Information about the subject

Title: Master's degree in teacher training for secondary education, baccalaureate, vocational training, and language teaching

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1020077

Name: Innovation and research in didactics of Health Processes.

Credits: 6 **ECTS**   **Course:** 1   1st.**Semester:** 2nd

Module: Specific Module of Sanitary processes

Subject: Learning and teaching of the corresponding subjects   **Character:** Obligatory

Department: Mathematics, natural sciences and social sciences applied to education

Type of learning: Classroom-based learning

Language(s) in which it is taught: spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Complements for the formation to Sanitary processes	6	The Curriculum of Sanitary processes in Secondary education, Vocational training and High school	6	1
Learning and teaching of Sanitary processes	12	Didactics of Sanitary processes in Secondary education, Vocational training and High school	6	1
		Didactic resources for the teaching of Sanitary processes in Secondary education, Vocational training and High school	6	2
Teaching innovation and introduction to educational research	6	Teaching Innovation and Introduction to Educational Research in Sanitary processes	6	2

Recommended Knowledge

Not required

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	Knows the concept of quality in order to critically analyse teaching practices.
R2	Can explain the concepts of innovation and research in the field of education . .
R3	It makes a simple educational proposal including a certain degree of innovation, both in the approach and in the activities selected. .
R4	Design a short research project or educational innovation including how to evaluate the outcome. . .
R5	Obtains and uses relevant information on educationally related topics from different sources.
R6	Can communicate a short innovative didactic or research proposal in a formal situation. .

Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		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 study.			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 judgments.			X	
G3	Knowing how to effectively communicate conclusions (sustaining relative rationale or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.			X	
G4	Having learning skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances		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
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		

Code	Basic	Weighting			
		1	**2**	**3**	**4**
CB6	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context			X	
CB7	Students are able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts.				X

CB8	Students are able to integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities related to the application of their knowledge and judgments.			X	
CB9	That students know how to communicate their conclusions and the ultimate knowledge and reasons that support them to specialized and non-specialized audiences in a clear and unambiguous manner.				X
CB10	That students possess the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous..			X	

Code	Specific	Weighting			
		1	2	3	4
CE13	To know the cultural and educational value of the specific subjects and the content that is taught		X		
CE14	To know the history and recent developments of the classroom subjects and their perspectives in order to transmit a dynamic vision.		X		
CE15	To know different environments to practice curricular contents.				X
CE16	To know the theoretical and practical processes in teaching and learning different classroom subjects				X
CE17	To transform curricula in activity and work programs		X		
CE18	To acquire criteria to select and develop educational resources			X	
CE19	To foster a climate that facilitates learning and values the contributions of the students			X	
CE20	To integrate training for the use of media studies in the teaching-learning process		X		

CE21	To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort .			X	
CE22	To know and apply innovative teaching proposals in the field of specialization				X
CE24	Identify problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions.				X
CE27	Know and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation and evaluation projects.			X	

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1. Knows the concept of quality in order to critically analyse teaching practices.	10%	Continuous assessment: individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes...
R2. Can explain the concepts of innovation and research in the field of education..	5%	Oral and written evidence of all types of activities
R3 It makes a simple educational proposal including a certain degree of innovation, both in the approach and in the activities selected	30%	Oral presentation of group and individual work
R4. Design a short research project or educational innovation including how to evaluate the outcome	40%	Oral presentation of group and individual work.
R5. Obtains and uses relevant information on educationally related topics from different sources	5%	Oral and written evidence of all types of activities
R6. Can communicate a short innovative didactic or research proposal in a formal situation	10%	Oral and written evidence of all types of activities

Mention of Distinction: In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject.
Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong

"Students who do not submit the activities in due time will be sent to a new period with the consequent penalty of the mark"

Single assessment: Exceptionally, students may opt for this assessment system if, for a justified and accredited reason, they are unable to undergo the continuous assessment system and request it from the Coordination of the speciality within the first month of teaching.
In this case, they will be assessed as follows:

R1, R4 and R6: Preparation of a project: 'Analysis of a quality system in VET'.
Students will develop a paper on the subject to be specified by the teacher on Quality.

The work will have a minimum of 8 pages, the text will be quoted and referenced according to Vancouver or APA standards. A bibliographic manager can be used and there must be several different types of bibliographic sources (web, legislation, book and article).

The work will have the following sections:
1. Theoretical framework explaining what a Quality System is and its classification.
2. Indicate quality objectives, quality indicators and evaluation processes in an educational centre.
3.Self-reflection (essential key elements in a quality system, specific challenges of implementing and maintaining a quality system in the school...)**.**

R2, R3 and R5 ; Elaboration of the following work entitled 'Initiation in teaching innovation'.
The work will have a maximum development of 15 pages with the following sections:
1. Explain the concept of innovation in the educational field.
2.eXeLearning, a useful tool in the creation of digital contents. Briefly describe this educational tool.
3.Self-reflection, am I prepared for digital competence in teaching?

IA use: Students may use the AI for personal study of the subject. -Students may not use AI for the completion of assessable tasks, unless it is required in a specific activity and the teacher so indicates. If AI is used in any of the activities, it must be stated in which part of the activity it has been used, which AI tool has been used and for what purpose.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Presentation of content by the teacher, analysis of competencies, explanation and demonstration of skills, abilities and knowledge in the classroom.
M2	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).
M3	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).
M4	Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc..
M5	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity.

IN-CLASS LEARNING ACTIVITIES		
Activity	**Learning Outcomes**	**ECTS**
ON CAMPUS- CLASS	R1,R2,R3,R4,R5	1,20
PRACTICAL CLASSES	R1,R2,R3,R4,R5	1
WORK GROUP EXHIBITION	R1,R2,R3,R4,R6	0,06
OFFICE ASSISTANCE	R1,R2,R3,R4,R6	0,04
ASSESSMENT	R1,R2,R3,R4	0,10
Total		2,4

IN-CLASS LEARNING ACTIVITIES		
Activity	**Learning Outcomes**	**ECTS**
GROUP WORK	R1,R2,R3,R4,R5	1,44
INDEPENDENT WORK	R1,R2,R3,R4,R5,R6	2,16
Total		3,6

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
Introduction to educational research.	Methodologies and basic techniques of educational research and evaluation.
Application of basic research techniques in the development of research projects such as the TFM.	Design and development of research, innovation and evaluation projects. Presentation, formal oral and scientific writing.
Reflection on teaching practice	Difficulties for educational innovation in Vocational Training. Alternatives. Solutions
Educational innovation	Development of innovative proposals in the field of health care processes.
Quality in education.	Critical analysis of teaching performance. Good practices and quality indicators.

Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
UNIT 1	6	15H
UNIT 2	2	5H
UNIT 3	5	12,5H
UNIT 4	1	2,5H

References

Basic bibliography

- Amat O y Rocafort A. (2017). Cómo investigar: TFG, tesis de master, tesis doctorales y proyectos de investigación. Barcelona: Ed. PROFIT.

- Baelo M. (2018). Guía práctica para redactar y exponer trabajos académicos: TFG, TFM y tesis doctoral. Ed. Tirant Humanidades.

- Cordon-García J.A. (Coord.) (2012). Las nuevas fuentes de información. Información y búsqueda documentos en el contexto de la web 2.0. Madrid: Ed. Pirámide.

- Da Cunha I. (2016). El trabajo de fin de grado y de Máster. Redacción, defensa y publicación. Ed. UDC.

- García-Sanz M.P. (2012). Guía práctica para la realización de trabajos fin de grado y fin de Master. Murcia: Editum.

- López-Yepes J. (2011). Manual ciencias de la información y documentación. Madrid: Ed. Pirámide.

- Martos-Martínez A, Barragán-Martín A.B., Molero-Jurado M.M., Pérez-Fuentes M.C., Simón-Márquez M.M. y Gázquez-Linares J.J. (2021). Innovación docente e investigación en educación y ciencias sociales: Nuevos enfoques en la metodología docente. Madrid. Ed. Dykinson SL.

- Pedrinaci (Coord.) (2012). El desarrollo de la competencia científica. 11 ideas clave. Barcelona: Graó.

- Somoza M. (2015). Búsqueda y recuperación de información en bases de datos de bibliografía científica. Gijón: Ed. Trea SL.

National Magazines.

- Investigación en la Escuela (www.diadaeditora.com)
- http://bibliotecacefirevalencia.blogspot.com.es/2017/05/novedades-hemeroteca-cuadernos-de.htm
- http://bibliotecacefirevalencia.blogspot.com.es/2017/04/novedades-hemeroteca-aula-de-innovacion.htm
- http://bibliotecacefirevalencia.blogspot.com.es/2017/02/novedades-hemeroteca-making-of_27.html
- http://bibliotecacefirevalencia.blogspot.com.es/2017/05/novedades-hemeroteca-perspectiva.htm

Educational portals:

http://todofp.es/inicio.html

www.educaweb.com

www.educavia.com

www.profes.net

http://recursostic.educacion.es

http://ntic.educacion.es/v5/web/profesores/asignaturas/
Instituto de Tecnologías Educativas. Ministerio de Educación. Recursos educativos clasificados.

Innovation and research.

https://www.youtube.com/watch?v=gS7s_XdXnWE&t=83s/2021/11

https://www.youtube.com/watch?v=CusOD9WdiIg&t=191s/ 2017/01

https://www.youtube.com/watch?v=JzbF0aCNXP4 CIPFP Ciudad del aprendiz/2020/06

https://www.fpmislata.com/wordpress/videos/ CIPFP Mislata/2022

https://www.youtube.com/watch?v=CJIut2vGIzU CIPFP Misericordia/2017/05

www.elsevier.es/es-revista-farmacia-profesional-3 /2022

www.imfarmacias.es/ /2022

https://ceice.gva.es/va/web/innovacion-calidad

Faculty participation in research.
proyecto europeo TeachUp (TEACHer Upskilling Policy experimentation)

Training courses
https://portal.edu.gva.es/cefire/cefire-valencia/

Training stays.
https://ceice.gva.es/va/web/formacion-profesorado/estancias-formativas-en-empresas

http://www.ceice.gva.es/va/web/formacion-profesorado/proyectos-de-formacion-en-centros

http://mestreacasa.gva.es/web/cefirepluriling/

http://www.sepie.es/formacion-profesional/seguimiento-KA1.html

Experiencias de aprendizaje a tu ritmo.
http://spooc.educalab.es/

Mejora de buenas prácticas educativas.

http://www.mejoratuescuelapublica.es/buenas-practicas/buenas-practicas-mep/convocatoria-concurso-de-buenas-practicas.html

Digital competence in teaching
https://intef.es/competencia-digital-educativa/competencia-digital-docente/

eTwinning

Portal del Servicio Nacional de Apoyo eTwinning | MECD | Educación | INTEF | Aprendizaje Permanente | Erasmus + | Proyectos Europeos

Tema Anual eTwining 2023: Innovación y Educación | eTwinning |

Innovation and tutorial research.
Presentación de posters.
http://www.aula-salud-mojacar.com/

Presentación de posters.
http://www.aetel.es/

Innovación a nivel autonómico
https://ceice.gva.es/va/web/innovacion-calidad

Recursos de innovación a nivel autonómico
https://procomun.intef.es/articulos/recursos-educativos-comunidad-valenciana

Vocational training awards for students.

https://ceice.gva.es/es/web/formacion-profesional/premios-extraordinarios-fp

Educational quality awards.
Premios | Ministerio de Educación, Formación Profesional y Deportes

Competitions
Spainskills - SKILLS