

Educational Innovation

Code: 103522
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Georgeta Ion
Email: Georgeta.Ion@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 linked to educational reality.

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 from all educational contexts: formal, non-formal, informal.
- Present and defend the proposal of the innovative educational project to the educational community with the support of new technologies.

Competences

- 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

- 1. Educational innovation: perspectives and models
- 2. Educational innovation processes in organizations
- 3. Facilitators and resistances in the innovation processes
- 4. Strategies for innovation development. Evidence-informed innovations
- 5. Stakeholders for educational innovation: roles, functions and competences

Methodology

The methodological approach of the subject starts by focusing the activity of the process on the student's learning and connecting learning to the socioeducational reality. In order to allow the achievement of this principle, the student must be active and autonomous throughout the process, being the teacher's mission to help in this task. In this sense the teaching staff:

1. will support the student at all times by providing the information and resources necessary for them to allow learning construction
2. ensure the autonomous learning of the student by proposing different teaching-learning activities (individual, group, theoretical and practical, ...) under the principle of multiple variety of methodologies applied to real contexts.

Under this approach, the subject is structured, in its design and development, in 3 types of teaching-learning activities that are detailed and specified below.

Activities



Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master Class	30	1.2	2, 1, 4, 8, 7, 9, 10
Seminars	15	0.6	2, 1, 5, 4, 8, 7, 3, 6, 9, 10
Type: Supervised			
Individual readings and other process evidences	5	0.2	2, 1, 4, 8, 7, 3, 6, 9, 10
Project in small groups	25	1	2, 1, 5, 4, 8, 7, 3, 6, 9, 10
Type: Autonomous			
Individual Autonomous work	60	2.4	2, 1, 3, 6, 9, 10

Assessment

The student must submit two types of basic evidence with evaluative implications:

1. A proposal of Educational Innovation Project applied to real contexts developed in workgroups (Practical work with 2 deliveries during the course) and
2. Two theoretical-practical activities linked to the competences acquired in the subject with the support of technologies.

Important:

- The practical work has a formative purpose and students can be reviewed by the group depending on the task delivered. This review will be done in the seminars and on the platform.
- The theoretical-practical activities, separated in each one of the blocks of contents considered, when an activity is suspended it can be makeup at the end of the subject on a specific date.

The realization of all the theoretical-practical activities with evaluative implications and practical work is essential to overcome the subject. In case there are some pending, they can be made and / or delivered on the specific date at the end of the course.

The practice-project 1 will be delivered and carried out after the first Block of the syllabus
The analysis of critical analysis will be delivered and made after the third block of the syllabus
The practice-project 2 will be delivered and presented after the fifth Block of the syllabus.
The final theoretical test will take place after the fifth Block of the syllabus

There will be a recovery test, both of the practical tests-projects and the theoretical tests.

Each individual situation that does not conform to what is written should be communicated to the teacher of the subject to enable the relevant evaluations without losing sight of the evaluation philosophy considered.

The feedback of any activity with evaluative implications will be given within 15 days during the course; Also self and peer- assessment will be employed.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
-------	-----------	-------	------	-------------------

Delivery of practical exercises - Educational Innovation Project (teamwork)	30%	5	0.2	2, 1, 5, 4, 8, 7, 3, 6, 9, 10
Exam based on critical analysis (individual exam)	30%	3	0.12	2, 1, 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
Theoretical-practical assignment (individual evaluation)	30%	2	0.08	2, 1, 4, 8, 7, 3, 6

Bibliography

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

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

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.

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.

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. (2007). La innovación formativa. En: TEJADA, J. y GIMENEZ, V. (Coord). *Formación de Formadores. Escenario institucional*. Madrid: THOMSON; pp. 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, pp. 311-332.

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.