

1. GENERAL INFORMATION

Subject	Teaching innovation and initiation to educational research
Degree	Master's Degree in Teacher Training
School/Faculty	Social Sciences - Education
Grade	
ECTS	12
Type	Optional – Specialty
Language	English and Spanish
Modality	Blended learning
Term	1st
Academic year	2024/2025
Designated Coordinator	Francisco Javier Batista Espinosa
Teacher	

2. PRESENTATION

This subject pursues a double goal: to provide students with the necessary bases to develop educational research, and to become an agent of educational innovation.

In the educational research section, we intend to bring students closer to research in educational contexts of Compulsory Secondary Education, Baccalaureate, Vocational Training, Language Education and Sports Education. In order to do this, we will focus on practical research that arises from the needs of the educational center and the members of the educational community.

In the teaching innovation section, the aim is to introduce students to educational innovation as a way to encourage their future students' interest in learning, innovative thinking and the acquisition of practical skills that will prepare them for the future outside the classroom. The most relevant sources in didactics, techniques and basic innovation practices will be presented so that students will be able to apply innovative methods in the different aspects of educational innovation: curricular innovation, methodological innovation and innovation in evaluation.

3. COMPETENCES AND LEARNING OUTCOME

Basic competences: CB6, CB7, CB9, CB10.

- **BC1: *Acquire and understand knowledge*** that provides a basis or an opportunity to be original developing and/or applying ideas, often in a research context.
- **BC2: Students should be able to know how to *apply the acquired knowledge* and their ability to solve problems in new or unfamiliar environments *within broader (or multidisciplinary) contexts* related to their area of study.**
- **BC4: Students should be able to *communicate their conclusions* -and the ultimate knowledge and reasons behind them- to *specialized and non-specialized audiences* in a clear and unambiguous manner.**

- BC5: Students should be able to **possess the learning skills** that will enable them to continue studying in a manner that will be **largely self-directed or autonomous**.

Cross-curricular competences.

- CC1: **Ethical values**. Ability to think and act according to universal principles, based on the value of the person, that are aimed at their full development and that entails a commitment to certain social values.
- CC2: **Self-directed learning**. Set of skills to select strategies for searching, analyzing, evaluating, and managing information from different sources, as well as to learn and put into practice what has been learned independently.
- CC6: **Adaptation to change**. To be able to accept, value and integrate different positions, adapting one's approach as the situation requires, as well as working effectively in situations of ambiguity.
- CC7: **Leadership**. To be able to orient, motivate and guide other people, recognizing their abilities and skills to effectively manage their development and common interests.
- CC8: **Entrepreneurship**. Ability to assume and carry out activities that generate new opportunities, anticipate problems, or involve improvements.

Specific competences.

- SC22: To know and apply innovative teaching proposals in the field of the specialization studied.
- SC23: To critically analyze the performance of teaching, good practices and guidance using quality indicators.
- SC24: To identify problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions.
- SC25: To know and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation, and evaluation projects.

General competences: CG3, CG5, CG6, CG7, CG8.

- GC3: To search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in the subjects of the specialization studied.
- GC5: To design and develop learning spaces with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision making and the construction of a sustainable future.
- GC6: To acquire strategies to stimulate student effort and promote their ability to learn by themselves and with others, and develop thinking and decision-making skills that facilitate autonomy, confidence and personal initiative.
- GC7: To know the processes of interaction and communication in the classroom, master skills and social skills necessary to promote learning and coexistence in the classroom, and address problems of discipline and conflict resolution.
- GC8: To develop formal and non-formal activities that contribute to making the center a place of participation and culture in the environment where it is located; develop the

functions of tutoring and guidance of students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of teaching and learning processes.

Learning outcome:

- 19. Implement teaching episodes with innovative value.
- 20. Analyze teaching episodes, through video visualization.
- 21. Design educational research and innovation projects.
- 22. Study and make reports on the evaluation of centers.
- 23. Define the concept of educational innovation.
- 24. Identify the main innovative methodologies and incorporate the new trends to the teaching practice of future graduates.
- To know and apply ICT to the educational field as didactic instruments.
- 26. To analyze the possibilities of evaluation in the field of new methodologies.
- 50. Design a research and educational innovation project to solve a problem related to language teaching and learning in Secondary Education or Baccalaureate.
- 51. Learn methodologies and techniques for collecting and processing information about the language teaching and learning process.

The table below shows the relationship between the competencies developed in the course and the learning outcomes pursued:

Competences	Learning outcome
CB7-CB10 CG3-CG5-CG6-CG7-CG8 CT1-CT2-CT6-CT7 CE22-CE24-CE25	To implement teaching episodes with innovative value.
CB7 CG3 CE22-CE23-CE24	To analyze teaching episodes by viewing videos.
CB7-CB9 CG3-CG5-CG6-CG7-CG8 CT1-CT2-CT6-CT7-CT8 CE22-CE24-CE25	To design educational research and innovation projects.
CB6-CB7-CB9 CG3 CT7-CT8 CE22-CE24-CE25	To study and prepare reports on the evaluation of centers.
CB6 CG3	To define the concept of educational innovation.
CB6-CB7 CG5-CG6-CG7-CG8 CT1-CT2-CT6-CT7 CE25	To identify the main innovative methodologies and incorporate new trends into the teaching practice of future graduates.
CB6-CB7-CB10 CG3-CG8 CT2 CE22-CE25	To know and apply ICT to the educational field as didactic tools.

CB9 CG5-CG6-CG8 CT2 CE25	To analyze the possibilities of evaluation in the field of new methodologies.
CB6-CB7-CB9 CG3-CG5-CG8 CT2-CT7-CT8 CE22-CE24	To design a research and educational innovation project to solve a problem about teaching and learning in CSE or baccalaureate.
CB6-CB7-CB10 CG3 CT7 CE22-CE25	To know methodologies and techniques for the collection and treatment of information about the teaching and learning process.

4. CONTENT

Block I

- Introduction to educational innovation in the field of Language Teaching.
- Innovative methodologies and the role of the teacher in the field of Language Teaching.
- ICTs applied in the classroom in the field of Language Teaching.
- Assessment and innovation in the field of Language Teaching.

Block II

- Research and evaluation for the improvement of education in the field of Language Teaching.
- The general research process in Language Teaching.
- Description of the scientific method, experimental design, criteria for the selection of subjects and variables, adapted to the study of language use.
- Characteristics and modalities of research in education.
- Quantitative and qualitative methods of analysis for language use.
- Knowledge of data collection and compilation procedures.
- Introduction to the treatment of existing corpora and lexicographic sources.
- Handling of error typification bases in English learning.
- Approach to the analysis of linguistic data and its research for innovation purposes.
- Experiences of educational research in Language Teaching.
- The final research report: guidelines and criteria for its preparation.

5. TEACHING-LEARNING METHODOLOGIES

The teaching methodologies that will be used in this subject are:

- **MT1 Case method.**
- **MT2 Problem-based learning (PBL).**
- **MT3 Lectures.**
- **MT4 Project-based learning.**

- **MT5 Cooperative learning.**

6. TRAINING ACTIVITIES

The types of training activities to be carried out and the student's dedication in hours to each of them are identified below:

Blended learning:

Activity	Number of hours
Lectures	80
Elaboration of written reports	20
Oral presentations	30
Tutorials	30
Virtual seminar (100% synchronous activity)	70
Development of individual projects - Case method	40
Autonomous work	30
TOTAL	300

7. EVALUATION

The following is a list of the evaluation systems, as well as their weight in the total grade of the course:

Blended learning:

Evaluation system	Weight
Knowledge test	40
Written reports	35
Oral presentation	25
Total	100

In the Virtual Campus, when you access the course, you will be able to consult in detail the assessment activities you need to complete, as well as the submission dates and evaluation procedures (rubric) for each of them during the corresponding class week.

The knowledge test for the course will contain two distinct parts. A block of multiple-choice questions (70% of the grade) and a block of short-answer questions (30% of the grade). The test duration will be 60 minutes. The score can range from 0 to 10 points.

In both regular and extraordinary sessions, the exam will consist of a multiple-choice section with 40 questions, each with 4 answer options, where only 1 is correct. The following criteria should be taken into account:

- Correct answers score 0.175 points.
- Incorrect answers subtract 0.058 points from the final score.

- Unanswered questions neither add nor subtract points.

The short-answer section will consist of two practical questions (case methodology) on content covered in class, with a 200-word limit. The following criteria should be taken into account:

- Question 1: 1.5 points.
- Question 2: 1.5 points.

Although the exam will be conducted through the virtual classroom, it must be taken physically at one of the university's designated sites.

To pass the course, you must achieve a grade of 5.0 out of 10.0 or higher in each of the assessment activities to be eligible for the final course evaluation.

7.1. Continuous Assessment

This is carried out alongside the delivery of the classes. During the teaching period of each course, periodic tests and assessable activities will be conducted to evaluate and improve learning achievements. This assessment requires student responsibility; therefore, 80% attendance in the classroom is mandatory to qualify for this assessment method.

Activities that are not submitted or do not meet the established requirements will be graded as fail: 0 to 4.9 points.

- To pass the course, you must achieve a grade of 5.0 out of 10.0 or higher in the final course grade.
- To pass the course, all proposed assessable activities (knowledge test, written reports, and presentation) must be passed, with a grade of 5.0 out of 10.0 or higher in each of them.
- An 80% attendance requirement must be met to pass through continuous assessment.

7.2. Final Assessment (Regular and Extraordinary Sessions)

Final assessment in the regular session, first and second semester

Students opting for this final assessment must submit and complete the evaluation activities and tests on the dates specified in this session. See the course schedule.

Final assessment in the extraordinary session

This assessment is for students who have not passed the continuous assessment or the final assessment in the regular session. It is determined that the extraordinary session will take place on September 13 and 14. These dates may be subject to change. Consequently, students who miss the continuous assessment will have the opportunity to attend the official exam and assignment submission session. The dates for these sessions will be established in the study program schedule once the course begins.

7.1.3. Calls

Students will be entitled to two assessment sessions.

Students excluded from continuous assessment due to lack of attendance or failing some of the course's tests or assessment activities will have the option to take a final assessment in the extraordinary session. (see schedule).

The 80% classroom attendance requirement must be met to pass the course through continuous assessment. If this requirement is not met, students will have to take the entire course through a final assessment in the extraordinary semester session, completing all assessable activities described in the learning guides. The grades of the completed and passed activities will be retained.

In both the regular and extraordinary final assessments, students must pass all tests and assessment activities detailed in the course's learning guide, conducted during the module. If any tests or assessment activities cannot be completed in the final assessment due to their nature, the course instructor will adapt these activities to ensure the learning outcomes and competencies in the course guide are met.

7.1.4. Attendance

To pass the module, you must submit and pass all assessable activities that contribute to the final grade (exams, oral presentations, and assignment submissions). Only exceptions established within the regulations for changing assessment tests will be accepted. Students who do not meet the 80% attendance requirement will be excluded from continuous assessment and must take the final assessment in the extraordinary session for each module. Check the final assessment dates in the schedule. The regular and extraordinary final assessment exams are conducted in person at each of the university's designated sites.

8. SCHEDULE

In this section you will find the chronogram with dates for the delivery of evaluable activities of the course:

Continuous evaluation:

Assessable activities	Deadline
Research report	30-3-2025
Research oral presentation	30-3-2025
Innovation report	30-3-2025
Innovation oral presentation	30-3-2025
Knowledge test	30-3-2025

This schedule may be subject to modifications due to logistical reasons. Any modification will be notified to the student in due time and form.

Ordinary call evaluation:

Assessable activities	Deadline
Research report	6-4-2025
Research oral presentation	6-4-2025
Innovation report	6-4-2025
Innovation oral presentation	6-4-2025
knowledge test	5-4-2025 o 6-4-2025

9. BIBLIOGRAPHY

- Barrios. E., & Milla, M. D. (2018). CLIL methodology, materials and resources, and assessment in a monolingual context: an analysis of stakeholders' perceptions in Andalusia. *The Language Learning Journal*, 48(1), 60-80. DOI: 10.1080/09571736.2018.1544269
- Beard, A. (2019). Otras formas de aprender. Plataforma Editorial.
- Bírová, L. (2019). Flipped classroom and its use in teaching English as a foreign language.

- Publicaciones*, 49(5), 93-112. DOI:10.30827/publicaciones.v49i5.15114
- Bisquerra, R. (2004). *Metodología de la investigación educativa*. La Muralla.
 - Bodoque-Osma, A., & González-Víllora, S. (2021). *Neuroeducación. Ayudando a aprender desde las evidencias científicas*. Morata.
 - Bueno, D. (2017). *Neurociencia para educadores*. Octaedro.
 - Castejón, J. L. (2014). *Aprendizaje y rendimiento académico*. Editorial Club Universitario.
 - Hattie, J. (2017). *Aprendizaje visible para profesores. Maximizando el impacto en el aprendizaje*. Paraninfo.
 - Lang, J. (2018). *Docencia pequeña. Lecciones cotidianas de las ciencias del aprendizaje*. PUV.
 - Lasagabaster, D., & López, R. (2015). The Impact of Type of Approach (CLIL Versus EFL) and Methodology (Book-Based Versus Project Work) on Motivation. *Porta Linguarum*, (23), 41-57.
 - Martínez, R., Castellanos, M. A., & Chacón, J. (2014). *Métodos de investigación en psicología*. EOS.
 - Meneses, J., Rodríguez, D., & Valero, S. (2019). *Investigación educativa. Una competencia profesional para la intervención*. Editorial UOC.
 - Ministerio de Educación y Formación Profesional (2019). *PISA 2018. Programa para la Evaluación Internacional de los Estudiantes. Informe Español*. Secretaría General Técnica.
 - Mohd, F. K., Rostam, F., Bunga, J., & Yunus, M. M. (2020). Innovative Trends And Practices In ESL For Education 4.0 Among Higher Learning Institutions. *International Journal of Scientific & Technology Research* 9(3), 4027-2030.
 - Navarro, A., Jiménez, E., Rappoport, S., & Thoilliez, B. (2017). *Fundamentos de la investigación y la innovación educativa*. UNIR.
 - Omonova, M. (2020). Innovative ways of teaching vocabulary in ESL and EFL classrooms. *"Science and Education" Scientific Journal*, 1(7), 229-223
 - Pérez, M. L. (2018). CLIL and pedagogical innovation: Fact or fiction? *International Journal of Applied Linguistics*, 28(3), 369-390. DOI: <https://doi.org/10.1111/ijal.12208>
 - Raposo-Rivas, M., & Cebrián, M. (2020). *Tecnologías para la formación de educadores en la sociedad del conocimiento*. Pirámide.
 - Ruiz, H. (2020). *¿Cómo aprendemos? Una aproximación científica al aprendizaje y la enseñanza*. Grao.
 - Usán, P., & Salavera, P. (2020). *Metodologías activas en el aula. Innovación educativa para el fomento del aprendizaje significativo del alumnado*. Pregunta.

10. COUNSELING AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This Unit offers students:

1. Accompaniment and follow-up through counseling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, i.e., at the level of methodology and evaluation, in those students with specific educational support needs, thus pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop different competencies that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and counseling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to detect strengths and areas for improvement about the faculty, the degree program and the teaching-learning process.

The surveys will be available in the survey area of your virtual campus or through your email.

Your feedback is necessary to improve the quality of the degree.

Thank you very much for your participation.