



**RESEARCH METHODS AND
EDUCATIONAL INNOVATION**

(Bachelor's Degree in Pedagogy)

Universidad Católica de Valencia

Year 2020/2021



TEACHING GUIDE FOR THE MATTER AND/OR SUBJECT

			ECTS
Subject: RESEARCH METHODS AND EDUCATIONAL INNOVATION			6
Matter: EDUCATIONAL INNOVATION			12
Module: DIDACTICS AND EDUCATIONAL INNOVATION			30
Type of Learning (1): BASIC	Year: 4th	Semester: 1st	
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ORGANISATION OF THE MODULE

DIDACTICS AND EDUCATIONAL INNOVATION				30 ECTS
Duration and temporal location within the curriculum: (brief justification)				
Matters and Subjects				
Matter	ECTS	SUBJECT	ECTS	Year/ semester
DIDACTICS	18	General Didactics	6	2nd/1st
		Teaching-learning processes in the classroom: techniques and tools	6	2nd/1st
		Design and evaluation of educational action.	6	2nd/2nd
EDUCATIONAL INNOVATION	12	Information and communication technologies in education	6	1st/1st
		Research and educational innovation	6	4th/1st

¹ Basic training (common matter), Compulsory, Elective, Practicum, Bachelor's thesis.



TEACHING GUIDE SUBJECT: RESEARCH METHODS AND EDUCATIONAL INNOVATION				
Prerequisites: THERE ARE NO PREREQUISITES				
GENERAL GOALS				
CROSS-SECTIONAL SKILLS		Importance of the skill		
		1	2	3
				4
2.- To organise and plan				Theoretical in nature
5.- To use ICTs in the domain of study and the professional context				Theoretical in nature
6.- To manage information, particularly the one in the pedagogical domain				Theoretical in nature
7.- To solve problems and make decisions				Theoretical in nature
16.- To be able to adapt to new situations				Theoretical in nature
17.- To develop creativity				Theoretical in nature
21.- To acquire the value of commitment with identity, development and professional ethics				Theoretical in nature
SPECIFIC SKILLS		Consideration of the skill		
9.- To know and apply with judgement the methods and strategies of educational research				Theoretical in nature
11.- To design, develop and evaluate programmes of educational intervention adapted to the differential characteristics of subjects and situations in the different educational domains				Theoretical in nature
15.- To coordinate the design, application and evaluation of educational programs and education through ICTs (e-learning)				Theoretical in nature
LEARNING OUTCOMES		SKILLS		
4.- The student adapts to different situations in the educational domain		T2, T6, T7, T21 E9, E11, E15		



8.- The student selects and applies the methods and strategies of educational research	T5, T6, T7, T16, T17, T21 E9, E11, E15
10.- The student is able to use ICTs to implement learning programmes both online and as didactic support	T5, T7, T16, T21 E9, E11, E15



EDUCATIONAL ACTIVITIES OF CLASS WORK			
ACTIVITY	Teaching-Learning Methodology	Relation with skills of the module	ECTS
MASTER CLASS	Professor presentation of the contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.	T-2, T-6 E-3, E-8	1.0
PRACTICAL EXERCISES	Sessions of group work supervised by the professor. Study of cases, analysis of diagnoses, problems, study of speciality, computer science classroom, visits, data search, libraries, network, Internet, etc. significant construction of knowledge through student interaction and activity.	T-5, T-7, T-13 E-4, E-8, E-9, E-11	1.0
SEMINAR	Supervised monographic sessions with shared participation	T-16, E-15	0.6
TEAM WORK PRESENTATION	Application of interdisciplinary knowledge	T-2, T-7, T, 17, T-19 E-21	1.0
POSITION OF MENTOR	Personalised attention and in small group. Period of instruction and/or direction carried out by a mentor with the aim of reviewing and discussing the materials and subjects presented in the classes, seminars, readings, preparation of papers, etc.	ALL	0.2
ASSESSMENT	Set of oral and/or written tests used in student initial or additive evaluation.	ALL	0.2
Total			4.0



EDUCATIONAL ACTIVITIES OF STUDENT INDEPENDENT WORK (BLENDED)			
ACTIVITY	Teaching-Learning Methodology	Relation with Skills of the Module	ECTS
SYNCHRONOUS VIRTUAL SESSION (Videoconferences)	Professor presentation of contents, analysis of the skills, explanation and demonstration of capacities, abilities and knowledge in the virtual classroom.	T2 - T21 - E3	0.4
VIRTUAL POSITION OF MENTOR	Individual attention for the pursuit and direction of the learning process carried out by the mentor with the intent of reviewing and discussing the materials and subjects, seminars, readings, preparation of papers, etc.	T-5, T-7 E-11	0.1
GROUP WORK	Group preparation of readings, tests, resolution of problems, seminars, papers, reports, etc. to present or submit in the theoretical classes, practical exercises and/or positions of small group mentor. Work carried out in the platform or other virtual spaces.	T-2, T-13, T-21, T-22 E-11, E-15	0.6
DISCUSSION FORUMS	Active Participation in discussion forums referred to the matter, moderated by the professor of the subject.	T-5, T-6, T-21 E-3, E-15	0.2
ACTIVITIES OF CONTINUING ASSESSMENT	Self-assessments, submission of individual tasks on: resolution of problems, commentaries, reviews,..., to submit in different terms throughout the course.	ALL	0.1
INDEPENDENT WORK	Student study: Individual preparation of readings, tests, resolution of problems, seminars, papers, reports, etc. to present or submit in the theoretical classes, practical exercises and/or positions of small group mentor. Work carried out in the platform or other virtual spaces.	T-2, T-5, T-7, T 16, T-17 E-4, E-8, E-9	0.6



Total	2.0
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SYSTEM OF ASSESSMENT OF SKILL ACQUISITION AND MARKING SYSTEM

Assessment Instrument	Allocated percentage
Written tests	40%
Solution of practical cases	20%
Oral presentation of group and individual papers	15%
Pursuit of student work in the blended sessions	15%
Active Participation in the theoretical-practical sessions, seminars and mentor positions.	10%

CRITERIA FOR THE CONCESSION OF HONOUR DISTINCTION:

To specify concrete criteria indicated for the subject and faculty to which the degree is assigned and in agreement with the general norm that indicates that only an honour distinction can be conferred for every 20 students not in fractions of 20; the latter excludes the case of groups with fewer than 20 students altogether, in which case an honour distinction can be given.

BRIEF DESCRIPTION OF CONTENTS OF EACH SUBJECT

Application of the scientific method to Education Sciences. Approach of problems and hypothesis in educational research. Paradigms of educational research. Design of educational research. Research techniques and tools of education. Research action as a method of innovation in educational institutions.



DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groupings. Development of the contents in Teaching Guides.	(Indicate, numerically, the related skills)
Presentation. Introduction to research	T2; E9, E11, E15
Paradigms of educational research	T2, T5, T6, T7, T16, T17, T21; E9, E11, E15
Research and innovation in the educational world	T2, T5, T6, T7, T16, T17, T21; E9, E11, E15
Research Methods	T2, T5, T6, T7, T16, T17, T21; E9, E11, E15
Plans of educational innovation	T2, T5, T6, T7, T16, T17, T21; E9, E11, E15

TEMPORAL ORGANISATION OF LEARNING (First enrolment students):		
	DIDACTIC BLOCK OF CONTENT/UNIT	NUMBER OF SESSIONS
1	Presentation. Introduction to research	2
2	Paradigms of educational research	2
3	Research and innovation in the educational world	3
4	Research Methods	6
5	Plans of educational innovation	2



BIBLIOGRAPHY

- De la Orden, A. (2007). El nuevo horizonte de la investigación pedagógica. Revista Electrónica de Investigación Educativa, 9 (1) [Consultado 08-01-2013].
- Albert, M.J. (2006) La investigación Educativa. Claves teóricas. Madrid: McGrawHill.
- Cubo, S., Martín, B. y Ramos, J.L. (2011) Métodos de investigación y análisis de datos en ciencias sociales y de la salud. Madrid: Pirámide.
- Mateo, J. y Martínez, F. (2008). Medición y Evaluación Educativa. Madrid: La Muralla
- Tojar, J.C. (2006). Investigación cualitativa. Comprender y actuar. Madrid: La Muralla



Addendum to the Course Guide of the Subject

(Degree)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).





In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students



    who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

-  Microsoft Teams
-  Blackboard Collaborate Ultra
-  Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

-  Microsoft Teams
-  Blackboard Collaborate Ultra
-  Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System



ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.



Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.