

Degree	Type	Year
Primary Education	FB	3

Contact

Name: Anna Díaz Vicario
Email: anna.diaz@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

This subject has continuity in 'Practicum III'. For this reason, we highly recommend registering in both, bearing in mind that Practicum III does not involve going to school placements.

The subject is part of the 'Educational processes and contexts' subject. For this reason, it is advisable to have completed and passed the three previous subjects 'Education and educational contexts', 'Theories and Contemporary Practices in Education' and 'Didactics and Curriculum Development'.

Objectives and Contextualisation

The subject aims to give an overview of educational research about the processes of planning, research, and innovation in education. In this sense, we propose the following objectives:

- To reflect on the importance of planning, research and innovation for educational practice.
- To analyse the characteristics and particularities of educational research and the main research methods applied to education.
- To link research and innovation in education with educational practice and teaching professional development.

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, 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.
3. Analyse individual and social needs of groups.
4. Analyse the characteristics of a quality tutorial.
5. Analyse the contextual constraints that lead to the justification of innovations in school contexts.
6. Analyse the learning processes in the classroom and outside the classroom.
7. Critically analyse, discerning the accessorial fundamentals, innovations in the field of primary education.
8. Critically analyse school reality, specifically in the classroom to propose specific areas for improvement.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
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 family, different types of families, lifestyles and education in the family context.
35. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
36. Understand the historical evolution of the Spanish education system placing it in the European context and the legislation governing it.
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

- Research evidence to inform educational practice
- The research process in education
- Research methodologies and techniques in education
- Action research to improve educational practice
- Use of digital resources for educational research

The role of the teacher in research and innovation

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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Assessment	2	0.08	
Lectures	15	0.6	1, 8, 5, 3, 19, 16, 37, 38, 39, 33, 23, 11, 20, 22, 17, 32, 24
Seminars	7	0.28	9, 8, 5, 3, 23, 12, 11, 14, 41, 18, 25, 26, 29, 27, 30, 28, 15, 42
Type: Supervised			
Individual and group tasks and supervision	7	0.28	2, 8, 22, 25, 27, 30, 28
Type: Autonomous			
Self-study activities	44	1.76	2, 10, 7, 6, 40, 35, 36, 13, 21, 31

LECTURE

The lecture sessions are carried out with the whole class group and aim to present the contents. 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, promoting accessibility and participation.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Design of a research proposal (in group)	40%	0	0	1, 8, 7, 6, 38, 40, 39, 35, 33, 34, 12, 11, 20, 21, 25, 26, 29, 30, 28, 15, 42
Individual writing test	50%	0	0	2, 10, 5, 4, 19, 16, 37, 38, 23, 36, 13, 14, 41, 18, 22, 17, 25,

Self-assessment and co-assessment of the individual contribution to group work (individual)	10%	0	0	9, 3, 16, 11
---	-----	---	---	--------------

This subject includes activities for the development of Teaching Digital Competence.

Students must attend at least 80% of the scheduled directed activities. Under no circumstances may absences account for more than 20% of the total time allocated to these activities. Any documentation provided to justify an absence serves only to explain the reason for the absence and does not exempt the student from the attendance requirement.

CONTINUOUS ASSESSMENT

The assessment is carried out throughout the semester and will consist of 3 activities:

- Design of a group research project based on the review of research evidence (scientific articles) using digital tools (40%). Submission dates: 30/04/2026 (group 21), 29/04/2026 (group 31), and 24/04/2026 (groups 41 and 71).
- Individual written test linked to the contents of the subject (50%). The individual written test will be held on: 04/06/2026 (group 21), 03/06/2026 (group 31) and 12/06/2026 (group 41 and 71).
- Self-evaluation and co-evaluation of the contribution to group work using a digital rubric (10%). Individual evidence. It will be delivered on: 07/05/2026 (group 21), 06/05/2026 (group 31) and 08/05/2026 (group 41 and 71).

To pass the subject, you must present and pass all the evidence with a minimum rating of 5. In case of not delivering any evidence of evaluation, the overall qualification of the subject will be 'not assessable'. On the other hand, no average will be calculated if any of the evidences are failed; in that case, the final grade will be a maximum of 4.

The teaching staff will return the practices and exercises in continuous assessment within approximately 20 working days (three weeks). The lecturers will make public the grades for each assignment in the Moodle Classroom. Lecturers will establish a date to revise the grades -it will be communicated conveniently.

SYNTHESIS TEST

Students enrolled for the second time or later may opt for a synthesis test, provided that in previous calls they have passed the design of the research project and the self-assessment and peer-assessment of their contribution to group work.

Students wishing to choose this option must request it from the group's responsible teacher within the first two weeks of the semester via email.

The synthesis test will consist of a written exam related to the subject's content, and the grade obtained will be the final grade for the course. This test will be held on the same day scheduled for the individual written exam in continuous assessment.

SINGLE ASSESSMENT

The singleassessment consists of 3 exercises to be delivered or carried out on 04/06/2026 (group 21), 03/06/2026 (group 31) and 12/06/2026 (group 41 and 71).

- Design of a research project based on an inquiry process using digital tools (40%).
- Presentation and defence of the research project using a visual resource (10%).
- Individual written test linked to the contents of the subject (50%) based on the studymaterial from the bibliography cited in the teaching guide and others that the students consider appropriate.

To pass the subject, you must present and pass all the activities with a minimum rating of 5. If a student does not submit an exercise, the overall qualification will be 'not assessable'. We apply the same recovery system for continuous assessment.

RECOVERY

For students enrolled in the continuous assessment system, only the individual written exam and the group research design proposal may be retaken. The scheduled dates for re-assessment are: 02/07/2026 (group 21), 01/07/2026 (group 31), and 03/07/2026 (groups 41 and 71). If any of the assessment evidences are not submitted, the overall grade for the course will be marked as 'not assessable'. For students under the single assessment system, all assessment evidences may be retaken.

OTHER CONSIDERATIONS

In this subject, it is necessary to show an attitude compatible with the teaching profession: punctuality, participation, respect, cooperation, 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. Students must actively participate in the sessions, be responsible and rigorous in their independent work and demonstrate critical thinking and ethical commitment to the ethical principles of the teaching profession.

Likewise, within the framework of this subject, students must demonstrate good general communication skills, both orally and in writing, and a good command of the language or languages listed in the teaching guide. In all activities (individual and group), we will consider linguistic correction, writing, and formal aspects. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity may be returned (not evaluated) or suspended if the teacher considers that do not meet these requirements. Before handing in an assignment, students must verify that these criteria are respected and that the sources, notes, textual citations and bibliographical references follow the APA regulations (7th edition), according to the documentation that is summarized in the following sources

https://ddd.uab.cat/pub/guibib/113512/modelapa_a2021a.pdf and <https://normas-apa.org/>

The copying or plagiarism of material constitutes a crime that entails not passing the subject, and losing the possibility of recovering it, whether it is an individual or group exercise (in this case, all the group will have a 0). We consider that a work, activity or written test is "copied" when it fully or partially reproduces the work of a colleague and that it is "plagiarized" when a part of an author's text is presented as one's own without citing it the source. If any of the two bad practices are detected, the teaching staff will study whether it is appropriate to request the opening of an academic file. You can consult more information about plagiarism at

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the development of the work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. The student must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these tools have influenced the process and the final outcome of the activity. Lack of transparency in the use of AI will be considered academic dishonesty and will result in a total penalty in the activity's grade, receiving a score of 0.

Bibliography

Arnau, L., & Sala, J. (2020). *La revisión de la literatura científica: pautas, procedimientos y criterios de calidad*. <https://ddd.uab.cat/record/222109>

Bisquerra, R. (Coord.) (2004). *Metodología de la investigación educativa*: La Muralla.

Cabrera-Rodríguez, F. (2011). Técnicas e instrumentos de evaluación: una propuesta de clasificación. *REIRE Revista d'Innovació i Recerca en Educació*, 4(2), 112-124. <http://doi.org/10.1344/reire2011.4.2428>

Feldman, A., Altrichter, H., Posch, P., & Somekh, B. (2008, 2nd ed.). *Teachers investigate their work: an introduction to action research across the professions*. Routledge.

Fernández Núñez, L. (2005). Com es porta a terme una investigació? *Butlletí LaRecerca*, 2, 1-6. <https://www.ub.edu/idp/web/sites/default/files/fitxes/ficha2-cat.pdf>

Firth, J. (2020). *The Teacher's Guide to Research: Engaging with, Applying and Conducting Research in the Classroom*. Routledge.

Folgueiras Bertomeu, P., & Ramirez, C. (2017). Elaboración de técnicas de recogida de información en diseños mixtos. Un ejemplo de estudio en aprendizaje-servicio. *REIRE Revista d'Innovació i Recerca en Educació*, 10(2), 64-78. <http://dx.doi.org/10.1344/reire2017.10.218069>

Folgueiras-Bertomeu, P., & Sabariego-Puig, M. (2018). Investigació-acció participativa. El disseny d'un diagnòstic participatiu. *REIRE Revista d'Innovació i Recerca en Educació*, 11(1), 16-25. <http://dx.doi.org/10.1344/reire2018.11.119047>

- Gairín, J. & Ion, G. (Coord.) (2021). *Prácticas educativas basadas en evidencias. Reflexiones, estrategias y buenas prácticas*. Narcea.
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2014, 6a ed.). *Metodología de la investigación*. McGraw-Hill.
- Helsper, E. J. & Eynon, R. (2010). Digital natives: where is the evidence? *British Educational Research Journal*, 36(3), 503-520. <https://doi.org/10.1080/01411920902989227>
- Hess, R.T., & Robbins, P. (2012). *The data toolkit: Ten tools for supporting school improvement*. Corwin.
- Imbernón, F. (2002). *La investigación educativa como herramienta de formación del profesorado: reflexión y experiencias de investigación educativa*. Graó.
- Jones, G. (2017). *Evidence-based School Leadership and Management: A practical guide*. Sage.
- Kirschner, P.A., & Hendrick, C. (2020). *How Learning Happens: Seminal Works in Educational Psychology and What They Mean in Practice*. Routledge.
- Latorre, A. (2008). *La investigación-acción. Conocer y cambiar la práctica educativa*. Graó.
- McMillan, J. H., & Schumacher, S. (2010, 7a ed.). *Research in education: evidence-based inquiry*. Pearson.
- Meneses, J. (Coord.), Rodríguez-Gómez, D. & Valero, S. (2019). *Investigación educativa. Una competencia profesional para la intervención*. Editorial UOC.
- Navarro, E., Jiménez, E., Rappoport, S. & Thoilliez, B. (2017). *Fundamentos de la investigación y la innovación educativa*. UNIR Editorial.
- Neelen, M., & Kirschner, P.A. (2020). *Evidence-Informed Learning Design: Creating Training to Improve Performance*. Koganpage.
- 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>
- Reguant Álvarez, M., & Martínez-Olmo, F. (2014). *Operacionalización de conceptos/variables*. Dipòsit Digital de la Universitat de Barcelona. <https://diposit.ub.edu/dspace/handle/2445/57883>
- 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>
- Salter, D. E., & Tett, D. L. (2022). Sustaining teacher engagement in practitioner research. *Journal of Education for Teaching*, 48(3), 287-299. <https://doi.org/10.1080/02607476.2021.1959267>
- Sánchez Martín, M., Navarro Mateu, F., & Sánchez-Meca, J. (2022). Las Revisiones Sistemáticas y la Educación Basada en Evidencias. *Espiral. Cuadernos del Profesorado*, 15(30), 108-120. <https://dialnet.unirioja.es/servlet/articulo?codigo=8339815>
- Sandin, M. P. (2000). Criterios de validez en la investigación cualitativa: De la objetividad a la solidaridad. *Revista de Investigación Educativa*, 18(1), 223-242. <https://revistas.um.es/rie/article/view/121561>
- Smith, J. & Smith, J. (2017). *Investigar en educación: conceptos básicos y metodología para desarrollar proyectos de investigación*. Narcea.

- 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 d'Innovació i Recerca en Educació - REIRE <https://revistes.ub.edu/index.php/REIRE>
- 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.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	211	Catalan	second semester	morning-mixed
(SEM) Seminars	212	Catalan	second semester	morning-mixed
(SEM) Seminars	213	Catalan	second semester	morning-mixed
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan	second semester	morning-mixed
(SEM) Seminars	313	Catalan	second semester	morning-mixed
(SEM) Seminars	411	Catalan	second semester	afternoon
(SEM) Seminars	412	Catalan	second semester	afternoon
(SEM) Seminars	413	Catalan	second semester	afternoon
(SEM) Seminars	711	English	second semester	afternoon
(SEM) Seminars	712	English	second semester	afternoon
(SEM) Seminars	713	English	second semester	afternoon
(TE) Theory	21	Catalan	second semester	morning-mixed
(TE) Theory	31	Catalan	second semester	morning-mixed

(TE) Theory	41	Catalan	second semester	afternoon
(TE) Theory	71	English	second semester	afternoon