

BASIC DETAILS:

Subject:	RESEARCH AND INNOVATION IN SOCIAL SCIENCIES (INVESTIGACIÓN E INNOVACIÓN EN LAS CCSS)		
Id.:	32548		
Programme:	GRADUADO EN EDUCACIÓN PRIMARIA. PLAN 2015 (BOE 17/08/2015)		
Module:	ENSEÑANZA Y APRENDIZAJE DE: CIENCIAS SOCIALES		
Subject type:	OBLIGATORIA		
Year:	3	Teaching period:	Primer Cuatrimestre
Credits:	6	Total hours:	150
Classroom activities:	64	Individual study:	86
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:	SIERRA HUEDO, MARIA LUISA (T)	Email:	mlsierra@usj.es

PRESENTATION:

This course will bring the student the knowledge required to any primary teacher to develop skills and competences to design and implement innovative teaching and research projects that will generate in her/ his future students basic skills as stated in the Social Sciences Curricula. The student will be introduced to the basic research tools in Social Sciences and Education. This is an introductory course in research in Social Sciences and Innovation applied to the field of Education. However the students will apply rigorous research methods and tools taking always into account high ethical standards.

The knowledge acquire in this course will bring the student to become a researcher for his/ her own teaching practice.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

General programme competences	G01	Capacity to analyse and synthesise information from different sources.
	G02	Capacity to effectively solve problems and take decisions based on the knowledge and competences acquired.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G04	Capacity to apply information technologies critically and constructively as tools to promote learning.
	G07	Capacity to communicate in English at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.
	G08	Capacity to absorb social and humanistic concepts within a rounded university education which allows the development of ethical values such as solidarity, interculturality, equality, commitment, respect, diversity, integrity, etc.
	G09	Capacity to formulate social transformation proposals, considered ethically, based on democracy and basic rights.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
	Specific programme competences	E13
E14		Encourage educational action in values oriented towards preparing an active democratic citizenry.
E16		Design, plan and assess classroom teaching and learning.
E17		Be aware of and apply innovative primary school experiences.
E19		Be aware of and apply basic educational research techniques and be able to design projects for innovation, identifying assessment indicators.
E31		Understand the basic principles of the social sciences.
E32		Know the school curriculum for social sciences.
E33		Integrate history and geography from an instructive and cultural perspective.
E34		Foster the democratic education of the citizenry and the practice of critical social thinking.
E35		Assess the relevance of the public and private institutions for peaceful coexistence among peoples.
Regulated profession competences	E36	Know about religion over the centuries and its connection to culture.
	E37	Develop and assess curriculum content through suitable didactic resources and further the corresponding competences among the pupils.
	P01	Know the curriculum areas of Primary Education, the interdisciplinary relationship between them, evaluation criteria and the body of didactic knowledge for the teaching and learning procedures, respectively.

	P02	Define, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals at the school.
	P03	Effectively address language learning situations in multicultural and multilingual situations.
	P04	Encourage reading and critical commentary on texts from the diverse scientific and cultural domains in the school curriculum.
	P05	Design and regulate learning zones in contexts of diversity which address gender equality, equity and respecting the human rights which comprise the values of civic education.
	P07	Stimulate and value the effort, persistence and personal discipline of the pupils.
	P10	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P12	Take on the educational side of teaching and foment democratic education for an active citizenry.
	P13	Maintain a critical and independent relationship towards knowledge, values and public and private social institutions.
	P14	Value individual and collective responsibility in the achievement of a sustainable future.
	P15	Reflect on classroom practices to innovate and improve teaching.
	P16	Acquire the habits and skills to learn alone or with others and foster this among the pupils.
	P17	Know and apply information and communication technologies in the classroom.
	P18	Selectively discern the audiovisual information that helps learning, civic competence and cultural enrichment.
Learning outcomes	R01	Acquire ability in using the main procedures in the Social Sciences.
	R02	Use simple research tools and techniques for the Social Sciences.
	R03	Detect innovative teaching-learning proposals in the Social Sciences.
	R04	Create appropriate didactic proposals for the development of competences pertinent to the Social Sciences.
	R05	Develop a critical and reflective capacity to assess learning proposals.
	R06	Undertake simple research projects to be applied in the classroom.
	R07	Critically assess innovative projects to help learn the Social Sciences.

PRE-REQUISITES:

All students attending this course should be registered in the degree program. Some documents might be in Spanish, thus international students should have some command of the Spanish language.

SUBJECT PROGRAMME:

Observations:

The program may change according to the development of the students during the semester.

It is very important that students attend to class and come prepared with the assignments developed in order to continue with the work they have to develop. It is key that students practice academic writing and speaking and this needs of previous work from the student.

Subject contents:

1 - What is research & innovation?
1.1 - Types of Research
1.2 - Critical Thinking and the importance of research in Social Sciences and Education
1.2.2 - What is innovation?
2 - Research Design
2.1 - The purpose of statement
2.2 - Research Questions
3 - Types of Methodologies
3.1 - Quantitative Methods
3.1.1 - Main characteristics and attributes of quantitative methodology
3.2 - Qualitative Methods
3.2.1 - Ethnography in Education and Social Sciences
3.2.2 - Ethnographic tools: Fieldwork diary; Personal Interview

3.3 - Mixed Methods
4 - Methodological Tools
4.1 - Survey
4.2 - Semi-structured personal interview
4.3 - Focus group
5 - Ethics in Social Sciences Research
5.1 - Purpose & objective of Informed Consent Forms in Social Sciences Research
5.2 - Developing Informed consent Forms
6 - Analysis of Data and Conclusions of Research in Social Sciences
6.1 - Transcribing
6.2 - Analyzing common themes
6.3 - Triangulation

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

Teaching and learning methodologies and activities applied:

During this course a variety of teaching methods will be used including lectures, class discussions, simulations, and small group work. This course is planned to be reading intensive the first months of the semester. Thus, students would be able to understand contribute to class discussions with a knowledge based.

One of the main requirements of this course is to complete the assigned readings for the week and be prepared to comment on them . This will greatly enhance class discussions. Another important requirement is to participate actively in class discussions and in your small groups, as well as on the practical activities. Your contribution is important and through your active participation, we can all learn more from each other and about the topics being analyzed.

This course is based on social constructivism therefore students' active class participation and reflection is key. Class would be divided between introduction to topics and class discussion followed by practical-learning activities.

This course is based on continuous evaluation (Formative evaluation), this is why all the assignments should be handed in order to obtain a final course grade, in February 2020.

Professionalism

You are preparing to enter a professional field and you must exhibit those behaviors even beginning now. This includes respectful participation in discussions, adherence to appropriate interactional styles and a professional attitude both in and out of class. A professional attitude means that you do not ridicule or unnecessarily criticize others either within class or outside the class. It is important to be open minded to be a good researcher, you have to be curious and be asking constant questions about the educational context we live in, this will help you develop great inquiry skills and it will enhance your teaching practice in a near future.

Plagiarism

Plagiarism is an illegal and unethical activity. I have NO tolerance for it. Plagiarism is the intentional or unintentional representation of someone else's work as your own. Everything you write should be yours or cited correctly using APA 6th Ed. Manual. Detecting plagiarism will be a fail in the research project.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	16
	Practical exercises	15
	Practical work, exercises, problem-solving etc.	12
	Debates	3
	Coursework presentations	9
	Films, videos, documentaries etc.	2
	Workshops	4
Individual study	Assessment activities	3
	Tutorials	4

Individual study	17
Project work	19
Research work	18
Compulsory reading	12
Recommended reading	2
Portfolio	14
Total hours:	150

ASSESSMENT SCHEME:

Calculation of final mark:

Final exam:	20	%
Oral Defense:	10	%
Research Project:	40	%
Portfolio:	30	%
TOTAL	100	%

*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

BIBLIOGRAPHY AND DOCUMENTATION:

Basic bibliography:

STAKE, Robert. The art of case study research. Thousand Oaks, CA: SAGE, 1995
YIN, R.K Case study research. Design and Methods. London: SAGE, 2009.
CRESWELL, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks, CA: SAGE, 2009. (Third Edition)
CRESWELL, John W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. 3rd ed. New Jersey: Pearson Prentice Hall.

Recommended bibliography:

MERRIAM, S. B. (2009). Qualitative research: A guide to design and implementation. San Francisco: Jossey Bass.
MERTON, R. K., FISKE, M. & KENDALL, P. L. (1990). The focused interview: A manual of problems and procedures. New York: The Free Press.

Recommended websites:

Consejo Económico y Social de Aragón CESA	http://www.aragon.es/OrganosConsultivosGobiernoAragon/OrganosConsultivos/ConsejoEconomicoSocialAragon/AreasTematicas/Actividades/ci.01_Informe_socieconomico_aragon_detalleConsejo
Instituto Nacional de Estadística INE	http://www.ine.es
EUROSTAT	http://ec.europa.eu/eurostat
GLOBE Project	http://globeproject.com
The SAGE Project	https://umabroad.umn.edu/professionals/intleducators/cehd
EDULEARN International Conference about education	https://iated.org/edulearn/