

Planning, Research and Innovation

Code: 102067
ECTS Credits: 3

Degree	Type	Year	Semester
2500798 Primary Education	FB	3	2

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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 Teaching and Curriculum Development.

This subject has continuity in the subject of Practicum III. For this reason, it is highly recommended to enroll in both subjects, bearing in mind that Practicum III does not involve a stay in an school placement.

Objectives and Contextualisation

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

- To reflect on the importance of plan, 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 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 teacher's 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 teacher's 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 accessory 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

Research in education

- Plan the research and the research process
- Research methodologies and techniques
- Action-Research for educational transformation
- Research evidence to improve educational practice and innovation processes

Teacher's role in research and innovation

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

Methodology

LECTURE

The lecture sessions are carried out with the whole class group and aim to present the contents of the subject. Despite the fact that the prominence falls mainly on teachers, it is expected that the student will actively participate in the construction of professional knowledge, giving value to both the teachers' own experience and that of the students.

SEMINARS IN SMALL GROUPS

The seminars in small groups are workspaces (with 1/3 of the large group) where by means of concrete tasks in small groups of between 4 and 6 people, promoting accessibility and participation. During the seminar hours, students will have to solve a set of practices related to the various points of the syllabus and, sometimes, will have to end as part of the hours of self-study.

ASSESSMENT

The assessment of the subject is continuous, promoting a formative assessment. The student must attend the scheduled assessment activities, both continuous and final, which the teacher will explain in the first session of the subject. The assessment will be made of the contents, the achievement of the objectives and competence and the student's progress.

SELF-STUDY

Students must read, reflect and search for information on the various contents of the syllabus, demonstrating autonomy to build their knowledge and skills on the subject.

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	2	0.08	7, 4, 2, 11, 27, 30, 29, 24
Lectures	15	0.6	1, 7, 4, 2, 19, 16, 37, 38, 39, 33, 23, 11, 22, 20, 17, 32, 24
Seminars	7	0.28	8, 7, 4, 2, 23, 12, 11, 14, 41, 18, 25, 26, 27, 30, 28, 29, 15, 42
Type: Supervised			
Individual and group tasks and supervision	7	0.28	7, 6, 22, 25, 27, 30, 28
Type: Autonomous			
Self-study activities	44	1.76	10, 9, 5, 6, 40, 36, 34, 13, 21, 31

Assessment

Attendance at directed activities (lecturers and seminars) is mandatory. In the event of an absence, it will be necessary to justify it. In no case may absences account for more than 20% of the total time spent on directed activities. The documents presented in case of absence only serve to explain the absence and do not exempt from attendance.

The assessment is continuous. To pass the subject, it is necessary to have passed each and every one of the assessment tasks:

- Search and analysis of a scientific article. It will be delivered one week after the session on the theoretical framework.
- Group essay. It will be delivered two weeks after the session on the theoretical framework.
- Group practice of approaching a search and designing an instrument for data collection. It will be delivered one month after the session on techniques and tools for data collection.
- Individual written task (exam) linked to the contents of the subject, which includes both the readings and the content developed by the teacher, the seminar sessions and the individual task. It will take place two weeks after completing the syllabus of the subject.

To pass the subject it is necessary that all the tasks have a minimum grade of 5 points on a scale of 10. Each of the tasks has a specific weight that can be consulted in the table of assessment activities. In case of not presenting any of the tasks, the student will not be graded -the qualification will be "no presented".

On the first day of the subject, the teachers will communicate the dates of delivery of the activities and the individual writing task (exam), which will also be included in the syllabus of the subject that each group will have available in the Moodle Classroom. The delivery of the individual and group tasks will be carried out throughout the subject; the individual written task (exam) will take place two weeks after the end of the subject: 10/05/2023 (group 31), 04/05/2023 (group 21) and 05/05/2023 (group 41 and 71).

The teacher will set the date for the re-assessment of group practices and individual task failed. The date of recovery of the individual written task (exam) is scheduled for the day: 14/06/2023 (group 31), 01/06/2023 (group 21) and 02/06/2023 (group 41 and 71). A maximum grade of 7 can be obtained in both re-assessment and recovery. The dates will be specified in the syllabus of the subject and will be communicated on the first day of the subject.

Teachers will return the practices and exercises in continuous assessment within approximately three weeks. The grades of each of the assessment tasks will be made public in the Moodle Classroom. The student who wishes to revise the qualification will have to do it during the period established.

Students of 2^a enrollment and later can request a final synthesis assessment. This option must be communicated, agreed and formalized with the teachers during the first month of the course.

In this subject, it is necessary for the student to show a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that appear in the teaching guide. All assessment tasks (individual and group) will take into account linguistic correctness, wording and formal aspects of the presentation. In all activities (individual and group) the linguistic correction, the writing and the formal aspects of the presentation will be taken into account. The student must be able to express himself/herself fluently and correctly and must show a high degree of comprehension of the academic texts. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements. It is requested that before submitting a task that these criteria are respected and that the sources, notes, textual citations and bibliographic 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 and
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 and losing the possibility of recovering it, whether it is an individual or group task (in this case, all members of the group will be failed). A task will be considered "copied" when it reproduces totally or partially the work of a colleague, and it is "plagiarized" when a part of the 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

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
Group essay	20%	0	0	10, 7, 4, 5, 2, 33, 35, 12, 21, 20, 25, 26, 27, 30, 29, 24
Individual exercise of search and analysis of a scientific journal	25%	0	0	1, 8, 10, 9, 4, 6, 19, 37, 40, 36, 23, 34, 18, 17, 25, 27, 31
Individual writing exercise	30%	0	0	10, 3, 16, 38, 13, 14, 41, 22, 25, 29, 32
Research proposal and design of a research instrument (in group)	25%	0	0	7, 39, 11, 25, 28, 29, 15, 42

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Nelson, J., & Campbell, C. (2017). Evidence-informed practice in education: Meanings and applications. *Educational Research*, 59(2), 127-135. <https://doi.org/10.1080/00131881.2017.1314115>

Peel, K. L. (2020). A beginner's guide to applied educational research using thematic analysis. *Practical Assessment, Research, and Evaluation*, 25(1), 1-15.

<https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1390&context=pape>

Sala, J., & Arnau, L. (2014). *El planteamiento del problema, las preguntas y los objetivos de la investigación: criterios de redacción y check list para formular correctamente*. <https://ddd.uab.cat/record/126350>

Smith, J. & Smith, J. (2017). *Investigar en educación: conceptos básicos y metodología para desarrollar proyectos de investigación*. Madrid: Narcea.

Educational Journals

- British Educational Research Journal - <https://www.bera.ac.uk/publication/british-education-research-journal>
- Culture and Education (Cultura y Educación) - <https://www.tandfonline.com/loi/rcye20>
- Educational Research - <https://www.tandfonline.com/toc/rere20/current>
- Investigación XX1 - <http://revistas.uned.es/index.php/educacionXX1/index>
- Review of Education - <https://www.bera.ac.uk/publication/review-of-education>
- Revista Aula - <https://www.grao.com/es/aula-de-innovacion-educativa> (accedir a través de la biblioteca de la UAB)
- Revista de Educación - <http://www.educacionyfp.gob.es/revista-de-educacion/inicio.html>
- Revista Educar - <https://educar.uab.cat/>
- Revista Guix - <https://www.grao.com/es/guix> (accedir a través de la biblioteca de la UAB)
- Revista Iberoamericana de Educación - <https://rieoei.org/RIE>
- The European Educational Research Journal - <https://www.bera.ac.uk/publication/the-european-educational-research-journal-eerj>

Software

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