

BASIC DETAILS:

Subject:	INNOVATION AND RESEARCH IN INFANT EDUCATION (INNOVACIÓN E INVESTIGACIÓN EN EDUCACIÓN INFANTIL)		
Id.:	32490		
Programme:	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)		
Module:	OBSERVACIÓN SISTEMÁTICA Y ANÁLISIS DE CONTEXTOS		
Subject type:	OBLIGATORIA		
Year:	2	Teaching period:	Segundo Cuatrimestre
Credits:	6	Total hours:	150
Classroom activities:	55	Individual study:	95
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:		Email:	

PRESENTATION:

This course will bring the student the knowledge required to any infant 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. The student will be introduced to the basic research tools in Education. This is an introductory course in Research 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.
	G05	Capacity to work in a team and cooperate with other professionals from the same or a different sector.
	G07	Capacity for interpersonal communication in English (oral and written) 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.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
	Specific programme competences	E23
E24		Master the techniques of observation and registration.
E25		Tackle field analysis through observational methods using information, documentation and audiovisual technologies.
E26		Know how to analyse the data obtained, critically understand the situation and draft a report with conclusions.
E28		Know of international experiences and examples of innovative practices in preschool education.
E33		Know the scientific, mathematical and technological foundations of the curriculum at this stage as well as the theories on acquisition and development of the corresponding material learned.
Regulated profession competences	E39	Create didactic proposals connected to scientific, technical, societal and sustainable development interaction.
	P01	Know the objectives, curricular content and assessment criteria for Preschool Education.
	P02	Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects.

	P03	Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights.
	P04	Foster harmony in the classroom and outside, and tackle the peaceful solution of conflicts.
	P05	Know how to systematically observe learning and coexistence in action and reflect on both.
	P07	Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values.
	P10	Express oneself orally and in writing and master the use of different expressive techniques.
	P11	Know the educational implications of information and communication technologies and, particularly, television in early childhood.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.
Learning outcomes	R01	Use simple research tools and techniques for Preschool Education.
	R02	Understand that systematic observation is a basic tool to reflect on work and the situations, as well as to contribute to innovation and improvement in preschool education.
	R03	Know the theoretical features that characterise classroom interaction.
	R04	Critically and reflectively analyse the activities undertaken during teaching practice, linking them to material learnt in this subject.
	R05	Tackle field analysis through observational methods using information, documentation and audiovisual technologies.

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 accordingly 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	14
	Practical exercises	14
	Practical work, exercises, problem-solving etc.	12
	Debates	3
	Coursework presentations	2
	Films, videos, documentaries etc.	2
	Workshops	4
	Assessment activities	4
Individual study	Tutorials	4
	Individual study	15
	Individual coursework preparation	3
	Group coursework preparation	17
	Project work	15
	Research work	20
	Compulsory reading	15
Recommended reading	6	

Total hours: 150

ASSESSMENT SCHEME:

Calculation of final mark:

Group coursework:	30 %
Final exam:	30 %
Written Test:	40 %
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/ConsejoEconomicoSociaalAragon/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/

* Guía Docente sujeta a modificaciones