



---

---

## **COURSE GUIDE**

# **Innovation and Research in Didactics of Arts and Graphs**

**Official Master Teacher Training Secondary, bachelor's degree,  
Vocational Training and Language Teaching  
(MOPS)**

**Universidad Católica de Valencia**

---

---

**Curso 2023-24**

## Innovation and Research in Didactics of Arts and Graphs

		ECTS
<b>FIELD:</b> INNOVATION AND RESEARCH IN DIDACTICS OF ARTS AND GRAPHS		6
<b>Subject:</b> Innovation and Research in Didactics of Arts and Graphs		6
<b>MODULE:</b> Specific		24
<b>Type of learning:</b> Obligatory	<b>YEAR: 1</b> <b>Semester: 2</b>	
<b>Teacher::</b> Dra. Eva Muñoz Guinea Dr. Santiago Tena Mendialdea	<b>Departament:</b> Educación física, musical y plástica	
	<b>E-mail:</b> <a href="mailto:eva.munoz@ucv.es">eva.munoz@ucv.es</a> <a href="mailto:santiago.tena@ucv.es">santiago.tena@ucv.es</a>	

### SUBJECT ORGANIZATION

<b>Innovation and Research in Didactics of Arts and Graphs</b>	<b>6 ECTS</b>
<b>Duration and temporal location within the curriculum:</b>  This subject, within the specific module, aims to introduce teachers into dynamics of permanent improvement in their educational work, emphasizing the need to investigate their own practice, to generate theory about the practice and learn from it.	

**COURSE GUIDE INNOVATION AND RESEARCH IN DIDACTICS  
OF ARTS AND GRAPHS**

PI-02-F-16 ED. 00

Materias y Asignaturas				
Materia	ECTS	ASIGNATURA	ECTS	Curso/ semestre
Innovation and Research in Didactics of Arts and Graphs	6	Innovation and Research in Didactics of Arts and Graphs	6	1/2

**COURSE GUIDE TO THE SUBJECT:**

Innovation and Research in Didactics of Arts and Graphs

**Prerequisites: No**

**GENERAL GOALS**

- a. Know how to analyze critically the performance of teaching and good practices.
- b. To create educational projects based on Drawing and the innovative Visual and Plastic Arts.
- c. Know how to relate theory to practice to improve the latter while participating in the construction of knowledge of the teaching profession.
- d. Know how to communicate proposals and research to specialized audiences, explaining and arguing information and knowledge.

CROSS-SECTIONAL COMPETENCES	Ponderación de la competencia			
	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			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		

profesiones.				
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			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			

**COURSE GUIDE INNOVATION AND RESEARCH IN DIDACTICS  
OF ARTS AND GRAPHS**

PI-02-F-16 ED. 00

<b>SPECIFIC COMPETENCES <sup>3</sup></b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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		
5. To transform the educational plan in work activities.			X	
6. To acquire some criteria to select and develop educational			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	
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

<b>LEARNING OUTCOMES</b>	<b>COMPETENCIAS</b>
RA. Knowing the concept of quality in order to analyse teaching practices and to project improving plans.	G1, G4, G5, G6, G11, G9, G8, E1, E3, E4, E5, E6, E8, E9

RB. 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
RC. Be able to design a brief research project and / or experimentation in Didactics of Drawing and Plastic Arts with its phases and technical requirements and evaluate the result.	G2, G7, G12, E9, E10, E11, E12, E13
RD. Knowing to obtain relevant information on subjects related to the didactics of Drawing and Visual and Visual Arts.	G1, G4, G5, G7, G9, G12, E1, E2, E12, E13
RE. Know how to relate rigorous and up-to-date theory with practice	G2, G4, G5, G6, G7, G10, G14, E2, E3, E4, E5, E6, E8, E9, E11, E13
RF. Know how to communicate a brief didactic proposal, of innovation or research in Didactics of Drawing and Fine Arts.	G1, G3, G6, G7, G11, G12, E7, E13

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning	2,4 ECTS
CLASE PRESENCIAL	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*)

**COURSE GUIDE INNOVATION AND RESEARCH IN DIDACTICS  
OF ARTS AND GRAPHS**

PI-02-F-16 ED. 00

<b>ACTIVIDADES FORMATIVAS DE TRABAJO AUTÓNOMO DEL ALUMNO</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relationship of Course with</b>	<b>3,6 ECTS</b>
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical	RA, RB, RC, RD, RE, RF	1,44
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	RA, RB, RC, RD, RE, RF	2,16
Total			(3,6*)

<b>SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM</b>		
<b>Assessment Tool</b>	<b>LEARNING OUTCOMES ASSESSED</b>	<b>Allocated Percentage</b>
Attendance to practice sessions	RA, RB, RC, RD, RE, RF	40 %
Class participation	RA, RB, RC, RE, RF	30 %
Activities	RA, RB, RC, RD, RE, RF	30 %

**COURSE GUIDE INNOVATION AND RESEARCH IN DIDACTICS  
OF ARTS AND GRAPHS**

PI-02-F-16 ED. 00

### References

- Camacho, S., Sáenz, O. (2000): *Técnicas de comunicación eficaz para profesores y formadores*. Alcoi: Marfil.
- Bauman, Z (2013). *Sobre educación en un mundo líquido*. Barcelona: Paidós.
- Fernández-Balboa, J. M. (2002) *La autoevaluación como práctica promotora de la democracia y la dignidad*. USA: Montclair-State University.
- García Roldán, J. L. (1995): *Tesis doctorales y trabajos de investigación*. Alicante: Universitat d'Alacant.
- HERNÁNDEZ SAMPIERI, R. (2006): *Metodología en la investigación*. México: McGraw-Hill / Interamericana de México.
- Icart, M, T. ET ALII (2001): *Elaboración y presentación de un proyecto de investigación y una tesina*: Barcelona: Edicions de la Universitat de Barcelona.
- 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>
- Marin, E. I., Rincón, A. G. y Morales, O. A. (2003): «El manual APA al alcance de todos», *Educere*, año 7, núm. 23. p. 343-352.
- Rigo, A. – GENESCA, G. (2000): *Tesis i treballs. Aspectes formals*. Vic: Eumo editorial.
- Rivas Navarro, M. (2000): *Innovación educativa. Teorías, procesos y estrategias*. Granada: Síntesis.
- Santos, M. (2003) *Una flecha en la diana. La evaluación como aprendizaje*. Madrid: Narcea.
- Santos, M. A. (1995): *Libro de estilo para universitarios*. Málaga: Miguel Gómez Ediciones.
- REVISTAS y CONGRESOS ESPECIALIZADAS:**
- Cantalozella, J. (2010). Frente al reto de la investigación artística. Algunas consideraciones en torno a la creación y su contexto. OBSERVAR: Revista electrónica del Observatori sobre la Didàctica de les Arts (4), 45-65. Recuperado de <http://www.raco.cat/index.php/Observar/article/view/202111/270424>
- De Laiglesia, J.F., Rodríguez, M. y Fuentes, S. (ed)(2008). *Notas para una investigación artística. Actas Jornadas La Carrera investigadora en Bellas Artes: Estrategias y Modelos (2007-2015)*. Vigo: Universidad de Vigo.
- De Miguel, L. (2014). La creación artístico-narrativa, a partir de registros visuales, sonorous y audiovisuales, como estrategia metodológica en las Bellas Artes. En *Actas VI Congreso Internacional Latina de Comunicación Social. La Laguna: Universidad de La Laguna*. Recuperado de [http://revistalatinacs.org/14SL/2014 actas/03 DEMIGUEL.pdf](http://revistalatinacs.org/14SL/2014%20actas/03%20DEMIGUEL.pdf)
- Hernández, F. (2008). La investigación basada en las artes. Propuestas para repensar la investigación. *Educatio Siglo XXI* (26). 85-118.
- Peyró, J.B. y de Madrid, P.S.M. (2011). Investigación e innovación en (y desde) Bellas Artes= Research and innovation in (andfrom) Fine Arts. *Fabrikart: arte, tecnología, industria, sociedad* (10), 184-200.

### TEMPORAL ORGANIZATION OF LEARNING:

	CONTENT/TEACHING UNIT
1	The concept of educational innovation in didactics of the visual and visual arts. Real or simulated experiential activities.




<b>2</b>	<b>Arts-based research (IBA) in the field of education.</b>
<b>3</b>	<b>Innovative teaching proposals in the field of visual and visual arts.</b>
<b>4</b>	<b>Research methods in the field of Didactics of Drawing and Visual and Visual Arts</b>


## **Addendum to the Course Guide of the Subject “Innovation and research in didactics of arts and graphs”**

**(Official Master Teacher Training Secondary, bachelor's degree,  
Vocational Training and Language Teaching)**

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 practical part of the subject will be supplemented with the visualization and analysis of both projects and videos, as well as their corresponding explanation and resolution of doubts.

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

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

#### Comments to the Assessment System:

There will be no changes in the assessment tools. Assessment tools and percentages are specified in the teaching guide. Assessment tests will be done in the campus or online via specified resources.