

Current Research Perspectives: from Action to Creation

Code: 43206
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

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: Lurdes Martínez Mínguez

Email: Lurdes.Martinez@uab.cat

Use of Languages

Principal working language: catalan (cat)

Other comments on languages

UNDER INSTITUTIONAL REVIEW IN ENGLISH LANGUAGE

Teachers

Mar Morón Velasco

Prerequisites

Those who are set to enter the Master of Research in Education.

Objectives and Contextualisation

This module is compulsory for the specialty of Art, Body and Movement, and the rest is optional specialty.

The configuration of the proposal arises through the interaction between psychomotricity and visual arts. It aims to expose, analyze, compare and reflect on different conceptual approaches and research in which the basis of the action, play, experimentation and movement, thought is reached, representation and creation.

Blocks content of this module is formed from the following approaches:

The body, play and psychomotricity build and processes provide comprehensive and global creation through various forms of expression and communication of multiple artistic languages.

The processes of comprehensive and global creation are enriched when performed through studies and projects innovative and inclusive educational interventions from interdisciplinary and multidisciplinary approach.

This module will cover the following topics:

Body, play and psychomotricity

Artistic languages

Competences

- Analyse data according to its nature and present results in accordance with the research proposals.
- Apply the perspectives and creative strategies in educational research for innovation in physics, artistic and psychomotor learning.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- 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 the theoretical frameworks of reference for physical, artistic and psychomotor education to establish those that orientate research and analysis in interdisciplinary, innovative and inclusive projects.
2. Decide on the appropriate tools for analysis according to the nature of the data.
3. Demonstrate applied learning in the area of educational research into physical, artistic and psychomotor education.
4. Establish strategies for the analysis of relevant data.
5. Find and analyse theoretical references for the study of social problems.
6. Identify and interpret knowledge and strategies necessary for research into innovation in physical, artistic and psychomotor education.
7. Identify education problems and evaluate the methodological approaches for their solution.
8. Identify problems in current research tendencies in physical, artistic and psychomotor education.
9. Identify theoretical references and evaluate their appropriateness for interpreting problems specific to research into the body, play and psychomotor skills.
10. Judge the importance and theoretical and social pertinence of a research problem or problems in physical, artistic and psychomotor education.
11. Understand the main aspects of research into the body, play and psychomotor skills and analyse them as objects of research.
12. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
13. Work in teams and with teams in the same or interdisciplinary fields.

Content

Theoretical perspectives and research strategies in the following areas:

1.-Body, play and psychomotricity

1.1 The importance of the body

1.2.- The game as a source of pleasure and learning

1.3.- The Psychomotor Education

2. Artistic languages

2.1.- The artistic languages: music, corporal, visual and plastic, ...

2.2 Skills to develop

2.3.- Importance in the formation of the person

3. Creation Process

3.1 Structure and Methodology

3.2 The role of the adult or educator

4. interdisciplinary, innovative and inclusive Projects

4.1 Design and features

4.2 Analysis of projects in formal and non-formal environment

Methodology

The training activity will be developed based on the following dynamics:

Master classes / exhibitions by the teacher

Reading articles and document collections

Analysis and collective discussion of articles and documentary sources

Classroom practices: problem solving / cases / exercises.

Presentation / oral presentation of works.

Tutorials.

In session 3 there will be a trip around Barcelona and the schedule will be from 4pm to 8pm. And session 7 will take place on a Saturday from 10 am to 2 pm visiting a museum in Barcelona.

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			
Tutoring and accompaniment	36	1.44	
Type: Supervised			
Independent student work	36	1.44	
Type: Autonomous			
Face-to-face sessions: magistrales and seminars with the whole group	78	3.12	

Assessment

The evaluation of the module will be carried out through the activities that are indicated.

Assessment activities will take place in sessions 4, 9 and 10.

The final grade will be the weighted average of the activities planned. In order to apply this criterion, it will be necessary to obtain at least a 4 in all the activities, those carried out during the development of the module and the final memory / work of the module.

Class attendance is mandatory. In order to obtain a positive final evaluation the student must have attended at least 80% of the classes.

The procedure for recovery-review of the tests will be carried out individually during the four week of January.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation in the sessions	15%-20%	0	0	4, 8, 9, 10, 13
Individual and group activities to support the theoretical and research framework	30%-35%	0	0	5, 2, 8, 7, 9, 12, 13
Memory / individual module work	45%-50%	0	0	1, 11, 3, 4, 6, 7, 9, 12

Bibliography

In the following bibliography, more than 50% of the authors are women:

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Software

No specific software is needed for this subject.