8, 5, 6, 20, 14, 13, 15, 16, 12, 17, 23, 18, 26, 21, 24, 25, 10
Type: Autonomous			
Personal study, complementary readings, analysis of evaluative cases, search of information, elaboration of portfolios	78	3.12	2, 1, 22, 9, 11, 7, 8, 5, 6, 20, 14, 13, 15, 16, 12, 17, 23, 18, 19, 26, 21, 24, 4, 10

Assessment

- The evaluation of the module will be carried out through the activities that they specify.
- The final grade will be the weighted average of the planned activities. To apply this criterion it will be necessary to obtain a minimum of 4 in all activities, those carried out during the development of the module and in the memory / final work of the module.
- Class attendance is mandatory. In order to obtain a positive final evaluation, the student will have to attend 80% of the face-to-face sessions.
- The procedure for reviewing the evaluation will be carried out individually.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation in the sessions (workshops, debates, .plenary, ..)	20%	0	0	2, 1, 22, 9, 11, 3, 8, 5, 6, 20, 14, 13, 15, 16, 12, 17, 23, 18, 26, 21, 24, 25, 10
Activities during the development of the module (recensiones, deliveries in the platform of the activities, ...)	20%	0	0	2, 1, 22, 9, 11, 3, 7, 8, 5, 6, 20, 14, 13, 15, 16, 12, 17, 23, 18, 26, 21, 24, 25, 10
Memory / individual work of the module	60%	0	0	2, 1, 22, 9, 11, 3, 7, 8, 5, 6, 20, 14, 13, 15, 16, 12, 17, 23, 18, 19, 26, 21, 24, 4, 10

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