

Degree programme	Type	Course
Research in Education	OP	1

Contact lecturer

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Teaching staff

Gemma Paris Romia

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Group languages

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

Prerequisites

There are not.

Objectives

In this module we will explore epistemologies, methodologies and processes of research about values and diversity in education of the visual arts and physical education at school. We will consider the educational background of the investigations that encompass all levels of education systems and teacher training, raising the idea of community and social change from our areas in relation to the diversity of participants (children, young adults, women, migrant people and people with diverse capacities) and their learning opportunities.

The objectives of the module are:

- a) to promote reflection and debate to rethink the arts and physical activity in modern society and in education;
- b) critically analyze inequalities and forms of exclusion in the discourses of the school and the media; and
- c) promoting projects and research models that incorporate social, cultural and gender, based on the educational actions through the arts and physical activity.

However, the school is not an isolated institution but is immersed in the community, for this reason, this module also address the relationship between school and art institutions, cultural, social and sporting events around

them.

Learning outcomes

- CA53 (Formulate a research problem using research strategies that promote critical thinking and expose the existing diversity in the field of education.) Formulate a research problem using research strategies that promote critical thinking and expose the existing diversity in the field of education.
- CA54 (Make proposals for educational improvement and design small prototypes and/or innovation projects grounded on research-based evidence using the arts and physical/corporal education.) Make proposals for educational improvement and design small prototypes and/or innovation projects grounded on research-based evidence using the arts and physical/corporal education.
- CA55 (Develop a critical spirit by assessing and detecting sex/gender based inequalities in the field of education.) Develop a critical spirit by assessing and detecting sex/gender based inequalities in the field of education.
- KA54 (Recognise methodological paradigms, approaches and designs of research on education through the arts and the body.) Recognise methodological paradigms, approaches and designs of research on education through the arts and the body.
- KA55 (Understand problems and provide answers to current educational needs using innovative approaches in research on education through the arts and the body.) Understand problems and provide answers to current educational needs using innovative approaches in research on education through the arts and the body.
- SA40 (Select, design and develop the most consistent methodology with the research goals in the area of education that one wishes to exercise in.) Select, design and develop the most consistent methodology with the research goals in the area of education that one wishes to exercise in.
- SA41 (Report a research study while adapting the tone to this field of education, also learning to use the typical formats of visual narratives in arts-based research.) Report a research study while adapting the tone to this field of education, also learning to use the typical formats of visual narratives in arts-based research.

Contents

The following topics will be addressed:

1. Innovation in educational intervention based on art and physical activity

1.1. Creative perspectives in school. Innovation and creativity based on the arts

1.1.1. Identities, diversities and learning in research in art education

1.1.2. Processes of innovation and arts-base research in education

1.2. Physical activity, sport and art as a tool for social inclusion or education in values

1.2.1. Teaching and learning of values: concepts and intervention strategies

1.2.2. The role of the educator. The educator as an agent of change.

1.2.3. Hidden curriculum, preconceived ideas

1.2.4. Critique of the media for education

2. Cultural, social and gender diversity in art education and physical education

2.1. Theoretical perspectives and strategies in narrative research on diversity through arts and physical activity

2.2. Researching cultural, social and gender diversity in art education

2.2.1. Interculturality, curriculum and inclusion in research in arts education

2.2.2. Photography, cinema and diversities: experimentation with the camera, visuality and embodiment

2.2.3. The role of the artist as narrator and researcher. Visual devices of research

2.3. Researching cultural, social and gender diversity in physical education

2.3.1. Cultural, social and gender inequality in PE and Sport. Studies and research

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Face-to-face sessions	36	1.44	
Presentations and tutoring	36	1.44	
Activities	78	3.12	

- Design of research studies and projects
- Presentation and discussion of conceptual and research-based approaches
- Presentation, reading, and analysis of articles, research and innovation projects
- Reflection and debate on the interconnection between the two areas that make up the module

With the aim of ensuring consistency and transparency in the use of AI in the course and its assessable activities, we adhere to a Responsible Use model:

In this course, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of work, provided that the final result reflects a significant contribution by 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 influenced the process and final outcome of the activity. Lack of transparency in the use of AI will be considered academic dishonesty and may lead to a grade penalty or more serious sanctions in severe cases.

However, it is important to note that the use of artificial intelligence (AI) entails considerable energy consumption. Therefore, promoting responsible and efficient use of AI in educational settings is essential, prioritizing applications with a positive impact and avoiding unnecessary use in order to minimize environmental impact.

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	Weight	Hours	ECTS	Learning outcomes
Critical review on sports in the media	33,3%	0	0	CA53, CA54, CA55, KA54, SA41
Producing visual narratives of otherness and relationality	33,3%	0	0	CA54, KA55, SA40, SA41
Exhibition of visual narratives of identity	33,3%	0	0	CA55, KA55, SA40

The evaluation of the subject will be carried out through the activities indicated. The evaluation dates will be during the development of the module and the final evaluation will be in the last session of the module.

The recovery date will be two weeks after the end of the module. The student can opt for a single assessment, the evaluation date will be the last session of the module.

The final mark will be the weighted average of the planned activities. To be able to apply this criterion, it will be necessary to obtain at least a 4 in all activities, those carried out during the development of the module and in the memory/final work of the module.

Feedback on the assessment activities will be provided by the instructor no later than 20 days after the submission date.

The re-assessment procedure of the qualifications will be carried out individually. These assessment activities will be averaged together and will be eligible for re-assessment.

The assessment activities will take various formats: written assignments, oral presentations, and artistic work exhibitions. Students who have followed the course appropriately but still have unmet objectives will be given the opportunity to pass the subject by completing an additional independent assignment or by redoing one of the submitted or performed activities. Each case will be considered individually based on the student's circumstances.

If the student copy will result in failure and will be reported to the degree coordinator.

All evidence must be submitted to pass the subject. If any of the assignments is submitted, it will be considered "non-assessed".

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Revistes:

International Journal of Art and Design Education:
<http://eu.wiley.com/WileyCDA/WileyTitle/productCd-JADE.html>

Studies in Art Education: <http://www.arteducators.org/research/studies>

Visual Culture & Gender: <http://vcg.emitto.net/>

Narrative Inquiry: <http://benjamins.com/#catalog/journals/ni/main>

Software

Text and image editor.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEm) Theory (master)	1	Catalan	first semester	afternoon