

Educational Innovation

Code: 103522
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	2

Contact

Name: José Tejada Fernández

Email: jose.tejada@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

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.
- Reflect on the elaboration of educational projects in the context of theory and curricular development and in the context of the management of teaching-learning processes.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Apply a quality model that is consistent with the institution or its characteristics, to the proposed intervention.
3. Apply advisory techniques and strategies to innovation projects in educational institutions and services.
4. Communicate using language that is not sexist or discriminatory.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Design projects and actions adapted to the education environment and the recipients thereof.
8. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
9. Identify situations in which a change or improvement is needed.
10. Promoting improvement processes based on the results obtained from evaluating innovation projects.
11. Propose new methods or well-founded alternative solutions.
12. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
13. 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.
14. Propose projects and actions that incorporate the gender perspective.
15. Using ICTs in designing, developing and drawing up practical work.
16. Using virtual platforms as a communication and management tool for directed and supervised activities.
17. 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.
18. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

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

Teaching methodology and training activities

The methodological approach of the subject starts from focusing the activity of the process on the student's learning. In order to allow the achievement of this principle, the student must be active and autonomous throughout the process, it being the teacher's mission to help him in this task. In this sense, the teachers,

- 1) will support students at all times by providing the information and resources necessary for learning to take place,
- 2) will ensure the autonomous learning of students by proposing different teaching and learning activities (individual and group, theoretical and practical) under the principle of methodological multivariate.

Under this approach, the subject is structured, in its design and development, into 3 types of teaching and learning activities that we detail and specify below:

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

1.1 Face-to-face teaching-learning activities

Face-to-face teaching-learning activities may be:

- *Face-to-face in a large group (lecture)*: They allow the presentation of the contents while actively participating in their development. Despite being a type of activity where the leading role rests with the teaching figure, it is necessary to encourage the active participation of the students, especially by sharing the learning that has been achieved or is being achieved. At this moment, for example, is when the practical activities that will form part of the subject and that will be carried out individually or in groups are presented.
- *Seminar (small groups-workshop)*: They allow working in small groups in order to strengthen individual and small group work (approx. 5 people). It is at the same time the right space for debate and for personalizing, without losing reference to the group, the learning, through document analysis, solving cases or various activities deepening the contents and topics worked on in the large group.

1.2 Directed-supervised teaching-learning activities

Directed teaching-learning activities are those that are carried out outside the classroom under the direction of the teacher due to the tasks that can be assigned for the development of the subject. In this case we refer to:

- Cooperative learning activities, through which students develop a certain group task in order to achieve a specific objective respecting a series of principles specific to this type of learning.
- Individual learning activities derived from the tasks that involve the individual work of the students.
- Individual and collective tutoring activities face-to-face or remotely using the tools of the UAB Virtual Campus.

1.3 Independent teaching-learning activities

The independent teaching-learning activities are carried out outside the classroom with the intention of being a complement to the learning that can be achieved thanks to face-to-face and directed activities. In this sense, we can consider that these activities are transversal and that fundamentally affect the students, without underestimating the advice and tutoring that the teacher can offer in their development. The following can be independent teaching-learning activities:

- Personal study and preparation of the different subjects and contents of the subject.
- Complementary research of information for the expansion of the syllabus.
- Completion of supplementary readings
- Realization of face-to-face and distance tutorials for the expansion of the topics.

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	6, 1, 3, 2, 4, 8, 7, 9, 10, 18, 11, 12, 13, 14, 5, 17
Seminars	15	0.6	6, 1, 3, 2, 4, 8, 7, 9, 10, 18, 11, 12, 13, 14, 15, 16, 5, 17
Type: Supervised			
Analysis of scientific readings	12	0.48	6, 1, 4, 7, 9, 10, 13, 5, 17
Project in small groups	25	1	6, 1, 3, 2, 4, 8, 7, 9, 10, 18, 11, 12, 13, 14, 15, 16, 5, 17
Type: Autonomous			
Individual Autonomous work	60	2.4	6, 1, 3, 2, 4, 7, 9, 10, 18, 11, 12, 13, 14, 5, 17

Assessment

We consider that there are three key moments in the evaluation of the subject: initial evaluation, continuous evaluation and final evaluation.

- The *initial assessment* must allow us to know the entry level of the students in terms of knowledge about the subject and experiences they have in group work, independent work, etc., in order to be able to adapt the program to their characteristics.
- The *continuous evaluation* must allow us to verify the level of learning achievement in order to be able to attend to the diversity and particularity of the students while making decisions about the pace of development of the program.
- The *final assessment* is the one that must allow us to verify the level of learning achieved, taking into account the objectives and skills of the program, without disregarding the adaptations that may have been introduced.

With these basic principles, we have that the student must deliver two types of basic evidence: 1 practical work of a group nature (2 Moodle platform deliveries: April 8, 2024 and June 10, 2024) and 1 theoretical-practical activities with evaluative implications (Final exam- June 17, 2024, Recovery July 1, 8-10:30 a.m.).

The Practical work has a formative purpose from the point of view of their evaluation, since they can be reviewed by the group depending on the task given. This review will be done in the seminars that are considered presenting the results of the group work to the rest of the classmates.

The theoretical-practical activities with evaluative implications, separated in each of the blocks of content considered, have a summative purpose and must be an individual synthesis of the realization, discussion and reflection of group work. Due to its nature, when an activity is suspended it can be recovered at the end of the subject on a specific date

Carrying out all the theoretical-practical activities with evaluative implications and the practical work is essential to pass the subject. In the event that there are some pending assignments, they can be completed and/or handed in on the specific date at the end of the subject.

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 evaluations without losing sight of the evaluation philosophy considered.

The feedback of any activity with evaluative implications will be given within a week.

To pass the subject, all assessment activities must be passed. These can be recovered, if they have been suspended, in 15 days after the date on which the note was received.

To pass the subject, it is recommended to show an attitude compatible with the educational profession. students are expected to demonstrate behavior that facilitates an active group climate that is conducive to learning.

In some of the assessment activities, peer assessment and self-assessment activities will be implemented, with implications for the grade. In group activities, the marks of the members of the group can be different, depending on the self-assessment and peer assessment of the individual contribution in the group task.

SINGLE EVALUATION

If a student accepts the Single Evaluation modality, he/she will have to present a PORTFOLIO with all the evidence established as evaluation activities.

The delivery will be made via the Moodle platform on the date provided in the schedule for the delivery of the Final Work of the Module. Later, you will be called for an interview where the content of the portfolio will be analyzed.

Reminder:

Final exam: June 17 (from 8 a.m. to 10:30 a.m.)

Recovery: July 1 (from 8 a.m. to 10:30 a.m.)

The same recovery system will be applied as for the continuous assessment.

The interview presentation and analysis of the PORTFOLIO will be held individually, on June 17, starting at 10:30 a.m., with an oral presentation of the research project. This evaluative activity will be recorded videographically.

Copying or plagiarism in any type of assessment activity constitutes a crime, and will be penalized with a 0 as a grade for 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 have a 0). If, during the completion of an individual work in class, the teacher considers that a student is trying to copy or discovers some type of document or device not authorized by the teaching staff, the same will be graded with a 0, without recovery option, and therefore, the subject will be suspended. A work, activity or exam will be considered to be "copied" when it reproduces all or a significant part of the work of another colleague. A work or activity will be considered "plagiarized" when a part of an author's text is presented as one's 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
OTHERS: Reviews	5%	0	0	6, 1, 2, 4, 7, 9, 10, 18, 11, 12, 13, 14, 15, 16, 5, 17
OTHERS: involvement / participation, self and peer evaluation	5%	0	0	6, 1, 3, 2, 4, 8, 7, 9, 10, 18, 11, 12, 13, 14, 15, 16, 5, 17
PRACTICE: Educational Innovation Project (teamwork)	30%	0	0	6, 1, 3, 2, 4, 8, 7, 9, 10, 18, 11, 12, 13, 14, 15, 16, 5, 17

PRACTICE: Oral presentation of the innovative project	10%	5	0.2	6, 1, 3, 2, 4, 8, 7, 9, 10, 18, 11, 12, 13, 14, 15, 16, 5, 17
THEORY: Development Written Exam (individual exam)	50%	3	0.12	6, 1, 3, 2, 4, 7, 9, 10, 18, 11, 12, 13, 5, 17

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Software

This subject does not require software.