



Course guide

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## COURSE GUIDE

# INNOVATION AND RESEARCH IN DIDACTICS OF MUSIC IN COMPULSORY SECONDARY EDUCATION AND BACCALAUREATE

Official Master's Degree in Teacher Training  
in Secondary Education, Baccalaureate,  
Vocational Training and Language  
Teaching (MUPS)

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Faculty of Magisterium and Educational Sciences  
Catholic University of Valencia "San Vicente Mártir"

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Academic Year 2023/2024



## TEACHING GUIDE OF SUBJECT

		ECTS
<b>SUBJECT:</b> Innovation and research in Didactics of Music in Compulsory Secondary Education and Baccalaureate		6
<b>TOPIC:</b> Teaching innovation and research initiation		6
<b>MODULE:</b> Specific module on Music in Compulsory Secondary Education and Baccalaureate.		24
<b>Type of Training:</b> Obligatory	<b>ACADEMIC YEAR:</b> 2023/2024 <b>Semester:</b> 2nd	
<b>Teaching staff:</b> PhD. Mrs. Miguelina Cabral Domínguez Mr. Daniel Labrada Pérez PhD. Mr. Carlos López Galarza PhD. Mr. V. Alejandro March Luján Mr. Santiago Vivó González	<b>Departament:</b> Teaching and learning of Physical, Plastic and Musical Education. Musical Area <b>E-mail:</b> <a href="mailto:miguelina.cabral@ucv.es">miguelina.cabral@ucv.es</a> <a href="mailto:daniel.labrada@ucv.es">daniel.labrada@ucv.es</a> <a href="mailto:carlos.lopez@ucv.es">carlos.lopez@ucv.es</a> <a href="mailto:alejandro.march@ucv.es">alejandro.march@ucv.es</a> <a href="mailto:santiago.vivo@ucv.es">santiago.vivo@ucv.es</a>	



MODULE LAYOUT				
<b>Specific module:</b> Music in Compulsory Secondary Education and Baccalaureate				
Subjects and Topics				
TOPIC	ECTS	SUBJECT	ECTS	Course/ semester
Complements for disciplinary training	6	The Music Curriculum in Compulsory Secondary Education and Baccalaureate	6	1/2
Music Learning and Teaching	12	Didactics of Music in Compulsory Secondary Education and Baccalaureate	6	1/2
		Didactic resources for the teaching of the Music in Compulsory Secondary Education and Baccalaureate	6	1/2
Teaching innovation and research initiation	6	Innovation and research in Didactics of Music in Compulsory Secondary Education and Baccalaureate	6	1/2
COURSE GUIDE SUBJECT: INNOVATION AND RESEARCH IN DIDACTICS OF MUSIC IN COMPULSORY SECONDARY EDUCATION AND BACCALAUREATE				
<b>Prerequisites:</b> No prerequisites, except those arising from access to the speciality and knowledge of the languages of the Spanish educational system.				
GENERAL OBJECTIVES				
<ol style="list-style-type: none"><li>1. To know how to select appropriate information in the academic digital media and repositories, focused on the completion of the Master's thesis.</li><li>2. To know the APA style regulations, and be able to apply them appropriately in the preparation of the Master's thesis.</li><li>3. To know the rudiments for research and publication on educational topics (presentation at conferences, publication of articles in journals, publication of book chapters).</li><li>4. To consolidate and develop basic computer skills for the development of general teaching practice (spreadsheets, word processing, questionnaires/exams on virtual platforms, interactive presentations, etc).</li><li>5. To acquire basic technological knowledge for the development of teaching practice in the area of music in the classroom (score editing; instrumental accompaniments, creation, recording and audiovisual editing; collaborative work using a digital music environment).</li><li>6. To select and create activities and resources suitable for general and specific musical teaching practice, using the digital media learnt, implementing active teaching methodologies.</li></ol>				



TRANSVERSAL COMPETENCES	Weighting of competence			
	1	2	3	4
CG7. Searching for, obtaining, processing and communicating information (oral, printed, audiovisual, digital or multimedia), transforming it into knowledge and applying it in the teaching and learning processes in the subjects of the specialization studied.				X

SPECIFIC COMPETENCES	Weighting of competence			
	1	2	3	4
CE8. To integrate ICT in the teaching and learning process.				X
CE10. To know and apply innovative teaching proposals in the field of the Specialization studied.				X
CE11 Critically analyze the performance of teaching, good practices and guidance using quality indicators.				X
CE12. To identify the problems related to the teaching and learning of specialization subjects and propose alternatives and solutions.				X
CE13. To know and apply basic methodologies and techniques for educational research and evaluation and be capable of designing and developing research, innovation and evaluation projects.				X



LEARNING OUTCOMES	COMPETENCES
<b>Upon successful completion of this course, the student will be able to:</b>	
<b>R1.</b> To Select appropriate information in the academic digital media and repositories, focused on the completion of the Master's thesis.	CG7, CE8, CE10, CE13
<b>R2.</b> To apply the APA style (7th ed.) correctly in the body of the work and in the reference list of the Master's thesis.	CG7, CE11, CE13
<b>R3.</b> To prepare educational research proposals for presentation at conferences, or for publication as journal articles or book chapters.	CG7, CE8, CE10, CE11, CE12, CE13
<b>R4.</b> To design activities in which the technological knowledge/resources seen in class are applied, both those focused on general and music-specific teaching, making use of active teaching methodologies.	CG7, CE8, CE12

PRESENT WORK TRAINING ACTIVITIES			
ACTIVITY	Learning methodology	Relation to learning outcomes of the subject	ECTS
PRESENCE CLASSES	Presentation of contents by the teacher, analysis of competencies, explanation and demonstration of skills, abilities and knowledge in the classroom.	R1, R2, R3, R4	1
PRACTICAL CLASSES	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analyses, problems, field studies, computer labs, visits, data searches, libraries, networks, Internet, etc. Significant construction of knowledge through student interaction and activity.	R1, R2, R3, R4	1,2
EXPOSITION GROUP WORK	Application of multidisciplinary knowledge	R3, R4	0,2
		Total	2,4



TRAINING ACTIVITIES FOR THE STUDENT'S AUTONOMOUS WORK			
ACTIVITY	Learning methodology	Relation to learning outcomes of the subject	ECTS
GROUP WORK	Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc... To post or deliver the lectures, practical and /or small group tutoring.  Work done on the virtual university platform or other virtual spaces.	R1, R2, R3, R4	1,2
AUTONOMOUS WORK	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc... To post or deliver the lectures, practical and/or small group tutoring.  Work done on the virtual university platform or other virtual spaces.	R1, R2, R3, R4	2,4
Total			3,6

EVALUATION SYSTEM TO ACQUIRE THE SKILLS AND QUALIFICATIONS SYSTEM		
Evaluation instrument	ASSESSED LEARNING OUTCOMES	Percentage granted
Individual and/or group work (written work, practical work done in the classroom by the student, etc.)	R1, R2, R3, R4	80%
Monitoring of assistance and optimised delivery of assignments	R1, R2, R3, R4	20%



DESCRIPTION OF CONTENTS	COMPETENCES
<b>ORGANIZATION IN BLOCKS OF CONTENT OR THEMATIC GROUPINGS. DEVELOPMENT OF THE CONTENTS IN DIDACTIC GUIDES.</b>	
UNIT 1: Resources for the preparation of the Master's Thesis: Documentary research, APA regulations. Preparation and presentation of scientific works.	CG7, CE8, CE10, CE11, CE12, CE13
UNIT 2: Introduction to general computing applicable to the classroom. General terminology and use of basic programmes and applications.	CG7, CE8, CE12
UNIT 3: Computer applications and programmes applicable to the music education classroom: score editing; instrumental accompaniments; audiovisual creation, recording and editing; collaborative work using a digital music environment.	CG7, CE8, CE12
UNIT 4: Application in the secondary music classroom of technological resources and innovation through active teaching methodologies (flipped classroom, expert groups, Aronson's puzzle technique, gamification, gymkhanas).	CG7, CE8, CE10



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Bisquerra, R. (coord.) (2004). *Metodología de la investigación educativa.* Muralla.

Calvillo, A.J., y Martín, D. (coords.) (2017). *The Flipped Learning: Guía “gamificada” para novatos y no tan novatos.* UNIR Editorial.

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<http://doi.org/10.5281/zenodo.3520014>

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Giráldez, A. (coord.). (2010). *Música. Investigación, innovación y buenas prácticas.* Ministerio de Educación y Ed. Graó.

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Graó.

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación, BOE núm. 340, sec. I. 122868 (2020).

<https://www.boe.es/eli/es/lo/2020/12/29/3>

March-Luján, V. A. (2018). *Manuales prácticos y tutoriales de programas y aplicaciones informáticas de aplicación en el aula de educación musical de Educación Secundaria Obligatoria.* Material no publicado. Campus virtual UCV.

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Navarro, A. (2020). *El uso de las nuevas tecnologías en el área de música.* Editorial Procompal.

Pérez, Á. (2009). *Cuerpo de Profesores de enseñanza secundaria. Programación Didáctica: Música.* Ed. CEP.

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Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria, BOE núm. 76, sec. I. 41571 (2022). <https://www.boe.es/eli/es/rd/2022/03/29/217/con>

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- Richmond, F. (2014). *Learning Music with Garage Band on the iPad: The Essential Classroom Guide to Music production, Performance an Educacion with iOS Devices*. Alfred Music ed.
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- Segovia, J.P. (2014). Las TIC en música. En R. Peña (coord.). *Nuevas tecnologías en el aula: 20 proyectos para aplicar en clase* (pp. 361-374). Ediciones de la U, Publicaciones Altaria.
- Tafuri, J. (2004). Investigación y Didáctica en Educación Musical. *Revista de Psicodidáctica*, 17, 27-36.



## RECOMMENDED WEB LINKS

[http://educamusica.es/informatica\\_musical.html](http://educamusica.es/informatica_musical.html)

<http://informatica.bilbaomusika.net/introduccion-a-la-informatica-musical>

<http://recursostic.educacion.es/artes/rem/web/index.php/es/dossier-educativo/item/226-fundamentos-de-las-tic-en-educaci%C3%B3n-musical-planteamientos-iniciales>

<http://soundcool.org/es/>

[http://www.academia.edu/3074766/Las TIC aplicadas a la educación musical Contentos educativos abiertos Aplicaciones de la Web 2.0 para la enseñanza musical WeBlog wiki sindicación y agregación podcast...](http://www.academia.edu/3074766/Las_TIC_aplicadas_a_la_educaci%C3%B3n_musical_Contentos_educativos_abiertos_Aplicaciones_de_la_Web_2.0_para_la_ense%C3%A1nza_musical_WeBlog_wiki_sindicaci%C3%B3n_y_agregaci%C3%B3n_podcast...)

<http://www.aprendomusica.com>

<http://www.auladelpedagogo.com/2011/02/tecnologias-de-la-informacion-y-la-comunicacion-en-la-musica/>

<http://www.filomusica.com/filo52/tic.html>

[http://www.ite.educacion.es/formacion/materiales/88/cd/curso\\_mos/modulo\\_1/blog\\_ue\\_1\\_3.htm](http://www.ite.educacion.es/formacion/materiales/88/cd/curso_mos/modulo_1/blog_ue_1_3.htm)

<http://www.jamstudio.com/Studio/index.htm>

<https://app.genial.ly/>

[https://intef.es/observatorio\\_tecno/wallame-jugar-al-escondite-en-realidad-aumentada/](https://intef.es/observatorio_tecno/wallame-jugar-al-escondite-en-realidad-aumentada/)

<https://moises.ai/es/>

<https://musescore.com/>



<https://www.audacityteam.org/>

<https://www.noteflight.com/>

<https://www.soundtrap.com/>

<https://www.theflippedclassroom.es/>

MOS - Área de Música del Ministerio de Educación

<http://www.recursos.cnice.mec.es/musica/>

Red social docente, respaldada por INTEF Instituto Nacional de Tecnologías Educativas

y de formación del profesorado, <http://internetaula.ning.com/>

Revista electrónica comunitaria de investigación en educación musical

<http://www.ucm.es/info/reciem/>

Revista Eufonía: Didáctica de la Música

<http://www.eufonia.grao.com/revistas/presentación.asp?ID=7>

Web sobre uso de TIC en las aulas, respaldada por INTEF Instituto Nacional de

Tecnologías Educativas y de formación del profesorado,

<http://www.educacontic.es/>



## Addendum to the Course Guide of the Subject

### "INNOVATION AND RESEARCH IN DIDACTICS OF MUSIC IN COMPULSORY SECONDARY EDUCATION AND BACCALAUREATE"

**Official Master's Degree in Teacher Training in Secondary Education,  
Baccalaureate, Vocational Training and Language Teaching (MUPS)**

#### **Music Speciality**

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:*

The on-line group sessions will have the same duration as the face-to-face sessions, within the scheduled class time, to explain the theoretical basis, explain the tasks to be carried out, clarify doubts, and carry out the practices that allow this means of work. As a complement, within the class schedule, the work groups will be cited for the tasks that require it to supervise the development of the practices to be carried out. Individualized tutorials will be placed at any other time to be agreed upon between the student and the teacher.



## 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:

The same percentages given in the teaching guide will be followed for practical tests, written work, student work and follow-up. Only some works and tests, with the same contents, will be adapted to the new on-line scenario or qualified by means of audiovisual recordings.



## 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.

### Comments on the evaluation system:

The same percentages given in the teaching guide will be followed for the practical tests, written work, student work and follow-up. Only some works and tests, with the same contents, will be adapted to the new on-line scenario or qualified by means of audiovisual recordings.

In the section dedicated to student follow-up, an individualized online interview will be held with each student periodically, and the evolution of the co-evaluation process will be noted.