

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.

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: No
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 one of the subjects contributing to set the basis for the minor in "Training Management and socio-educational institutions"

The general objective is: To provide knowledge and resources for professional action in the field of design, development and implementation of innovative educational practices.

In this sense, the specific training objectives proposed are:

- Analyze and reflect on the elements that make up the processes of elaboration and concretion of an innovative proposal, from the theoretical and practical references.
- Design and elaborate a project of educational innovation, attending to the basic notions related to the design, development and educational innovation linked to the improvement of the educational reality.

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 is placing student in the centre of the learning- teaching and assessment process, ensuring their connection to the socioeducational reality. In order to allow the achievement of this principle, the student have to be active and autonomous agent throughout the process, being the teacher's mission to help them in this task. In this sense the teacher:

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 varieties 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.

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19

In all the activities proposed in the subject, the gender perspective will be taken into account and attention will be given to all students.

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			
Lecturer 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			
Analysis of scientific readings	7	0.28	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

To pass the course, all assessment activities must be passed. These can be made up, if suspended, within 15 days of the date on which the mark was received.

Each individual situation that does not conform to what is written must be communicated to the teacher of the subject in order to enable the relevant assessments without losing sight of the assessment philosophy considered.

Feedback from any activity with evaluative implications will be given within 15 days during the course; In some of the evaluation activities, peer assessment and self-assessment activities will be implemented. In group activity, the grades of the members that make up the group may differ depending on self-assessment or peer assessment.

Copying or plagiarism in any type of evaluation activity constitutes a crime, and will be penalized with a 0 as a grade of the subject losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will be marked with a 0). If during the performance of an individual work in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorized by the teacher, the same will be graded with a 0, without option of making up and therefore will have suspended the subject. A task, activity or exam is considered to be "copied" when it reproduces all or a significant part of the work of another classmate. A task or activity is considered to be "plagiarized" when a part of a text by an author is presented as its own without citing the sources, regardless of whether the original sources are on paper or in digital format.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Development Written Exam (individual exam)	50%	3	0.12	2, 1, 4, 8, 7, 3, 6, 9, 10

Educational Innovation Project (teamwork)	30%	5	0.2	2, 1, 5, 4, 8, 7, 3, 6, 9, 10
Reading analysis and its oral presentation (individual)	20%	5	0.2	2, 1, 5, 4, 8, 7, 3, 6, 9, 10

Bibliography

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6. Moyano, J. E. (2004). Innovaciones educativas. Reflexiones sobre los contextos en su implementación. *Revista mexicana de investigación educativa*, 9(21), 403-424
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8. Stéphan, V. L., Joaquin, U., Soumyajit, K., & Gwénaél, J. (2019). *Educational Research and Innovation Measuring Innovation in Education 2019 What Has Changed in the Classroom?: What Has Changed in the Classroom?*. OECD Publishing.
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9. Stoll, L., Fink, D., & Garde, D. (1999). *Para cambiar nuestras escuelas: reunir la eficacia y la mejora de las escuelas*. Barcelona: Octaedro.
10. Tejada, J. (1998). *Los agentes de innovación en los centros educativos*, Málaga: Aljibe.

Software

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