



Guía Docente
PI-02-F-16 ED. 00.

COURSE GUIDE

Máster Oficial de Formación del Profesorado
de Secundaria, Bachillerato, Formación
Profesional y Enseñanzas de Idiomas (MPS)

Specific Module: English

**Innovation and Research in Language and
Literature Didactics**

Universidad Católica de Valencia

Academic Year 2023-2024



INNOVATION AND RESEARCH IN LANGUAGE AND LITERATURE DIDACTICS

		ECTS
FIELD: MPS (English)		
Subject: Innovation and Research in Language and Literature Didactics		6
Module: MPS specific module English		2 4
Educational Model: Specific	Academic Year: 2023-2024 Semester: 2º	
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MODULE ORGANIZATION

Innovation and Research in Language and Literature Didactics				6
Duration and temporal location within the curriculum: 2º semester MPS, specific subject				
Subjects and Courses				
Subje ct	ECT S	Cours es	ECT S	Course / semeste r



Didactics	1 2	Foreign Language Didactics	6	1/ 1
		Integrated Didactics of Languages in the Spanish Educational System	6	1/ 1
Classroom Resources	6	Didactic Resources for the teaching of Language and Literature	6	1 / 2
Research	6	Innovation and Research in Language and Literature Didactics	6	1/ 2

**TEACHING GUIDE FOR FIELD/SUBJECT:**

Innovation and Research in Language and Literature Didactics

Prerequisites: To be a specialist in English.**GENERAL GOALS**

- To learn about research methods in education
- To analyze case studies from two broad perspectives: innovation and research
- To frame research questions in the EFL/ESL context
- To design a proposal for intervention that evidence innovation and research

GENERAL COMPETENCES**Competence
measuring
scale****Instrumental****1 2 3 4**

G1 Be able to apply acquired knowledge and their problem-solving skills in new or unknown environments within wider contexts (or multidisciplinary ones) related to their field of study.

X

G2 Be able to integrate knowledge and face the complexity of issuing judgments from certain information which, either incomplete or limited, includes considerations on the social and ethical responsibilities bound to the application of their knowledge or judgments

X

G3 Be able to communicate their conclusions and reasons to a specialist and non-specialist audience, without any ambiguity.

X

G4 Possess the learning abilities enabling them to go on studying mostly in a self-directed or independent way.

X



G6 Plan, develop and assess the teaching and learning process promoting educational processes which facilitate the acquisition of competences of the respective teaching levels, taking into account both the level and previous learning of students, and their orientation both individually and in collaboration with other teachers and professionals in the school.				X
G7 Seek, retrieve, process and communicate information (oral, written, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in their areas of specialization.				X
Interpersonal	1	2	3	4
G8 Specify the curriculum to be implemented in a school taking part in the collective planning of it. Develop and implement teaching methodologies which may be focused on a group or an individual and adapted to the students' diversity				X
G9 Design and develop learning environments with a special attention to an education in values, equal rights and opportunities between men and women, citizenship and respect for human rights that facilitate social interaction, decision-taking, and a sustainable future.				X
G11 Know the interaction and communication processes in the classroom, master the skills and social abilities necessary to encourage learning and create a good classroom environment, and deal with discipline problems and conflict resolution.			X	
G14 Know and analyze the historical characteristics of the teaching profession, its current situation, perspectives and relation to different social realities.			X	
Systemic	1	2	3	4
G10 Acquire strategies to stimulate the students' effort and encourage their ability to learn by themselves and together with others, and develop abilities to think and decide which facilitate the autonomy and personal confidence and initiative.			X	

SPECIFIC COMPETENCES				
	1	2	3	4
E1. Know the formative and cultural value of the specialist subjects and the contents that are taught in them.				X
E2. Know the history and most recent developments of the subjects and their perspectives in order to be able to have a dynamic vision of their classroom application.				X
E3. Know situations and contexts in which the different curricular contents are used or applied.				X
E4. Know the theoretical and practical developments in the learning and teaching of the specialist subjects.				X



E5. Transform the curricular content into activity and working programmes.			X	
E6. Acquire criteria for the selection and development of teaching materials.				X
E7. Encourage a classroom environment that facilitates learning and values student participation.				X
E8. Integrate media resources into the teaching and learning process.			X	
E9. Know assessment strategies and techniques and understand assessment as a regulatory tool to stimulate effort.				X
E10. Know and apply innovative teaching techniques within their area of specialization.				X
E11. Critically analyze good teaching practice using quality assurance indicators.				X
E12. Identify key issues related to teaching and learning of their area of specialization and propose alternatives and solutions.				X
E13. Know and apply basic educational research methodologies and techniques and be able to design and develop projects on the areas of research, innovation and evaluation.				X

E III. Create educational proposals based on the acquisition of knowledge, skills and both intellectual and emotional aptitudes.			X	
E IV. Identify and plan the resolution of educational situations that affect students with different abilities and learning paces.			X	

LEARNING OUTCOMES	COMPETENCES
R-1.Students produce well-organized written and oral texts that are appropriate for the interlocutor and their communicative purpose.	E5, E6, E8, E11, E12, E13, E III, E IV
R-2.The students perform with correctness, fluency and spontaneity that allows them to maintain interaction, being able to react, question or repeat the previous statement to ensure mutual understanding when participating in classroom discussions.	E2, E10, E11, E12
R-3.The student understands the overall meaning, essential information, the main points and the most relevant details in clearly structured oral texts using standard language that are articulated at a regular speed and transmitted orally or by technical means, provided that the acoustic conditions are reasonably good or what was heard can be listened to again.	E3, E4, E8, E9, E12, EIV
R-4. Students understand the meaning, essential information, the main points and the most relevant details in clear, well-organized texts using standard and academic language on current topics related to their own specialty or topics of special interest to them within their research field.	E1, E2, E3, E6, E9, E10, E11, E12, E13



R-5. The students write field-related, cohesive texts, be them public or private, on specific topics in which they have a personal interest, which call for or transmit information. Reflection and critical interpretation is present

**E5, E7, E8, E9, E10,
E11, E12, E13**



ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject (Indicate, with their code, the learning outcomes that are attained with this activity)	ECTS (express ECTS distribution)
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R4, R5	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.	R1, R2, R3, R4, R5	
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge.	R1, R2	0, 2, 4
TUTORING	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in lectures, seminars, readings, writing papers, etc.	R2, R3, R4	0, 6
ASSESSMENT	Group of oral and/or written tests used during initial, formative or additive assessment.	R1, R2, R3, R4, R5	0, 3, 6
Total			2, 4



INDEPENDENT WORK ACTIVITIES			
Teaching-Learning Methodology	Learning Outcomes Relationship Course (Indicate, with their code, the learning outcomes that are attained with this activity)	ECTS (express ECTS distribution)	ECTS (expresar la distribución en 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 elearning platform (www.plataforma.ucv.es).	R1, R2, R3, R4, R5	1, 6
INDEPENDENT WORK	Student study: 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's platform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5	2
Total			3, 6
SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM			
Assessment Tool	LEARNING OUTCOMES ASSESSED		Allocated Percentage



Final assessment	R1, R2, R3, R4, R5	80 %
Attendance and ongoing assessment activities. In-class guided activities	R1, R2, R3, R4, R5	20 %
· A scoring schedule of 50% = 5, i.e. pass, will be applied to all parts.		



- **Criteria for granting a grade of A with honors:** The grade can be granted to those students who have attained a grade of 9 and have proven high proficiency in the language. Only one grade A with honors can be awarded every 20 students, with the exception of groups with less than 20 students in total; in that case, the award of one grade A with honors is also possible.

DESCRIPTION OF CONTENTS	COMPETENCES
<p>Unit 1: Research methods in education. Ethics in Research. Analyzing research in EFL/ESL (Language, Literature & Culture)</p> <p>Unit 2: What is educational innovation? Innovation Characteristics, Different types of Innovation, Ideas on How and When to Improve</p> <p>Unit 3: Lesson study. Learning typology identification, research question, structured observation, co-teaching</p> <p>Unit 4: Research: Intervention design. Research methodology.</p>	<p>G 1, 2, 3, 4, 6, 7, 14 E 5, 6, 8, 10, 13 III</p> <p>G 1, 2, 3, 7 G 8, 11 E 4, 8, 9 IV</p> <p>G 1, 4, 11, 14 E 1, 2, 3, 9, 12, 13 I I I</p>



TIMING OF THE LEARNING SESSIONS:		
	CONTENT/DIDACTIC UNIT	NUMBER OF SESSIONS
1	Unit 1: Research methods in education.	4
2	Unit 2: What is educational innovation?	4
3	Unit 3: Lesson study.	4
4	Unit 4: Research: Intervention design	4

REFERENCES

Alasuutari, P., Bickman, L., & Brannen, J. (Eds.). (2008). *The SAGE handbook of social research methods*. London: Sage.

Bos, J. (2020). *Research ethics for students in the social sciences*. The Netherlands: Springer Nature.

Council of Europe (2021) Reference Framework of Competences for Democratic Culture – Volume 3. *Guidance for implementation: Curriculum*

Council of Europe (2021) Reference Framework of Competences for Democratic Culture – Volume 3. *Guidance for implementation: Pedagogy*

OECD (2017), The OECD Handbook for Innovative Learning Environments, Educational Research and Innovation, OECD Publishing, Paris, <https://doi.org/10.1787/9789264277274-en>.

Palaiologou, I., Needham, D., & Male, T. (Eds.). (2015). *Doing research in education: Theory and practice*. London: Sage.

Shuali Trachtenberg, T., Bekerman, Z., Bar Cendón, A., Prieto Egidio, M., Tenreiro Rodríguez, V., Serrat Roozen, I. and Centeno, C., *Addressing educational needs of teachers in the EU for inclusive education in a context of diversity*, EUR 30323 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-21017-7, doi:10.2760/533558, JRC121348.

Wood, P., Larssen, D. L. S., Cajkler, W., & Helgevold, N. (Eds.). (2020). *Lesson study in initial teacher education: Principles and practices*. London: Emerald Publishing Limited

Webgrafia :

Stories that Move: <https://www.storiesthatmove.org/en/>

UNESCO (2021) *Manual for developing intercultural competencies: story circles*
<https://unesdoc.unesco.org/ark:/48223/pf0000370336>

