COURSE GUIDE
Master of Secondary Education Training,
Professional Training and Teaching of Languages

Innovation and Research in Didactics of Business Administration.

Universidad Católica de Valencia

Year 2023/2024

COURSE GUIDE: Innovation and investigation in Didactics of Business Administration

	ECTS
Subject: Innovation and investigation in Didactics of Business Administration	6
Field: Educational innovation and initiation to the educational research	6
Module: Specific	24

Type of learning: Compulsory	**Semester:** 1º
Teacher: Dr. Andrés J Valencia Pérez	**Department:** Interdepartmental
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MODULE ORGANIZATION

Specific: Innovation and investigation in Didactics of Business Administration	**Nº ECTS 24**

Duration and temporal location within the curriculum: 1º semester	

Subjects and Courses				
Field	**ECTS**	**Subject**	**ECTS**	**Course/ semester**
Complements for the formation to discipline	6	The Curriculum Economics in ESO and Baccalaureate.	6	1/1
Learning and education of the corresponding matters	12	Didactics of Economics	6	1/1
		Didactic resources for the education of Economics	6	1/2
Educational innovation and initiation to the educational investigation	6	Innovation and investigation in Didactics of Economics	6	1/2

COURSE GUIDE TO THE SUBJECT: Innovation and investigation in Didactics of Economics

Prerequisites: None

GENERAL GOALS

a. Analyze the impact of ICT (Information and Communication Technologies) in educational contexts.

b. The relationship of ICT and innovation processes.

c. Analyze the organizational changes that are occurring ICT.

d. Integrate and use ICT and Internet tools provided in the teaching and learning processes

e. Designing and creating ICT resources through internet

f. Analyze different research techniques in education.

g. Introduction to the processes of action research in education.

h. Self-assessment capabilities and barriers to innovation.

i. Innovation from the perspective of school organization.

j. The connection of quality management in educational innovation.

k. Best practices in innovation in schools.

CROSS-SECTIONAL COMPETENCES	Competence measuring scale			
Instrumental	**1**	**2**	**3**	**4**
G5. May Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective processes of teaching and learning. Vocational training for the knowledge of professions is included.				X
G6. Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, taking into account the level and previous training students and guiding them, both individually and in collaboration with other teachers and school professionals.				X
G7. Search for, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in . the teaching and learning materials in their own specialization that submitted				X
G13. Know the rules and institutional organization of the educational system and models of quality improvement with application to the schools.			X	
Interpersonal	**1**	**2**	**3**	**4**
G1. Ability to apply the acquired knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.				X
G3. Knowing how to communicate their conclusions (and the knowledge and rationale underpinning) to specialists and non-specialists in a clear and			X	

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	1	2	3	4
unambiguous.				
G4. Possess learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.			X	
G10. Acquire strategies to encourage student effort and enhance their capacity to learn independently self and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.				X
G14. Understand and analyze the history of the teaching professionfeatures, its current situation, perspectives and interaction with the social reality of the time.			X	

Systemic	1	2	3	4
G1. Ability to apply the acquired knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.			X	
G2. Being able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and jdgments.				X
G9. Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision-making and building a sustainable future.				X
G12. Design and implement formal and informal activities that help make the center a place of participation and culture in the environment where it is develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning.				X

SPECIFIC COMPETENCES				
Conceptual	1	2	3	4
1. Knowing the cultural and educational value of the relevant materials to specialization and contents that are taught in the respective teachings.				X
3. To know contexts and situations in which use or apply the various curricula.			X	
4. Know the theoretical and practical developments in the teaching and learning of the elevant areas.			X	
10. Know and apply innovative teaching proposals in the field of specialization that submitted.				X

Attitudinal	1	2	3	4
6. Purchase criteria and development of educational materials.			X	
8. Integrate the training in audiovisual and multimedia communication in the teaching-learning process.				X
12. Identify problems related to teaching and learning matters and to propose alternatives and solutions.				X
13. Know and apply methodologies and basic techniques of educational research and evaluation and to be able to design and develop research, innovation and evaluation.				X
Professional	1	2	3	4
7. Foster a climate that facilitates learning and put in value the contributions of students.			X	
9. Learn strategies and evaluation techniques and understand evaluation as a tool to regulate and encourage the effort.			X	
11. Critically analyze the performance of teaching, good practices and orientation using quality indicators.				X

LEARNING OUTCOMES	COMPETENCES
R-1. Analyze the use of ICT and its impact on schools.	G1, G2, G3, G5, G6 1, 4, 5, 6, 7, 8, 9
R-2 Relate the use of ICT to education innovation processes.	G1, G2, G3, G4, G12 1, 3, 5, 8, 9, 13
R-3 Assess the organizational changes that lead ICT in schools.	G1, G3, G4, G6, G7, G13 3, 5, 8, 9, 11, 13
R-4 Integrate and use ICT in teaching-learning processes	G2, G4, G9, G10, G14 3, 4, 9, 10, 12
R-5 Design ICT resources through internet	G2, G3, G4, G5, G6, G8 1, 5, 6, 7, 8, 9
R-6 Recognize the different alternatives for education research and assess their strengths and weaknesses	G3, G7, G9, G10 1, 3, 5, 6, 7, 9

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R-7 Knowing how to implement research processes in education	G1, G4, G5, G12, G14 1, 5, 6, 7, 8, 9
R-8 Ability to analyze barriers and innovative capabilities	G3, G6, G7, G9, G10 1, 4, 5, 6, 7, 8, 9
R-9 Diagnose organizational strengths and weaknesses in a school.	G3, G7, G9, G10, G13 1, 5, 6, 7, 8, 9
R-10 Develop leadership skills of innovation	G3, G5, G7, G9, G10, G12 1, 5, 6, 7, 8, 9, 10, 13
R-11. Understanding the connection of quality management in educational innovation.	G3, G5, G7, G9, G10 1, 5, 6, 7, 9, 12
R-12 Analyzing best innovation practices in schools.	G3, G7, G9, G10, G13 1, 5, 6, 7, 9, 11

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.	R-1, R-2, R-3, R-6,R-9, R-11, R-12	0.5
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.	R-4, R-5, R-7, R-8 R-9, R-12	1.2
LABORATORY	Activities carried out in spaces with specialized equipment.	R-1, R-2, R-3, R-4, R-5	0.2

SEMINAR	Supervised monographic sessions with shared participation	R-1, R-2, R-3, R-12	0.2
GROUP PRESENTATION	Application of multidisciplinary knowledge	R-4, R-5 R-6, R-7, R-12	0.1
TUTORIALS	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.	R-1, R-2, R-3, R-4, R-5 R-7, R-8, R-10	0.1
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student.	R-1, R-2, R-3, R-4, R-5 R-6, R-7, R-8, R-9, R-10, R-11, R-12	0.1
		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)	R-1, R-2, R-3, R-4, R-5, R-7, R-9, R-10, R-12	1.6
INDEPENDENT WORK	Student study: Group Individual 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)	R-1, R-2, R-3, R-4, R-5, R-6, R-7, R-8, R-9, R-11, R-12	2
		Total	(3,6*)

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SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	**LEARNING OUTCOMES ASSESSED**	**Allocated Percentage**
Guided activities	R-1, R-2, R-3,R-4, R-5,R-7,R-9,R-12	80%
Attendance to practice sessions	R-1, R-2, R-3, R-4, R-5, R-7, R-9, R-10, R-12	20%

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).

DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:
There will be a special group for students who are not enrolling for the first time if they exceed the occupancy limit of the classroom and a teacher is assigned to that group.

The professor in charge of this group will conduct 4 follow-up sessions and tutoring for 2 hours each. Assessment of skills and abilities will be done through the scheduled practice sessions In each session the subject will be developed so as to reinforce the work on the skills that each student needs to pass the course.

Assessment of content and skills will be made during the examination set in the official calendar for this course.

DESCRIPTION OF CONTENTS	COMPETENCES
The teaching-learning process in the information technology society. The knowledge society. Learning in the digital era. ICT in education. Selection of digital resources. Integration into the curriculum. Promotion of the use of new technologies in schools. Advantages and disadvantages of ICT.	G1, G3, G4, G5, G6, G7, G8, G9, G10, G12, G13, G14, 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Development of tools for communication. Search in educational contexts. Design and Creation Blog, Wikis, Webquest, Web pages and multimedia tools.	G1, G3, G4, G5, G6, G7, G8, G9, G10, G12, G13, G14, 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Research in education. Techniques available to the researcher. The process of action research in education.	G1, G3, G4, G5, G6, G7, G8, G9, G10, G12, G13, G14, 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Innovation in schools. Innovation from the perspective of school organization. The connection of quality management and educational innovation. Self-assessment capabilities. Barriers to innovation. Best innovation practices in schools.	G1, G3, G4, G5, G6, G7, G8, G9, G10, G12, G13, G14, 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

TEMPORAL ORGANIZATION OF LEARNING:		
	CONTENT/TEACHING UNIT	Nº SESIONS
1	The teaching-learning process in the information technology society.	1
2	ICT in business management and economy education.	1
3	The use of new technologies in schools.	1
4	Design and Creation Blog, Wikis, Webquest, Web pages and multimedia tools.	3
5	Research in education. Techniques available to the researcher.	3
6	Innovation in schools.	3

Universidad Católica de Valencia "San Vicente Mártir"

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REFERENCES

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Ortega Carrillo, J.A. Y Chacón, A. (2007). Nuevas tecnologías para la educación en la era digital.Madrid: Pirámide.

Pere Marqués; (2004); "Claves para una buena integración educativa de las TIC" DIM-UAB

Francesc Pedró; (2011); "Tecnología y escuela: lo que funciona y por qué". Fundación Santillana

ITE - Instituto de tecnologías. Educativas: http://www.ite.educacion.es/profesores/

IFIIE - Instituto de Formación del Profesorado, Investigación e Innovación Educativa: http://www.educacion.es/cide/

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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.