



COURSE GUIDE
Universidad Católica de Valencia

INNOVATION AND RESEARCH IN
DIDACTICS OF SOCIAL SCIENCES



COURSE GUIDE TO INNOVATION AND RESEARCH IN DIDACTICS OF SOCIAL SCIENCES

		ECTS
MODULE: Specific		24
FIELD: Innovation and Research in Didactics of Social Sciences		6
Subject: Innovation and Research in Didactics of Social Sciences		6
Type of learning: Obligatory	YEAR: 1 Semester: 2	
Teacher: Dra. Remedios Moril Valle Dr. Juan Antonio Monzó Climent	Department:	
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SUBJECT ORGANIZATION

Innovation and Research in Didactics of Social Sciences				Nº ECTS: 6
Duration and temporal location within the curriculum: The aim of this subject is to introduce teachers into dynamics of teaching improving, underlining the necessity of researching about practice, and creating theory from this.				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/semester
Innovation and Research in Didactics of Social Sciences	6	Innovation and Research in Didactics of Social Sciences	6	1/2
COURSE GUIDE TO THE SUBJECT: Innovation and Research in Didactics of Social Sciences				
Prerequisites: No				
GENERAL GOALS				



<p>a. To analyse teaching and good practices from quality standards.</p> <p>b. To identify problematic situations, difficulties and improving areas related to teaching in Secondary School, in order to propose both alternatives and solutions.</p> <p>c. To relate theory and practice in order to improving this last one.</p> <p>d. To communicate proposals and researchs to specialized publics, using properly information and knowledge.</p>				
CROSS-SECTIONAL COMPETENCES	Competence measuring scale			
	1	2	3	4
G1 Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one's field of stud			X	
G2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgment				X
G3 Knowledge of effectively communicating summations (and sustaining relative rational or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.				X
G4 Having learned skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances				X
G5 To Know the curriculum related to the specialization and the didactics of teaching and learning. A knowledge of the different professions will be included for vocational training		X		
G6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration, with other teachers and school professionals			X	
G7 To look for, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process			X	
G10. To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.			X	
G11. To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution.			X	
G15. To inform and advise families about the process of teaching and learning and personal counseling, to know the academic and professional development of their children.	X			
G8 To set the curriculum that will be established in a school. Develop and implement teaching methodologies, for both groups and individually, taking into account the diversity of students.			X	



G9. To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in our society, making decisions and building a sustainable future.			X	
G12. To design and carry out formal and informal activities that make the center a place of participation and culture in the environment where it is located. Perform the functions of mentoring and guiding students in a collaborative and coordinated way. Participate in the evaluation, research and innovation of teaching and learning.			X	
G13. To know the rules and institutional organization of the education system and models of quality in schools.			X	
G14. To know and analyze the historical characteristics of the teaching profession, its current status, perspectives and interaction with the social reality of the time.	X			
SPECIFIC COMPETENCES				
	1	2	3	4
1. To know the cultural and educational value of the specific subjects and the content that is taught.	X			
2. To know the history and perspectives of the classroom subjects in order to transmit a dynamic point of view.		X		
3. To know contexts and situations in which the various course content is used or applied.	X			
4. To know the theoretical and practical processes in teaching and learning different classroom subjects.		X		
10. To know and apply innovative teaching proposals in the field of specialization.				X
11. To analyze critically the process of teaching, the practicum and the direction using quality indicators.				X
12. To identify the problems of teaching and learning and to propose alternatives and solutions.				X
13. To understand and apply methods and techniques of research and evaluation and to be able to design and develop research, innovation and evaluation.				X
5. To transform the educational plan in work activities.			X	
6. To acquire some criteria to select and develop educational resources.			X	
7. To foster a climate that facilitates learning and evaluates the contributions of the students.		X		
8. To integrate in the teaching-learning process a training for the use of media studies.				X
9. To learn strategies and evaluation techniques and to understand the evaluation as a tool to regulate and encourage the effort.			X	



LEARNING OUTCOMES	COMPETENCES
A. Transforming educative proposals into sequences of activities choosing the most accurate educative materials, in order to consolidate learning and solving problems	G1, G4, G5, G6, G11, G9, G8, E1, E3, E4, E5, E6, E8, E9
B. Understanding the concepts of innovation and evaluation related to the class, consolidation of learnings and teaching practice and coordination	G5, G12, G13, E2, E7, E8, E9, E10, E11, E12, E13
C. Designing a short researching or experimenting project, with their phases and technicals requirements and evaluating the results	G2, G7, G12, E9, E10, E11, E12, E13
D. Getting relevant information about topics related to specific didactics	G1, G4, G5, G7, G9, G12, E1, E2, E12, E13
E. Relating new and rigorous theories with reflective practice in order to build teaching knowledge	G2, G4, G5, G6, G7, G10, G14, E2, E3, E4, E5, E6, E8, E9, E11, E13
F. Reporting a short didactics proposal related to innovation or research in a formal situation	G1, G3, G6, G7, G11, G12, E7, E13

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	RA, RB, RC	1,15
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	RA, RB, RC, RD, RE, RF	0,67



LABORATORY	Activities carried out in spaces with specialized equipment.	RB, RC, RD, RE,	0,3
SEMINAR	Supervised monographic sessions with shared participation	RB, RE, RF	0,06
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	RA, RC, RD, RE, RF	0,06
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	RC, RD	0,04
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	RA, RB, RC, RD, RE, RF	0,12
Total			2,4

INDEPENDENT WORK ACTIVITIES

ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	RA, RB, RC, RD, RE, RF	1,44
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem	RA, RB, RC, RD, RE, RF	2,16



	solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)		
Total			3,6

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Final Exam/Task	RA, RB, RC, RD, RE, RF	40%
Attendance to practice sessions, participation	RA, RB, RC, RE, RF	60%

MENTION OF DISTINCTION:

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

REFERENCES
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HERNÁNDEZ SAMPIERI, R. (2006): Metodología en la investigación. México: McGraw-Hill / Interamericana de México.

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MARCELO, C. (1994): Formación del profesorado para el cambio educativo. Barcelona: PPU.

Marco Común Europeo de Referencia para las lenguas: aprendizaje, enseñanza, evaluación (2003): <http://cvc.cervantes.es/obref/marco>

MARÍN, E. I. – RINCÓN, A. G. – MORALES, O. A. (2003): «El manual APA al alcance de todos», Educere, año 7, núm. 23. p. 343-352.

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RIVAS NAVARRO, M. (2000): Innovación educativa. Teorías, procesos y estrategias. Granada: Síntesis.

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REVISTAS ESPECIALIZADAS:

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IBER. DIDÁCTICA DE LAS CIENCIAS SOCIALES, GEOGRAFIA E HISTORIA. Barcelona: Graó. Trimestral. (1er número Junio de 1994).

AULA. HISTORIA SOCIAL. Valencia: Fundación Instituto Historia Social. Bianual. (1er número: 1998)

TIEMPO Y TIERRA. REVISTA DE LA ASOCIACIÓN ESPAÑOLA DEL PROFESORADO DE HISTORIA Y GEOGRAFÍA. Madrid. Bianual. (1er número: 1995)

CON-CIENCIA SOCIAL. ANUARIO DE DIDÁCTICA DE LA GEOGRAFIA, LA HISTORIA Y OTRAS CIENCIAS SOCIALES. Sevilla: Díada Editora. (Anual. 1er número 1997)

	CONTENT/TEACHING UNIT
1	Teaching Innovation: the concept
2	Experiences at class
3	Innovative teaching proposals in the field of specific didactics
4	Reseach in Didactics of Social Sciences



Addendum to the Course Guide of the Subject
Innovation and Research in Didactics of Social Sciences
(Master en Formación del Profesorado de E. Secundaria)

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



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.