

Teaching Innovation and Introduction to Educational Research on Language and Literature Teaching

Code: 45583

ECTS Credits: 10

2025/2026

Degree	Type	Year
Formación de Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas	OP	1

Contact

Name: Mireia Manresa Potrony

Email: mireia.manresa@uab.cat

Teachers

Xavier Fontich Vicens

Celia Pratginestos Pou

Ana Maria Margallo Gonzalez

Teaching groups languages

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

Prerequisites

None.

Objectives and Contextualisation

The objective of this course is to train future Catalan and Spanish Language and Literature teachers to acquire basic self-training knowledge and skills that will help them improve throughout their professional teaching career, by knowing how to plan language and literature learning situations, systematically analyzing classroom situations and school contexts with a reflective and systematic approach to teaching practice, applying theoretical research frameworks in specific didactics for the design and analysis of classroom practices, as well as analyzing and managing language coexistence in educational centers, taking into account the sociolinguistic situation of the Catalan educational context.

The course "Teaching Innovation and Introduction to Educational Research on Language and Literature Teaching" includes the blocks of School Programming and Curriculum (3.5 credits), Classroom Observation and Interaction (3 credits), Sociolinguistic Bases for Language Teaching and Learning in Contexts of Linguistic Minorization (2 credits), and Introduction to Educational Research in Language and Literature Didactics (1.5 credits).

Learning Outcomes

1. CA44 (Competence) Use a variety of strategies and specific teaching methodologies to design language and literature learning situations that promote the competency-based learning of all students.
2. CA45 (Competence) Build educational and training assessment into programming as a tool to check and regulate students' learning in language and literature.
3. CA46 (Competence) Manage the teaching action in the Spanish and Catalan classroom, taking into account the characteristics of dialogic interaction, the teaching quality of the questions and the role of teachers in activating and regulating learning.
4. CA47 (Competence) Identify interaction and communication processes in the classroom and constructive interaction strategies that foster learning in Catalan and Spanish subjects.
5. CA48 (Competence) Use information and communication technologies and integrate them into the teaching-learning process of Catalan and Spanish language and literature.
6. CA49 (Competence) Adopt a sensitive perspective and assess the plurilingual and multilingual reality of classrooms while promoting the use of Catalan as the lingua franca and intercultural competence in the language and literature class.
7. KA31 (Knowledge) Describe how language teaching is organised in the school's language project and the educational challenges it has to face in order to diagnose and meet the needs of students with regard to language learning.
8. KA32 (Knowledge) Select the basic aspects of the curriculum and the teaching knowledge of the language and literature content to plan learning situations and assessment strategies with an inclusive perspective.
9. KA33 (Knowledge) Define interaction and communication processes in the classroom and constructive interaction strategies that foster learning in the subjects of Catalan and Spanish.
10. SA40 (Skill) Master oral and written expression in both academic discursive practices and in language and literature teaching practice.
11. SA41 (Skill) Use data from the context of the classroom to reflect on one's own teaching practice in language and literature teaching.
12. SA42 (Skill) Evaluate teaching and learning proposals from a literacy and egalitarian education perspective using the teaching knowledge of the language and literature disciplines.

Content

The language of instruction for this course is Catalan. The course "Teaching Innovation and Introduction to Educational Research on Language and Literature Teaching" is structured into four blocks: School Programming and Curriculum (3.5 credits), Classroom Observation and Interaction (3 credits), Sociolinguistic Bases for Language Teaching and Learning in Contexts of Linguistic Minorization (2 credits), and Introduction to Educational Research in Language and Literature Didactics (1.5 credits). The contents of each block are detailed below:

- Block 1. School Programming and Curriculum (3.5 credits)

Curricular bases for language and literature teaching and learning.

Introduction to horizontal and vertical programming forms for language and literature.

Didactic sequences for language and literature teaching and learning: theoretical foundations and criteria for their implementation in classrooms.

Preparation phases in the design of Language and Literature Didactic Sequences: scenarios, objectives and contents, types of activities, organization of activities in a logical learning sequence.

Assessment and regulation of learning in the language and literature area: objectives, foundations, functions, and instruments.

Selection and application of rigorous, well-founded criteria for the assessment and design of curricular proposals and materials.

- Block 2. Classroom Observation and Interaction (3 credits)

The classroom as a social learning space: work dynamics and didactic strategies.

Classroom observation as a tool for teacher reflection and self-training: action research and the discourse community.

Pragmatics and discourse analysis in the analysis of classroom communicative situations.

Classroom observation techniques. Observable elements (time, resources used, student interest and involvement, etc.).

Focalized and non-focalized observation techniques.

Observation of specific didactic learning: activities, materials, student evidence...

The teacher and the learner as the focus of observation. Non-judgmental observation.

Feedback on observation.

Peer observation and self-observation.

Classroom interaction as a path to learning.

Methods available to classroom teachers to ensure the reliability and validity of observations.

- Block 3. Sociolinguistic Bases for Language Teaching and Learning in Contexts of Linguistic Minorization (2 credits)

Basic sociolinguistic concepts. Relationships between language and society. Language contact and conflict.

Processes of language minorization and substitution. Language management and policies.

Linguistic diversity and variation: human rights and linguistic rights.

The organization of language and literature teaching in multilingual contexts.

The school's linguistic project. Tools and strategies for sociolinguistic analysis of the environment and the school to establish its sociolinguistic profile for intervention.

From curriculum to classroom programming. The teaching and learning of specific curricular competence to value linguistic and cultural diversity, promote linguistic transfer, identify and reject linguistic stereotypes and prejudices, and value this diversity as a source of cultural richness.

Teaching-learning models in second language acquisition and their application in contexts of linguistic minorization and normalization: the case of Catalan.

The reception classroom.

Language teaching and learning through active and inclusive pedagogical and didactic models (CLL, CLIL...) in contexts of normalization of minority languages.

Teaching identity, linguistic modeling, and assertiveness.

- Block 4. Introduction to Educational Research in Language and Literature Didactics (1.5 credits)

Language didactics as a specific field of research.

Elaboration of conclusions and implications for teaching practice based on reading educational research in language and literature didactics.

Research lines in the specific field. Current trends in research in language and literature didactics.

Bibliographic searches in different sources.

From research to SDdesign and research on practice.

Foundations of SDs and research on SDs.

Introduction to data collection and analysis methodologies in language and literature didactics.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face and directed	62.5	2.5	CA44, CA45, CA46, CA47, CA48, CA49, KA31, KA32, KA33, SA40, SA41, SA42, CA44
Type: Supervised			
Supervised	12.5	0.5	CA44, CA45, CA46, CA47, CA48, CA49, KA31, KA32, KA33, SA40, SA41, SA42, CA44
Type: Autonomous			
Autonomous	175	7	CA44, CA45, CA46, CA47, CA48, CA49, KA31, KA32, KA33, SA40, SA41, SA42, CA44

- Type: Face-to-face and directed

Attendance and participation in expository classes and classroom practicals (Discussion and execution of group or individual activities, case analysis and presentation of examples, text commentary, analysis and discussion of didactic proposals).

Completion and evaluation of proposed activities.

- Type: Supervised

Collective and individual tutorials.

- Type: Autonomous

Personal study. Reading and working on readings. Practical activities and didactic proposals (individual and group).

Note: 15 minutes of a class, within the calendar established by the center/degree, will be reserved for students to complete surveys evaluating teacher performance and course/module evaluation.

This course proposes activities to develop students' CDD.

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
Assessment of Classroom Observation and Interaction (block 2, 3 cr.)	30%	0	0	CA46, CA47, CA48, KA33, SA40, SA41
Assessment of Introduction to Educational Research in Language and Literature Didactics (block 4, 1,5 cr.)	10%	0	0	CA46, CA47, CA48, SA40, SA41, SA42
Assessment of School Programming and Curriculum (block 1, 3.5 cr.)	40%	0	0	CA44, CA45, CA48, KA32, SA40, SA41, SA42
Assessment of Sociolinguistic Bases for Language Teaching and Learning in Contexts of Linguistic Minorization (block 3, 2 cr.)	20%	0	0	CA48, CA49, KA31, KA32, SA40, SA41

General Considerations

The master's degree in secondary education at the UAB is conducted in a face-to-face modality, as classroom activities and an attitude of active listening and participation are essential for learning.

The detailed evaluation for each topic will be provided with the syllabus at the beginning of the course.

Throughout the part of the course taught by each professor, complementary tasks may be requested, which may not necessarily be considered assessment tasks, but are obligatory to submit.

Assignments must be submitted through the module's Moodle classroom. Assignments submitted in incorrect formats, those that do not include the authors' names (both in the body of the work and in the file name), or those submitted after the deadline will not be accepted. Students are responsible for ensuring that the file format is compatible with submission to the Moodle classroom.

It is necessary to demonstrate an attitude compatible with the educational profession to pass this course. Active listening, respect, participation, cooperation, and punctuality will be valued. Ethical commitment to the deontological principles of the profession will also be taken into account.

Continuous Assessment Activities

Continuous assessment consists of the following tests and activities, according to each block of the course:

- Block 1. School Programming and Curriculum (3.5 credits, 40%)

Preparation of a vertical planning scheme across courses and a horizontal scheme during a course for the distribution and progression of learning (10%).

Conditions:

Group activity.

Non-retakeable activity.

Submission: when two-thirds of the block's sessions have been completed.

Weight: 10% of the course grade.

Adaptation of a textbook unit (30%).

Conditions:

Individual classroom activity (test).

Retakeable activity.

Completion: the last class session of the block.

Weight: 30% of the overall grade.

- Block 2. Classroom Observation and Interaction (3 credits, 30%)

Co-observation or self-observation with evidence from a session or fragments of a taught class.

Conditions:

Pair or individual activity.

Non-retakeable activity.

Submission: two weeks before returning from the second practicum stay.

Weight: 30% of the overall grade.

- Block 3. Sociolinguistic Bases for Language Teaching and Learning in Contexts of Linguistic Minorization (2 credits, 20%)

Preparation of a linguistic autobiography (5%) and a didactic proposal according to the new curriculum for an ESO classroom and a reception classroom (15%).

Conditions:

Individual activity.

Retakeable activity.

Submission: fifteen days after the last session of this block.

20% of the course grade.

- Block 4. Introduction to Educational Research in Language and Literature Didactics (1.5 credits, 10%)

Reading of two academic/theoretical articles, linked to aspects explored in the Didactic Sequence (SD), which will be chosen from a proposed list, and on which a guided reflective commentary of 800 to 1,500 words must be written.

Conditions:

Pair or individual activity, depending on the composition of the group for SD elaboration in the practicum.

If the work is done individually, two articles will be read; if done in pairs, four will be read;

the length remains the same.

Non-retakeable activity.

Submission: fifteen days after the last session of this block.

Weight in evaluation: 10% of the course grade.

To average the grades, a minimum of 4 must be obtained in each of the activities scheduled for assessment (in the case of retakeable activities, once the retake has been completed). Works not submitted will receive a grade of 0.

The results of submitted exercises and tests will be published on the virtual campus within a maximum of 20 working days following their submission. Students will have 5 days to request a review of the tests from the date of their publication.

Recoverable Activities

The following recoverable activity, consisting of an individual test, will take place on May 8th:

- Written test for adapting a textbook unit (Block 1).

Recoverable written assignments (Block 3) that have been failed must be submitted 15 days after receiving the evaluation. The new activity must be accompanied by a document justifying the changes made.

In all cases, the maximum grade for the retake will be 5.

To be eligible for the retake, a set of activities whose weight is equivalent to at least two-thirds of the total course grade must have been submitted.

Unique Assessment

Students who opt for a unique assessment must submit all assignments described in the continuous assessment or take the individual tests on May 8th.

The retake for single assessment students will be on May 29th (repetition of assignments or individual test).

Students who choose the unique assessment option will not submit or receive formative or qualifying feedback on continuous assessment activities carried out during the course development process. Submission will be a single, concentrated event on one day.

Other Relevant Aspects

Linguistic Correction

To pass this course, students must demonstrate good general communicative competence, both orally and in writing, and a good command of the Catalan language, and the vehicular languages of instruction.

Therefore, in all activities (individual and group), linguistic correctness, writing, and formal presentation aspects will be taken into account. Students must be able to express themselves fluently and correctly and

demonstrate a high degree of comprehension of academic texts. An activity may be returned (not assessed) or failed if the professor considers that it does not meet these requirements.

Not Assessable

An activity will be considered "Not Assessable" if 2/3 of the assessment activities (in proportion to the activity's weight in the grade) have not been submitted.

Plagiarism

In accordance with UAB regulations, plagiarism or copying of any work, or the use of AI without proper citation, will be penalized with a grade of 0, thus losing the possibility of retaking it, whether it is an individual or group assignment (in this case, all group members will receive a 0).

If, during an individual in-class assignment, the professor considers that a student attempts to copy or is found with any unauthorized document or device, the activity will be graded with a 0, with no option for retake.

Use of Artificial Intelligence (AI) Technologies

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for tasks allowed by the course instructor. 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 outcome of the activity. Lack of transparency regarding the use of AI in this assessable activity will be considered academic dishonesty and will result in a total penalty (zero) on the activity's grade.

Synthesis Test

This course does not allow a synthesis test for second registrations.

Final Course Grade

The following will be taken into account:

- a) The weighted average, provided that a grade of 4 or higher has been obtained in all activities (after retakes have been completed).
- b) Compliance with attendance criteria and active participation in class dynamics.
- c) Submission of proposed tasks within the indicated deadline.
- d) Absence of plagiarism in accordance with the indications mentioned in the preceding points.

Bibliography

Block 1. School Programming and Curriculum

Camps, A. (Coord.). (2003). Seqüències didàctiques per aprendre a escriure. Graó.

Camps, A. (1994). Projectes de llengua entre la teoria i la pràctica. Articles de Didàctica de la Llengua i la Literatura, 2, 7-20.

Delgado, R. (2023). La planificació i l'organització dels aprenentatges tenint en compte l'enfocament del currículum. Articles de Didàctica de la Llengua i la Literatura, 97, 34-38.

Durán, C., Manresa, M., & Rodríguez-Gonzalo, C. (2024). Seqüències didàctiques per ensenyar llengües: fonaments, disseny i implementació a l'aula. Publicacions de l'Abadia de Montserrat.

Durán, C., López, I., Sánchez-Enciso, J., & Sediles, Y. (2009). La palabra compartida. Octaedro.

Durán, C., Jover, G., Linares, R., Manresa, M., & Muñoz, A. (2022). Del currículum a l'aula: planificació didàctica en llengua i literatura. *Articles de Didàctica de la Llengua i la Literatura*, 94, 11-20.

Milian Gubern, M. (2000). Materials per a la formació dels ensenyants. A A. Camps & M. Ferrer (Coords.), *Gramàtica a l'Aula* (pp. 77-95). Graó.

Milian, M. (2012). El model de seqüència didàctica vint anys després. Un model vàlid per ensenyar a aprendre i aprendre a ensenyar. *Articles de Didàctica de la Llengua i la Literatura*, 57, 8-21.

Pérez, A. (2008). La naturaleza de las competencias básicas y sus aplicaciones pedagógicas [Cuadernos de Educación 1]. Educantabria.

<http://213.0.8.18/portal/Educantabria/Congreso%20Competencias%20Basicas/index.html>

Ribas, T. (2001). Què pot aportar l'avaluació formativa a l'ensenyament i l'aprenentatge de l'escriptura? *Articles de Didàctica de la Llengua i la Literatura*, (25), 31-41.

Ribas, T. (2009). L'avaluació i l'ensenyament de llengües: dos àmbits que s'aproximen. *Articles de Didàctica de la Llengua i la Literatura*, (47), 10-25.

Ribas, T. (2020). L'avaluació en l'àrea lingüística, té sentit si no parteix de les competències? *Articles*, (85), 7-12.

Rodríguez-Gonzalo, C. (2011). Programar en lengua y literatura. Dins U. Ruiz Bikandi (Coord.), *Didáctica de la lengua castellana y la literatura* (pp. 35-59). Graó.

Ruiz, H. (2020). Aprender a aprender. Vergara.

Sánchez-Enciso, J. (2007). (Con)viure en la paraula. L'aula com a espai comunitari. Graó.

Sanmartí, N. (2019). *Avaluar i aprender: un únic procés*. Octaedro.

Solé, I., Miras, M., & Castells, N. (2003). ¿Dónde está la innovación en las prácticas de evaluación innovadoras? *Infancia y Aprendizaje*, 26(2), 217-233.

Vilà i Santasusana, M., & Rodríguez-Gonzalo, C. (2020). Rúbriques i evaluació de gèneres discursius. *Articles de Didàctica de la Llengua i la Literatura*, 85, 45-53.

Block 2. Classroom Observation and Interaction

Coll, C., Onrubia, J., & Rochera, M. J. (2010). La actividad conjunta en el aula: Una aproximación a los enfoques de la interacción educativa. *Infancia y Aprendizaje*, 33(3), 329-346.

Edwards, D., & Mercer, N. (1988). *El conocimiento compartido: La construcción de la comprensión en el aula*. Paidós.

Esteve, O., Alsina, A. (Ed.) (2024). *Hacia una formación transformadora de docentes. Estrategias eficaces para formadores*. Narcea.

Esteve, O., López, S., Urbán, J.F., Ferrer, A. i Verdía, E. (2019). *Indagación y reflexión sobre la propia práctica docente: Herramientas para el desarrollo profesional*. Edinumen,

Lasagabaster, D., & Sierra, J. M. (Eds.) (2004). *La observación como instrumento para la mejora de la enseñanza-aprendizaje de lenguas*. ICE Universitat Autònoma de Barcelona-Horsori

Latorre, A. (2010). *La investigación-acción. Conocer y cambiar la práctica educativa*. Graó.

Mercer, N. (1997). *La construcción guiada del conocimiento*. Paidós.

Mercer, N. (2001). *Palabras y mentes: Cómo usamos el lenguaje para pensar juntos*. Paidós Ibérica.

Bloc 3. Sociolinguistic Bases for Language Teaching and Learning in Contexts of Linguistic Minorization

Arnau, J., & Boix, E. (Comps.). (2009). *El plurilingüisme a l'escola: bases per a un debat*. ICE Universitat de Barcelona / Horsori.

Birello, M., & Comajoan-Colomé, L. (2024). Mètodes i enfocaments per ensenyar el català com a llengua addicional. Publicacions de l'Abadia de Montserrat.

Comajoan-Colomé, L. (2016). L'adquisició de segones i terceres llengües a l'aula: Una mirada des de la recerca. *CLIL Journal of Innovation and Research*, 1(1), 12-25.

Comellas, P. (Ed.). (2024). *El valor de la diversitat lingüística*. Textos de Carme Junyent. Onada Edicions.

Departament d'Ensenyament (2018). Adequar el currículum. Generalitat de Catalunya.
<https://xtec.gencat.cat/web/.content/projectes/alumnat-origen-estranger/suport-linguistic-social/publicacions/quad>

Departament d'Ensenyament (2018). Aprendre les llengües de les matèries. Generalitat de Catalunya.
<https://xtec.gencat.cat/web/.content/projectes/alumnat-origen-estranger/suport-linguistic-social/publicacions/quad>

Guasch, O. (2004). Escribir en una segunda lengua: un doble reto. *Textos de Didáctica de la Lengua y la Literatura*, (37), 76-88.

Lemus, R; Reig, A. & Santacruz, L. (2023). La competència plurilingüe a l'aula. Un tractament dels sabers basat en nodes. *Articles de didàctica de la llengua i la literatura*, (97), 17-22.

Llompart Esbert, J., & Pratginestós, C. (2024). Reflexió metalingüística i plurilingüisme. *Articles de Didàctica de la Llengua i de la Literatura*, 101, 46-51. (disponible en castellà a: *Textos de didáctica de lengua y de la literatura*, 104, 46-51).

Masats, Dolors y Noguerol, Artur (2023). Desarrollando el plurilingüismo para aprender el español L2. En Héctor Muñoz Cruz (coord). *Usar, enseñar, aprender lenguas en la diversidad, globalización y movilidad: Perspectivas conceptuales y metodológicas* (Vol. 1) (pp. 18-65). Universidad Autónoma Metropolitana (UAM-Iztapalapa).

Masats, Dolors, Llompart, Júlia, y Moore, Emilee (2024). Interacció i plurilingüisme a l'aula. *Articles de Didàctica de la Llengua i la Literatura*, 101, 40-45. (disponible en castellà a: *Textos Didáctica de la Lengua y la Literatura*, 104, 40-45).

Masats, Dolors, Moore, Emilee, i Llompart, Júlia (2025). Conceptes clau per educar en i per al plurilingüisme. Servei de Publicacions de la Universitat Autònoma de Barcelona.
<https://publicacions.uab.cat/llibres/conceptes-clau-educar-en-al-plurilinguisme>

Noguerol, A. i altres (2005). Ensenyar i aprendre llengua i comunicació en una societat multilingüe i multicultural [Conclusions del Debat Curricular]. Xtec.net.
http://xtec.net/e13_debatcurricular/docs/1.llenguatge.pdf

Pascual i Granell, V. (2023). Tractament Integrat de Llengües i Continguts (TILC) en un context de minorització lingüística. De la teoria a la pràctica. Octaedro.

Vila, I. (Coord.). (2007). *Educación y lenguas. Una mirada desde la diversidad*. Graó.

Bloc 4. *Introduction to Educational Research in Language and Literature Didactics*

Camps, A. (2001). Recerca en Didàctica de la Llengua. Tendències i reptes. *Articles de Didàctica de la Llengua i la Literatura*, (24), 21-36.

Camps, A. (Coord.). (2020). *Recerca i formació en didàctica de la llengua*. Graó.

Camps, A. y Fontich, X. (eds.) (2021). *La actividad metalingüística como espacio de encuentro de la escritura y la gramática: Un itinerario de enseñanza e investigación en educación lingüística*. Universidad Nacional de San Juan. <https://ddd.uab.cat/record/311393>

Fontich, X. & Vilà, M. (2015). L'ensenyament de la llengua a l'educació secundària. In D. Casals & F. Foguet (eds.), Raons de futur (pp. 157-182). Institut d'Estudis Catalans.
<http://publicacions.iec.cat/repository/pdf/00000219/00000006.pdf>

Fontich, X. (2011). El diàleg a l'aula des de la perspectiva sociocultural: les nocions de bastida i parla exploratòria. *Articles de Didàctica de la Llengua i la Literatura*, 54, 68-75.

Official Documents and Journals in the Area

Direcció general de l'Educació Bàsica i el Batxillerat: *Curriculum i Organització*.

<https://xtec.gencat.cat/ca/curriculum/> (page where all official documents and the LOMLOE curriculum deployment document can be found)

Articles de didàctica de la llengua i la literatura. Editorial Graó

Textos de didàctica de la llengua i la literatura. Editorial Graó

Bellaterra Journal of Teaching & Learning Language & Literature (UAB): <https://revistes.uab.cat/jtl3/index> (research journal)

Software

There is no specific software in this subject.

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.