

**Planning, Research and Innovation**

Code: 102067  
ECTS Credits: 3

Degree	Type	Year	Semester
2500798 Primary Education	FB	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

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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

## Teachers

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## 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

The purpose of this course is to provide an overview of educational research and innovation. In this sense, the objectives proposed are:

- To reflect on the importance of research and innovation for educational practice.
- To know the characteristics and particularities of educational research and the main research methods applied to education.
- To design research and innovation proposals based on the analysis of the educational context.
- To link innovation and research with professional teaching development and school organization and management.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- 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. Access basic and contextual information on the main theoretical teaching and practical contributions that affect the teaching profession.
2. Analyse individual and social needs of groups.
3. Analyse the characteristics of a quality tutorial.
4. Analyse the contextual constraints that lead to the justification of innovations in school contexts.
5. Analyse the learning processes in the classroom and outside the classroom.
6. 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.
7. Critically analyse school reality, specifically in the classroom to propose specific areas for improvement.
8. Critically analyse the principles, values and procedures that govern the exercise of the profession.
9. Critically analyse, discerning the accessorial fundamentals, innovations in the field of primary education.
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. Design teaching strategies according to the varying needs and characteristics of groups.
13. Design tutorial processes in accordance with an analysis of pupils needs.
14. Develop innovation projects by applying the appropriate programming sequence in accordance with the paradigm or focus of reference.
15. Devising innovation projects, taking into account their technical characteristics.
16. Evaluate teaching activity in the classroom, integrating self-evaluation processes.

17. 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.
18. Explain the explicit or implicit code of practice of one's own area of knowledge.
19. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
20. Identifying areas and spheres of innovation in the school context.
21. Identifying the curricular areas in the primary stage.
22. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
23. Know about international experiences and examples of innovative practices in education to analyse the practice of teaching and the institutional conditions that frame it.
24. Linking innovation as an element of professional development.
25. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
26. Planning teaching/learning initiatives which address diversity in the classroom.
27. Propose new methods or well-founded alternative solutions.
28. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
29. Proposing areas of improvement in primary education classrooms depending on the possibilities of the context and based on scientific principles.
30. Proposing specific innovation projects for primary education classes taking into account the possibilities of the context.
31. 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.
32. Relating innovation, research, and professional development.
33. Understand the evaluative approach, specifically evaluation criteria in primary education.
34. Understand the historical evolution of the Spanish education system placing it in the European context and the legislation governing it.
35. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
36. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
37. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
38. 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.
39. 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.
40. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
41. Using methodologies and techniques suitable for planning innovative projects.
42. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

## Content

### Teacher's role in research and innovation

- The teacher as a researcher of his practice
- The teacher as a reflective professional
- Teaching professional development

### Research in education

- The research process

- Research methodologies and techniques
- Action-Research for educational transformation
- Research evidence to improve educational practice and innovation processes

## Methodology

### LECTURES

Lectures are carried out with the whole class group and aim to present and reflect on the contents of the subject. Although the teacher plays a central role, we expect that students be actively involved in professional knowledge development.

### FACE-TO-FACE SEMINARS IN SMALL GROUPS

Seminars in small groups are workspaces (with 1/3 or 1/2 of the large group) where through specific tasks in small groups of 5, you go in-depth into the contents of the subject, promoting accessibility and participation. During the seminars, students will have to solve a set of practices related to the various points of the syllabus, and that, sometimes, will have to end as part of the hours of independent work.

### ASSESSMENT

The evaluation of the subject is continuous, promoting a formative assessment. The student must attend the scheduled assessment activities, both ongoing and final. The assessment will be made of the contents, the achievement of the objectives and the progress of the students.

### SELF-STUDY ACTIVITIES

Students will have to read, reflect and search for information on the various contents of the syllabus, demonstrating autonomy to build their knowledge and skills on planning, research and educational innovation.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Assessment	0	0	9, 6, 38, 20, 32, 24
Lectures	15	0.6	8, 7, 38, 39, 23, 35, 41, 18, 22, 20, 31, 15, 32, 24
Seminars	7	0.28	10, 7, 9, 4, 2, 11, 14, 41, 25, 27, 30, 28, 29, 15, 42
Type: Supervised			
Workshops on school management, educational research and innovation	7	0.28	8, 7, 9, 38, 40, 36, 23, 34, 41, 22, 20, 25, 31, 32
Type: Autonomous			
Self-study activities	46	1.84	1, 8, 10, 9, 19, 16, 37, 38, 40, 36, 39, 34, 17, 25, 32, 24

## Assessment

Attendance at guided activities (lectures and seminars) is mandatory. In the event of an absence, this must be justified. In no case may absences represent more than 20% of the total time spent on directed activities. Proofs presented only serve to explain the absence and no exemption from attendance.

The assessment of the subject will be continuous. To pass the subject, you must have passed each one of the assessment activities:

- Group tasks of an analytical and applied nature linked to the contents of the subject.
- Individual exercises of an analytical and reflective nature linked to the contents of the subject. It will include a self-assessment exercise on the teaching-learning process itself and the level of achievement of the contents, skills and learning outcomes of the subject.
- Individual written activity linked to the contents of the subject, which includes both the readings and the content developed in the lectures, seminar sessions and individual practices and exercises.

To pass the subject, all the evidence must have a minimum score of 5 points on a scale of 10. Each of the pieces of evidence has a specific weight that can be consulted in the table below. In case of not presenting any of the evidence, the student will not be qualified and have a "not presented" qualification.

On the first day of the subject, the teacher will communicate the dates of delivery and evaluation of the activities and tests, which will also be included in the syllabus of the subject available in the Moodle Classroom. The delivery of the group practices and individual exercises will do along with the subject; the individual written activity will take place on the last day of the subject.

The teacher responsible for each group will establish the date for the re-assessment of group practices, individual exercises and individual written activity, and those which will be included in the syllabus and schedule of the subject. The re-assessment will take place a few weeks after the end of the course. In the re-assessment, only the sufficiency will be able to be obtained (maximum note of 5).

All the assessment evidence (individual and group) will consider linguistic correctness, wording, and formal aspects. Students must be able to express themselves fluently and correctly. Also, they must show a high degree of comprehension of academic texts. An activity/task may be returned (not assessed) or failed if the teacher considers that it does not meet these requirements. Before submitting evidence of learning, you must verify that these criteria are respected and that the sources, notes, textual citations and bibliographical references follow the APA regulations, according to the documentation summarized in the following sources:

[https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa\\_a2016.pdf](https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf) and

[http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_03.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_03.html)

Copying or plagiarizing material is a crime that involves failing the subject of Planning, Research and Innovation, losing the possibility of recovering it, whether it is an individual or group task/exercise (in this case, all members of the group will be failed). A task or exercise will be considered "copied" when it reproduces totally or partially the work of a colleague, and that it is "plagiarized" when a part of an author's text is presented as his own without quoting the source. If any of the two malpractices are detected, the teacher will study whether it is appropriate to request the opening of an academic transcript. You can find more information about plagiarism at [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

Within the framework of this subject, it is necessary to show an attitude compatible with the teaching profession: punctuality, participation, respect, cooperation, the appropriate use of electronic devices (mobile, computer, etc.), empathy, correctness in communication with others, and respect for the diversity and plurality of ideas, people and situations. Equally, students need to be actively involved during the sessions, be responsible and rigorous in autonomous work, and demonstrate critical thinking and ethical commitment to the deontological principles of the teaching profession.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual exercises, including self-assessment	40%	0	0	1, 8, 10, 7, 9, 4, 19, 16, 37, 38, 40, 36, 39, 33, 23, 35, 14, 41, 18, 21, 20, 17, 25, 29, 31, 15, 32, 24
Individual written test	30%	0	0	8, 7, 9, 6, 38, 39, 23, 35, 34, 12, 41, 18, 22, 20, 26, 31, 15, 32, 24

Workshops (in group)	30%	0	0	10, 7, 9, 4, 5, 3, 2, 11, 13, 14, 41, 25, 27, 30, 28, 29, 42
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## Bibliography

ALBERT, M.J. (2007). *La investigación educativa: claves teóricas*. McGraw-Hill: Madrid.

BISQUERRA, R. (Coord.) (2004). *Metodología de la investigación educativa*. La Muralla: Madrid.

DE MIGUEL, M. (Coord.) (1996). *El desarrollo profesional docente y las resistencias a la innovación educativa*. Servicio de publicaciones de la Universidad de Oviedo: Oviedo.

IMBERNÓN, F. (2002). *La investigación educativa como herramienta de formación del profesorado: reflexión y experiencias de investigación educativa*. Graó: Barcelona.

LATORRE, A. (2008). *La investigación-acción. Conocer y cambiar la práctica educativa*. Barcelona: Graó.

GAIRÍN, J. & ION, G. (Coord.) (2021). *Prácticas educativas basadas en evidencias. Reflexiones, estratègies y buenas prácticas*. Madrid: Narcea.

MENESES, J. (Coord.), RODRÍGUEZ-GÓMEZ, D. & VALERO, S. (2019). *Investigación educativa. Una competència profesional para la intervención*. Barcelona: Editorial UOC.

SÁNCHEZ HUETE, J. C. (Coord.) (2008). *Compendio de Didáctica General*. Editorial CCS: Madrid.

### Educational Journals:

- Revista Educar - <https://educar.uab.cat/>
- Revista de Educación - <http://www.educacionyfp.gob.es/revista-de-educacion/inicio.html>
- Investigación XX1 - <http://revistas.uned.es/index.php/educacionXX1/index>
- Revista Iberoamericana de Educación - <https://rieoei.org/RIE>
- Revista Aula - <https://www.grao.com/es/aula-de-innovacion-educativa> (accedir a través de la biblioteca de la UAB)
- Revista Guix - <https://www.grao.com/es/guix> (accedir a través de la biblioteca de la UAB)

## Software

For this subject, no specific program or resource is required.