

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	2

Contact

Name: Oscar Mas Torello
Email: oscar.mas@uab.cat

Use of Languages

Principal working language: spanish (spa)

Teachers

María Alejandra Bosco Paniagua
Cristina Mercader Juan
Oscar Mas Torello

Prerequisites

No requeriments.

Objectives and Contextualisation

This module introduces students to research in the field of training and LKT (Learning and Knowledge Technologies):

- Reflect on educational technology and ICT (Information and Communication Technologies) in learning environments and their educational impact.
- Offer a view of the different research approaches related to LKT.
- Analyse and design research projects that address problems related to the use of the LKT in different educational contexts.

Competences

- Analyse data according to its nature and present results in accordance with the research proposals.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.

- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Propose curricular innovation projects from the research results.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
- 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 theoretical frameworks of reference to establish those which orientate research in the educational community and the social networks and new roles within CAT environments.
2. Carry out curriculum innovation projects.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Continue the learning process, to a large extent autonomously.
5. Decide on the information and the subjects involved in the study in the area of professional development in organisations.
6. Design curriculum innovation projects as solutions to educational problems.
7. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
8. Evaluate curriculum innovation projects.
9. Find and analyse different theoretical references related to the roles and competences of those working in CAT environments.
10. Identify educational problems related to training and teaching and learning technology and evaluate which methodological approaches allow for their solution.
11. Identify problems in practice related to lines of research in learning and knowledge technologies.
12. Identify theoretical references and lines of research in CAT related to training.
13. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
14. Judge the importance and theoretical and social pertinence of a research problem or problems taking into account technology learning for learning and knowledge: foundations, roles and uses.
15. Negotiate the collection of information with people and/or institutions (permission, protocols, timescale).
16. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
17. Relate results in accordance with their origin (sources and instruments).
18. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
19. Understand the main aspects of specific research contexts in the field of training and teaching and learning technology and analyse them as objects of research.
20. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
21. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
22. Work in teams and with teams in the same or interdisciplinary fields.
23. Write scientific summaries to be presented to different audiences.

Content

1. Information and communication technologies as learning and knowledge technologies: different meanings according to Educational technology. From technological vision to criticism. Implications.
 2. Research lines in TAC linked to training
 - 2.1. Organizational implications of ICT.

- 2.2. Methodological strategies and TAC. Teaching competences and digital competences
3. Policies and practices in the integration of ICT in education. Digital resources
4. Virtual teaching and learning environments in face-to-face, blended and online
5. The social web as a source of learning in different environments: information literacy

Methodology

The training activity will be developed according to the following dynamics:

1. Article discussion and master classes / expositions by the teaching staff
2. Reading of articles and documentary sources
3. Analysis and collective discussion of articles and documentary sources
4. Classroom practices: problem solving and/or cases and/or exercises-activities-infographics and review of research (reviews, comparisons, etc.)
5. Presentation / oral presentation of works
6. Tutorials

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			
Debates on readings-exhibitions / Workshops-classroom exercises / Presentation of works	20	0.8	
Master classes	16	0.64	
Type: Supervised			
Memory	12	0.48	
Tutoring	12	0.48	
activities in different formats and modalities	12	0.48	
Type: Autonomous			
It refers to all activities related to personal study, readings, case analysis, realization of exercises, search for information, preparation of portfolios ...	64.5	2.58	

Assessment

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

The final grade will be the weighted average of the planned activities. In order to apply this criterion it will be necessary to obtain at least a 5 to all the activities, those carried out during the development of the module and in the memory / final work of the module.

The final work and the reviews/infographics if they are suspended (with more than 3.5) will be able to recover from the indications of the profesorado. Classroom activities cannot be recovered.

In all the activities (individual and in group) the linguistic correction, the writing and the formal aspects of presentation will be considered. Students must be able to express themselves fluently and correctly and show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that the student does not meet these requirements. To pass this subject, the student must show good communicative skills in both oral and written, and a good command of the vehicular language(s) that are specified in the teaching guidelines.

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

The procedure for reviewing the tests will be done individually and in person.

The copy and plagiarism are intellectual thefts and, therefore, constitute a crime that will be sanctioned with a zero in the whole block where the work is located. In the case of a copy between two students, if you can not know who copied who, the sanction will be applied to both students. We want to remember that "work" is considered a "copy" that reproduces all or a large part of the work of one or the other partner. "Plagiarism" is the fact of presenting all or part of an author's text as his own, that is, without citing sources, whether published on paper or digitally on the Internet (see UAB documentation on 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)).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Critical reviews of articles and infographics. Presentation and Discussion. (Individual)	35%	5.25	0.21	1, 8, 9, 19, 7, 5, 16, 11, 10, 12, 20, 14, 13, 18, 3, 4, 23, 17, 21, 22
Final individual work of the module	50%	6	0.24	1, 8, 9, 19, 2, 7, 5, 6, 16, 11, 10, 12, 20, 14, 15, 13, 18, 3, 4, 23, 17, 21, 22
Short/short classroom and external activities (individual/peers/group). Attendance and participation	15%	2.25	0.09	7, 11, 10, 12, 13, 18, 3, 21, 22

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Software

Moodle

Google Drive

Mentimeter

Gennially

Etc...