UAB
Universitat Autònoma de Barcelona

Educational Innovation

Code: 103522
ECTS Credits: 6

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Degree	Type	Year
2500261 Education Studies	OB	3

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

It is recommended having passed the subjects of the degree:

- The teaching and learning process
- Let's look at the World: Transdisciplinary projects
- Design, monitoring and evaluation of plans and programms

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

  3. Facilitators and resistances in the innovation processes

  4. Strategies for innovation development.

  5. Stakeholders for educational innovation: roles, functions and competences

Activities and Methodology

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

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:

- F*ace-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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
OTHERS: Reviews (individual)	10%	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	10%	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)	20%	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

Consider that there are three key moments in the evaluation of the subject: initial evaluation, continued evaluation and final evaluation.

The initial evaluation must allow us to determine the entry level of the students in order to give them knowledge about the subject and experiences they have in group work, autonomous work, etc., in order to be able to adapt the program to their various characteristics.
The continuous evaluation must allow us to verify the level of support of the learners in order to be able to take into account the diversity and particularity of the students when making decisions about the pace of development of the program.
The final evaluation is the one that must allow us to verify the level of learning as a whole, keeping in mind the objectives and competencies of the program, without considering the adaptations that must be introduced.
With these basic principles, the student should have time to complete two types of basic evidence: 1 practical group work (2 submissions on the Moodle platform: April 7, 2025 and June 11, 2025) and 1 theoretical and practical activities with evaluative implications (final exam). - June 16, 2025, Recovery June 30, 8-11 hours).

Practical Work has a formative purpose from the point of view of evaluation, since it could be reviewed by the group depending on the task completed. This review is carried out in the seminars that are considered to present the results of the group work to the rest of the companies and companies.

The theoretical-practical activities with evaluative implications, separated in each of the blocks of contingencies considered, have a summative finality and must be an individual synthesis of the realization, discussion and reflection of the group work. In its nature, when a specific activity is suspended, you will be able to recover it at the end of the subject on a specific date.

The completion of all theoretical-practical activities with evaluative implications and practical tasks is essential to pass the subject. In order to apply this criterion, it will be an essential requirement to obtain a minimum qualification of 5 in each of the planned evaluation tasks. Submitting less than 50% of the scheduled evaluative activities will be considered NON-ASSESSABLE.

Each individual situation that does not conform to what is written will have to be communicated to the professor of the subject in order to enable the pertinent evaluations without losing sight of the considered evaluation philosophy.

Feedback from any activities with evaluative implications is donated within one week.

To pass the subject, you must pass all the evaluative activities. These can be recovered, if they have failed, in 15 days after the date to which the note has returned. The oral presentation (whether it is a continuous or only evaluation) will not be recoverable.

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 favorable to learning.

In some of the evaluative activities, peer and self-assessment activities will be implemented, with implications in the grade. In group activities, the grades of the members of the group may be different, depending on the self-assessment and the peer evaluation of the individual contribution in the group task.

SINGLE ASSESSMENT

If a student adheres to the single assessment modality, in addition to the THEORY (Written Exam -50%), he or she will have to present a PORTFOLIO with the set of evidence established with assessment activities (PRACTICE: Projecte Innovació Educational - 20%; Oral presentation of the project - 10%; Reviews - 10% and Interview-portfolio analysis - 10%).

The release is far from the Moodle platform to the date planned in the schedule for the release of the Final Work of the Module. Subsequently, you will be called for an interview to analyze the content of the dossier.

Reminder:

Final exam: June 16 (from 8 a.m. to 11 a.m.)
Recovery: June 30 (from 8 a.m. to 11 a.m.)
The recovery system will be applied for continuous evaluation

The interview, presentation and analysis of the PORTAFOLI is carried out individually, on June 16, starting at 11 am, with the 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.

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Software

This subject does not require software.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	311	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	312	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	second semester	morning-mixed