

Degree	Type	Year
Research in Education	OP	1

Contact

Name: Carmen Ruiz Bueno

Email: carmen.ruiz.bueno@uab.cat

Teachers

Antonio Navio Gamez

Carmen Ruiz Bueno

Teaching groups languages

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

Prerequisites

This module is mandatory in Curriculum and Innovation Processes in Education

Objectives and Contextualisation

This module aims to introduce the student to research in the field of competency curriculum development and innovation processes.

The objectives are:

- Have a conceptual framework in line with the development of curricula by competencies and innovation in education.
- Know the different theoretical perspectives, understandings, processes, strategies and techniques linked to the constructs of curriculum development and innovation.
- Analyze lines of research associated with curriculum development and innovation.
- Develop curricular innovation projects.

Learning Outcomes

1. CA10 (Competence) Formulate a research problem related to curriculum development and innovation processes and formulate its questions and goals.
2. CA11 (Competence) Adopt criteria of methodological quality in curricular research.
3. CA12 (Competence) Make proposals for improvement and/or innovation projects based on the evidence obtained through research on curricular development and innovation processes.
4. CA13 (Competence) Investigate or innovate in the field of curricular development while contributing to a more accessible, sustainable, diverse and just society.
5. KA09 (Knowledge) Describe the methodological paradigms, approaches and designs in research on curricular development and innovation processes in education.
6. KA10 (Knowledge) Identify different lines of research in curriculum development and innovation processes.
7. KA11 (Knowledge) Identify problems and suggest responses to educational needs related to curriculum development using innovative approaches.
8. SA09 (Skill) Produce a comprehensive review of the scientific literature related to curriculum development and innovation processes.

Content

- Theoretical perspectives of curriculum innovation in the education system by competencies. Theories, models and strategies
- Innovation Theories inside and outside Educational System
- Innovation processes as processes of curriculum development
- Models and innovation strategies and curriculum development
- Research on curriculum innovation (associated content, resources, strategies, the evaluation system, the actors, the different educational levels ...).

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debates on readings / exhibitions	6	0.24	KA09, KA10, KA11, SA09, KA09
Exhibition in plenary	4	0.16	CA10, CA12, CA10
Magisterial explanations	20	0.8	KA09, KA10, KA11, SA09, KA09
Workshops / classroom exercises	6	0.24	CA10, CA11, CA12, CA13, KA09, KA10, KA11, SA09, CA10
Type: Supervised			
Elaboration in group and delivery in the virtual platform of the different activities (readings, reviews, team work. Memory/individual work of the module) work /	24	0.96	CA10, CA11, CA12, CA13,

final report)			KA11, SA09, CA10
Individual and collective tutorials	12	0.48	CA10, CA11, KA09, KA10, KA11, SA09, CA10
Type: Autonomous			
Personal study, complementary readings, analysis of evaluative cases, search of information, elaboration of portfolios	78	3.12	CA10, CA11, KA09, KA10, KA11, SA09, CA10

The training activity will be developed from the following dynamics:

- Reading of articles and documentary collections
- Master classes / lectures by the teacher
- Analysis and collective discussion of articles and documentary collections
- Practices of classroom: resolution of problems / cases / exercises.
- Presentation / oral presentation of works.
- 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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation in the sessions (workshops, debates, .plenary, ..)	20%	0	0	CA10, CA11, KA09, KA10, KA11, SA09
Activities during the development of the module (recensiones, deliveries in the platform of the activities, ...)	30%	0	0	CA10, KA09, KA10, KA11, SA09
Memory / individual work of the module	50%	0	0	CA10, CA11, CA12, CA13, SA09

- The evaluation of the module will be carried out through the activities that they specify.
- The final grade will be the weighted average of the planned activities. To apply this criterion it will be necessary to obtain a minimum of 4 in all activities, those carried out during the development of the module and in the memory / final work of the module.

- Class attendance is mandatory. In order to obtain a positive final evaluation, the student will have to attend 80% of the face-to-face sessions.
- The procedure for reviewing the evaluation will be carried out individually.

This subject adheres to the single evaluation option, which exclusively affects the deadline for submitting evaluation activities.

DEADLINES FOR SUBMITTING EVALUATION ACTIVITIES

1) Continuous evaluation

- Review 1: 10/28/2025
- Review 2: 11/18/2025
- Coursework; 01/09/2026

2) Single evaluation

- All evaluation activities: 01/09/2026

RECOVERY:

Any potential recovery assessments for different activities should be submitted by 01/27/2026.

OTHER CONSIDERATIONS:

Plagiarism or copies will result in a grade of Not Evaluable and will be reported to the degree program coordination.

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, as long as the final result reflects a significant contribution from the student in the analysis and personal reflection. The student must clearly identify which parts have been generated with this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final result of the activity. Lack of transparency in the use of AI will be considered academic dishonesty and may result in a penalty in the activity grade, or more severe sanctions in serious cases.

Bibliography

Alvarez, s y Pinedo, R. (2025). *Innovar para educar*. Octaedro

Arroyo, L y Fernandez de Castro, J. (2024). Aspectos cruciales de la innovación educativa. Narcea

Arriaga-Cárdenas, O. G., y Lara-Magaña, P. D. C. (2023). La innovación en la educación superior y sus retos a partir del COVID-19. *Revista Educación*, 47(1), 479-494. <https://doi.org/10.15517/revedu.v47i1.5197>

Brevis-Yéber, M., Mas-Torelló, O. y Ruiz Bueno, C. (2022). Práctica docente reflexiva como estrategia para el fomento de las innovaciones en los centros escolares. *Logos: Revista de Lingüística, Filosofía y Literatura*, 32(2), 269-287. <http://doi.org/10.15443/RL3216>

Del Rio, J.L. (Coord.). (2019). *Investigar para conocer, innovar para mejorar*. Universidad Nacional de Educación.OEI.

Fernández-Cruz, F. J., & Rodríguez-Legendre, F. (2024). Percepción de estudiantes y profesores sobre el desempeño innovador del docente en los Grados de Magisterio. *Profesorado, Revista De Currículum Y Formación Del Profesorado*, 28(2), 267-291. <https://doi.org/10.30827/profesorado.v28i2.29462>

Hargreaves, A. y Fullan, M. (2014). *Capital profesional. Transformar la enseñanza en cada escuela*. Madrid: Ediciones Morata

Hervás Gómez, Rodríguez Gallego. (Coords). (2020). Innovación e investigación en la sociedad digital. Octaedro

León, M.J. y López López, M.C. (2014). Criterios para la evaluación de los proyectos de innovación docente universitaria. *Estudios sobre Educación*, 26, 79-101

Navarro, E (Coord); Jiménez, E.; Rappoport, S. Y Thoilliez, B. (2017). *Fundamentos de la investigación la innovación educativa*. UNIR Editorial

Pech, S.; Prieto, M; García, J. y Orozco, E. (2019). Innovation and Practice in Education (2019). Innovación y Práctica Educativa. Editorial CIATA.

Poveda-Aguja, F. A., Guáqueta, C. A., López-Rodríguez, C. E., & Martínez, E. G. (2023). Currículos integrales como estrategia de potencialización en investigación, desarrollo e innovación (I+D+i). *Revista Logos Ciencia & Tecnología*, 15(3), 59-71. <https://doi.org/10.22335/rict.v15i3.1853>

Rodríguez, E. (2024). ¿Qué significa innovar en educación superior? Una aproximación conceptual. *Revista de innovaciones educativas*, 26 (40), 170-187

Rosselló, M. R., Pinya, C. y Morcillo, V. (2024). Caracterizar la innovación para validar la práctica educativa, *Revista Colombiana de Educación*, (90), 102-124. <https://doi.org/10.17227/rce.num90-14495> Recibido: 08/09/2021 Evaluado: 21/07/2022

Sánchez, M., y Fueyo, E. M. (2021). Hacia la construcción de escenarios emergentes de innovación docente. En M. Sánchez & J. Escamilla (Eds.), *Innovación educativa en educación superior: Una mirada 360* (pp. 141-162). Red de Innovación Educativa (RIE360). bit.ly/3r698d3

Tejada, J. (2013). Investigación e innovación educativas: dos caras de la misma moneda. *Desde las aulas normalistas*.

Tejada, J. y Ruiz Bueno, C. (2016). Evaluación de competencias profesionales en Educación Superior: Retos e implicaciones. *Educacion XX1*, 19(1), 17-38. <https://dx.doi.org/10.5944/educXX1.12175>

Villa Sánchez, A. (2019). Liderazgo: una clave para la innovación y el cambio educativo. *Revista de Investigación Educativa*, 37(2), 301-326. <https://dx.doi.org/10.6018/rie.37.2.365461>

Software

This subject does not need special programming.

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
(TEm) Theory (master)	1	Catalan	first semester	afternoon