

GUÍA DOCENTE

INNOVACIÓN DOCENTE E INICIACIÓN A LA INVESTIGACIÓN EDUCATIVA

**Máster en Formación del Profesorado
de E.S.O., Bachillerato, F.P. y
Enseñanza de idiomas**

Curso Académico 2024/2025
2 CUATRIMESTRE

GUÍA DOCENTE

Nombre de la asignatura:	Innovación docente e iniciación a la investigación educativa
Código:	200995
Titulación en la que se imparte:	Máster en Formación del Profesorado de E.S.O., Bachillerato, F.P. y Enseñanza de idiomas
Departamento y Área de Conocimiento:	Filología moderna, filología inglesa
Carácter:	obligatorio
Créditos ECTS:	4
Curso y cuatrimestre:	2024/2025, 2 cuatrimestre
Profesorado:	Daniel Migueláñez Munilla
Horario de Tutoría:	Viernes, 12h-15h (con cita previa).
Idioma en el que se imparte:	inglés

1.a PRESENTACIÓN

Esta asignatura es una introducción a los procesos y técnicas de la investigación educativa, con especial énfasis en la denominada investigación-acción y en el modelo basado en tareas.

1.b PRESENTATION

This subject is an introduction to the processes and techniques of educational research, with a special emphasis on action research and on the task-based model.

2. COMPETENCES AND LEARNING OUTCOMES

Basic and generic competences:

CG1 - 1. Know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge around the teaching

and learning processes. Training for vocational education will include knowledge of the corresponding professions.

CG2 - 2. To plan, develop and evaluate the teaching and learning process, fostering educational processes that facilitate the acquisition of the skills inherent to the corresponding teachings, taking into account the level and previous training of the students, while also guiding them, both individually and in collaboration with other teachers and professionals at the educational centre.

CG3 - 3. To seek, obtain, process and communicate oral, printed, audiovisual, digital or multimedia information, transform it into knowledge, and apply it in the teaching and learning processes in the subjects of the corresponding specialisation.

CG4 - 4. To specify the curriculum to be implemented in an educational centre by participating in its collective planning; to develop and apply group and personalized teaching methodologies, adapted to student diversity.

CG5 - 5. To design and develop learning spaces with special attention to equity, emotional and values education, equality of rights and men and women opportunities, citizen education, and respect for the human rights that facilitate life in society, decision-making and the construction of a sustainable future.

CG8 - 8. To design and carry out formal and non-formal activities that contribute to making the educational centre a place of participation and culture within the environment where it is located; to develop tutoring and student guiding functions collaboratively and coordinately; to participate in the evaluation, research and innovation of teaching and learning processes.

CB6 – To possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.

CB7 - That students know how to apply the knowledge acquired and their problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 - That students are able to integrate knowledge and cope with the complexity of formulating judgments based on information that - being incomplete or limited - includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - That students know how to convey their conclusions - and the knowledge and ultimate reasons that support them – to specialized and non-specialized audiences, in a clear and unambiguous way.

CB10 - That students possess the learning skills that allow them to continue studying in a – largely - self-directed or autonomous way.

Specific competences:

CE24 – To identify problems related to the teaching and learning of the subjects of each specialisation and propose alternatives and solutions.

CE25 – To know and apply basic methodologies and techniques of educational research and evaluation, and to be able to design and develop research, innovation, and evaluation projects.

CE22 – To know and apply innovative teaching proposals in the field of the corresponding specialisation.

CE23 – To critically analyze the performance of teaching, good practices, and guidance using quality indicators.

Learning outcomes

- To know and apply innovative teaching proposals in the field of the English language.
- To critically analyze the performance of teaching, good practices, and guidance using quality indicators.
- To identify problems related to the teaching and learning of the subjects of their specialisation and to suggest alternatives and solutions.
- To know and apply basic methodologies and techniques of educational research and evaluation, and to be able to design and develop research, innovation, and evaluation projects.

3. CONTENTS

UNITS	credits
1. Qualitative research models. Action and research in the classroom. Quality indicators.	0,5
2. The reflective and researcher teacher: their professional and personal development through the research of educational practice.	0,5
3. Phases and techniques of the educational research and evaluation process.	0,5

4. The task-based model; classroom-based research.	1
5. Values and attitudes in the curriculum.	0,5
6. Data interpretation and analysis.	0,5
7. Design and writing of research, innovation, and evaluation projects.	0,5

4. TEACHING AND LEARNING METHODS

This course combines lectures and seminars to provide students with the necessary methods to familiarise themselves with the theoretical approaches and the practical resources they will explore in class. While the first part of the course constitutes an introduction to educational research, students are expected to further investigate the theories that might align with their own personal interest and the standards they might have to meet in their own practice.

4.1. Students' workload (175 hours)

Learning activities	Horas
Face-to-face activities in theoretical-practical sessions: lectures, seminars and workshops; simulation practices, debate sessions, case studies; exercises involving description, analysis, and interpretation of documents and materials selected for practical sessions and group tutorials.	25
Non-presential activity: Preparation of activities and tasks by the student, searching for bibliographic or electronic sources and resources, readings, completion of assignments, and independent study. If deemed appropriate by the professors, Information and Communication Technologies may be used to	75

support educational activities (use of the Internet, forums and email, materials available on remote platforms, etc).	
Total hours	100

4.2. Methods, materials and didactic resources

The teaching methodologies in this course vary according to the different objectives and contents of the modules. The first module (educational research) is mostly taught through lectures, but there are also several parts that are organized around debates, problem-solving sessions, pair and group work and case studies. The second modules is conducted by means of seminars, collaborative work and observation.

Apropos of learning methodologies, students will describe, analyse and discuss several documents pertaining to educational research; they will also elaborate individual and group reports, analyse the evolution of different research theories, and develop their own action research ideas; apropos of innovative materials and resources, they will compare different approaches and techniques, elaborate their own technology-based lesson plans and prepare assignments and final papers that will reflect their understanding of the different aspects of innovation and educational research seen throughout the course.

Materials and resources in this course include up to date academic papers and other publications about educational research; learning platforms, applications, blogs, e-learning magazines, educational webpages, and other ad-hoc resources that students might consider of interest for the elaboration of their assignments, reports and final papers.

5. ASSESSMENT CRITERIA AND STRUCTURE

Assessment criteria:

By the end of the course, students are expected to be able to:

- Demonstrate the acquisition of the main theoretical and practical contents of the subject.
- Apply the contents to practical activities.

- Be able to formulate opinions, critical judgement and reflection in their work.
- Incorporate original ideas and approaches.

Continuous and formative evaluation

The overall assessment of the student will be undertaken on a continuous basis and in accordance with the UAH learning assessment regulations.¹ Due to the characteristics of this module, students cannot request assessment through the final assessment option for the “convocatoria ordinaria”. This measure has been approved by the Master’s Degree Academic Committee in its ordinary session of 17th February 2020.

The overall mark for the students that follow continuous evaluation throughout the course is produced from the average of the assignments and activities, the final essay, and their participation in class.

- Attendance and active participation: 20%
- Submission of activities/assignments and oral presentations: 45%
- Final essay: 35%

Students will have to participate actively and effectively in classes as well as in all other proposed activities. It will be **compulsory to attend at least 80% of the classes**, and to prepare and submit **all the activities requested** in the dates and the way established by the lecturer that will be explained at the beginning of the course. All the scheduled activities should be completed.

Students are warned that plagiarism will not be tolerated. Plagiarism consists of using someone else’s ideas without acknowledging the author. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately.

The lecturer will provide students with the specific rubrics to assess every assignment and activity.

¹ See the UAH *Normativa de evaluación de los aprendizajes* - <https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

2. Final assessment (**convocatoria ordinaria**)

Due to the characteristics of this module, the whole assessment process requires the continuous assessment of the student; therefore, students cannot request to be assessed by means of the final assessment option in the “convocatoria ordinaria”. This has been approved by the Master Academic committee (ordinary session of 17th February 2020).

Extraordinary examination / Convocatoria Extraordinaria

For those students who have to sit the final exam (**convocatoria extraordinaria**) in June, 100% of their final grade will be based on one final 2 hour written exam (50%) and an oral presentation of a paper (50%).

6. BIBLIOGRAFÍA

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- De la Cruz Cabanillas, I. & C. Tejedor Martínez (2003). *La Aplicación de las Nuevas Tecnologías al Aprendizaje y Enseñanza de Lengua Inglesa*. Alcalá de Henares: Servicio de Publicaciones de la Universidad de Alcalá.
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