



COURSE GUIDE
Universidad Católica de Valencia

INVESTIGATION AND PROCESS
DYNAMIZATION OF INNOVATION IN
EDUCATION

Year 2023-24



COURSE GUIDE TO INVESTIGATION AND PROCESS DYNAMIZATION OF INNOVATION IN EDUCATION

		ECTS
MODULE: Specific		32
FIELD: Educational innovation and initiation to the educational investigation		6
Subject: Investigation and process dynamization of educational innovation		6
Type of learning: Obligatory	YEAR: Semester: 2 ^o	
Teacher: David Melero Fuentes		
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SUBJECT ORGANIZATION

Investigation and process dynamization of educational innovation				Nº ECTS: 6
Duration and temporal location within the curriculum:				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/ semester
Educational innovation and initiation to the educational investigation	6	Investigation and process dynamization of educational innovation	6	2C
COURSE GUIDE TO THE SUBJECT: Investigation and process dynamization of educational innovation				
Prerequisites: Without prerequisites, common to all the pupils of the máster				
GENERAL GOALS				



CROSS-SECTIONAL COMPETENCES					Competence measuring scale			
					1	2	3	4
G 1 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
G 2 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
G 3 Knowing how to effectively communicate conclusions (sustaining relative rationale or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.								X
G5 To Know the curriculum related to the specialization and the didactics of teaching and learning, as well as a didactic knowledge of the teaching and learning processes, respectively. A knowledge of the different professions will be included for vocational training.						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 facilitate life in our society, making decisions and building a sustainable future.							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
G12 To design and carry out formal and informal activities that make the centre a place of participation and culture in the environment where it is located. To perform the functions of mentoring and guiding students in a collaborative and coordinated way. To 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 improvement in quality in schools.							X	



SPECIFIC COMPETENCES				
	1	2	3	4
E.4 To know the theoretical and practical processes in teaching and learning different classroom subjects			X	
E.8 To integrate training for the use of media studies in the teaching-learning process			X	
E.9 To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort.			X	
E.10 To know and apply innovative teaching proposals in the field of specialization				X
E.11 To analyze critically the process of teaching, the practicum and the direction using quality indicators				X
E.13 To understand and apply methods and basic techniques of research and evaluation and to be able to design and develop research, innovation and evaluation projects.				X

LEARNING OUTCOMES	COMPETENCES
RA1 - To be capable of handling the concepts of investigation, innovation, programming and evaluation in relation with the educational work.	G5, E9
RA2 - To be capable of identifying the most frequent situations related to the process of education and learning.	G1, G2, E8
RA3 - To relate the different theoretical interpretations in the educational investigation to the practical intervention from the theoretical - practical and methodological models of the orientation	G12, G9, E4
RA4 - To identify and to describe the diverse professional profiles of the orientador in reference to the different programs of intervention that they propose from the administrations and the own school context in the educational innovation	G12, G5, E13
RA5 - To acquire the professional competitions that allow to carry out a brief project of investigation and to evaluate the result.	G10, G5, E10
RA6 - To develop skills for the implementation and communication to the educational community of investigative and innovative offers in the field of the educational orientation.	G9, E8, E11



**Course Guide INVESTIGATION AND PROCESS
DYNAMIZATION OF INNOVATION IN EDUCATION**

PI-02-F-16 ED. 00

RA7- To handle and to know some instruments of evaluation to realize a project of innovation educatiava of improvement of the aspects that are improvable.			G13, G3, E9
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.	RA1,RA2, RA3,RA4,RA5, RA6, RA7	1.2
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.	RA1,RA2, RA3,RA4,RA5, RA6, RA7	
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	RA1,RA2, RA3, RA4,RA5,RA6,RA7	0.24
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.	RA1,RA2, RA3,RA4,RA5, RA6, RA7	0.6
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	RA1,RA2,RA3,RA4,RA5,RA6,RA7	0.36
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)	RA1,RA2, RA3,RA4,RA5, RA6, RA7	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)	RA1,RA2, RA3,RA4,RA5, RA6, RA7	2
Total			3.6

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Summative and final theoretical-practical test	RA1,RA2,RA3,RA4,RA5,RA6,RA7	30%
Process Evaluation	RA1,RA2, RA3,RA4,RA5,RA6,RA7	40%
Oral presentation of works	RA1,RA2, RA3,RA4,RA5,RA6,RA7	20%
Continuous evaluation	RA1,RA2, RA3,RA4,RA5,RA6,RA7	10%

MENTION OF DISTINCTION:



**Course Guide INVESTIGATION AND PROCESS
DYNAMIZATION OF INNOVATION IN EDUCATION**

PI-02-F-16 ED. 00

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
DIDACTIC UNIT I: INTRODUCTION. Production of the Plan of the Department of Orientation developing the functions that have relation with the educational investigation and the educational innovation	G9, G5, E4
DIDACTIC UNIT II: THE EDUCATIONAL INVESTIGATION. Basic aspects of the experimental investigation, design of a brief model of experimental investigation. The survey and the methodology observacional from the educational orientation	G1, G12, E4, E10
DIDACTIC UNIT III: THE QUALITATIVE INVESTIGATION, methods and qualitative technologies mas used in orientation taking as a modal the action, the practice and the change	G1, G12, E10, E9
DIDACTIC UNIT IV: THE INVESTIGATION - ACTION. Theoretical aspects and key elements .Pautas and recommendations to realize and to design investigations from the investigation-action	G3, E11, E13
DIDACTIC UNIT V: LA EDUCATIONAL INNOVATION Principal fields of action for the methodological change in the educational practices	G2, G10
DIDACTIC UNIT VI: LAS NTIC AND THE INNOVATION EDUCATIVA.Conocer which are the principal tools of Internet that facilitate the educational innovation. To do comparative studies of blogs, webs, moodle .. in educational orientation.	G13, E8, E13



REFERENCES

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Beltran, A. L. (2003). La investigación-acción: Conocer y cambiar la práctica educativa. Grao.

Buendia L., Colás P. y Hernandez F. (2003). Métodos de investigación en psicopedagogía. McGrawHill.

Gómez-Núñez, I., Cano-Muñoz, Á., & Torregrosa, S. (2020). Manual para investigar en educación: guía para orientadores y docentes indagadores. Narcea.

Hilario Silva, P. (2020). Metodologías para una educación innovadora. Casos prácticos: aplicación práctica en nuevos espacios para el aprendizaje. Wolters Kluwer España.

Martin, E. y Onrubia J.(coords) (2011). Orientación Educativa. Volumen III. Procesos de innovación y mejora de la enseñanza. Grao.

Navarro Asencio, E. (coord.), Jiménez García, E., Rappoport Redondo, S., y Thoilliez Ruano, B. (2017). Fundamentos de la investigación y la innovación educativa. Unir editorial.

Ramírez Montoya, M. S. (2022). Estrategias para ambientes de aprendizaje: innovación e investigación educativa. Síntesis

Wood, P. y Smith, J. (2018). Investigar en educación: conceptos básicos y metodología para desarrollar proyectos de investigación. Narcea.



PI-02-F-16 ED. 00		
TEMPORAL ORGANIZATION OF LEARNING:		
	CONTENT/TEACHING UNIT	
1	INTRODUCTION. Production of the Plan of the Department of Orientation developing the functions that have relation with the educational investigation and the educational innovation	
2	THE EDUCATIONAL INVESTIGATION. Basic aspects of the experimental investigation, design of a brief model of experimental investigation. The survey and the methodology observacional from the educational orientation	
3	THE QUALITATIVE INVESTIGATION, methods and qualitative technologies mas used in orientation taking as a modal the action, the practice and the change	
4	THE INVESTIGATION - ACTION. Theoretical aspects and key elements .Pautas and recommendations to realize and to design investigations from the investigation-action	
5	LA EDUCATIONAL INNOVATION Principal fields of action for the methodological change in the educational practices	
6	LAS NTIC AND THE INNOVATION EDUCATIVA.Conocer which are the principal tools of Internet that facilitate the educational innovation. To do comparative studies of blogs, webs, moodle .. in educational orientation	



Addendum to the Course Guide of the Subject Personal counseling, academic and professional

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

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:



X 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:



X 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.