



Academic year	2017-18
Subject	10887 - Research and Innovation in Education
Group	Group 1, 1S
Syllabus	K
Language	English

Subject

Name	10887 - Research and Innovation in Education
Credits	0.48 in-class (12 hours) 1.52 distance (38 hours) 2 total (50 hours).
Group	Group 1, 1S (Campus Extens)
Period	First semester
Language	English

Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
Yolanda Joy Calvo Benzies yolandajoy.calvo@uib.es	12:30	13:30	Tuesday	11/09/2017	22/12/2017	Despacho 8, facultad de Turismo
	15:00	16:00	Monday	12/02/2018	31/05/2018	BE12 Ramón Llull

Context

The aim of this subject is to introduce the students to the specific areas of research and innovation within the field of foreign language teaching. As well as providing ideas for possible topics for the TFMs, it also aims to provide basic research tools and guidelines for the completion of the final Master projects.

Requirements

There are no specific requirements for this course but as it will be taught in English, students should have the level of English required to teach at secondary school level (or B2+ for those teaching German).

Skills

Specific

- * Competència 41: Analitzar i qüestionar les pròpies concepcions sobre els diferents aspectes relacionats amb la professió docent..
- * Competència 42: Iniciar-se en l'ús de les tècniques pròpies de la investigació i la innovació relacionades amb l'ensenyament de les llengües curriculars i amb l'educació en general, per tal de dissenyar i desenvolupar projectes d'investigació, innovació i avaluació educatives..



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- * Competència 44: Conèixer les institucions, models i maneres d'accedir a la formació permanent, la investigació i la innovació educatives, valorant la formació permanent com una necessitat inherent a l'exercici professional al llarg de la vida...
- * Competència 45: Desenvolupar una actitud reflexiva i crítica envers l'entorn social i cultural, l'entorn institucional en el qual treballa i envers la seva pròpia pràctica professional.

Generic

- * Competència 8: Dissenyar i realitzar activitats formals i no formals que contribueixin a fer del centre un espai de participació i cultura a l'entorn on es trobi ubicat. Desenvolupar les funcions de tutoria i d'orientació dels estudiants de manera col·laborativa i coordinada. Participar en l'avaluació, investigació i la innovació dels processos d'ensenyament i aprenentatge...
- * Competència 9: Conèixer la normativa i organització institucional del sistema educatiu i alguns models de millora de la qualitat aplicats als diferents centres educatius de la nostra comunitat...

Basic

- * You may consult the basic competencies students will have to achieve by the end of the Master's degree at the following address: http://estudis.uib.cat/master/comp_basiques/

Content

Theme content

1. Deciding what to research

In this part of the syllabus, we will look at the first steps to be considered when conducting research (how to choose a topic, reviewing the literature, etc).

2. Planning and conducting research. Action research

Students will be given information on how to conduct research and which research tools will be of use to them. Therefore, some of the topics that will be discussed in this section will be research methods and research instruments for collecting data (questionnaires, interviews, accounts, observation, tests), identifying variables and how to select a sample in both quantitative and qualitative research. We will also look at ways of solving problems within educational research.

3. Writing a research proposal / a TFM

In this part of the syllabus, we will look at each of the parts a research proposal and a TFM should include (title, abstract, introduction, statement of purpose, objectives and hypothesis, data collection and administration, data analysis, analysis of results / expected results, discussion of the results, conclusions and topics for future research). Students will be given ideas and guidance towards writing a research proposal and TFM.

4. Analysis of scientific data

In this section, students will be introduced to some basic ways of analysing empirical data with statistics.

Teaching methodology

The sessions will combine information given by the teacher with practical activities such as debates or games. Students will be encouraged to work in pairs and groups inside the classroom.



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It is important to attend class regularly and to participate actively in the activities carried out in class. Students should attend at least 65% of the classes in order to pass the subject.

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Theory and practice	Large group (G)	Students will develop an understanding of the different topics through an initial presentation of the information by the teacher, followed by practical activities such as discussions, debates, etc. Attendance and active participation will account for 20% of the final mark.	10
Practical classes	Small activities done in class	Large group (G)	Some practical tasks will be carried out in pairs or in groups in the classroom. These activities will be worth 15% of the student's final mark.	2

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

Distance education work activities

Modality	Name	Description	Hours
Individual self-study	Research proposal	Students will work individually on their research proposal which they will have to hand in on the last day of class. Instructions regarding aspects such as the length, style and main contents of this proposal will be given at the beginning of the course. Although this activity is designed for students to do outside the classroom, they will also have time to work on their proposals in some of the class sessions. It will be worth 50% of the student's final mark.	20
Group or individual self-study	Conducting research outside the classroom	Students will look for information at home on specific areas of research or read extracts from research articles to be discussed in class. These activities will be worth 15% of the final grade.	18

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

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Theory and practice

Modality	Theory classes
Technique	Other methods (non-retrievable)
Description	Students will develop an understanding of the different topics through an initial presentation of the information by the teacher, followed by practical activities such as discussions, debates, etc. Attendance and active participation will account for 20% of the final mark.
Assessment criteria	Attendance and active participation in class

Final grade percentage: 20% for the training plan A
Final grade percentage: 20% for the training plan B

Small activities done in class

Modality	Practical classes
Technique	Papers and projects (non-retrievable)
Description	Some practical tasks will be carried out in pairs or in groups in the classroom. These activities will be worth 15% of the student's final mark.
Assessment criteria	Some practical activities will be done in class in pairs of groups

Final grade percentage: 15% for the training plan A
Final grade percentage: 15% for the training plan B

Research proposal

Modality	Individual self-study
Technique	Papers and projects (retrievable)
Description	Students will work individually on their research proposal which they will have to hand in on the last day of class. Instructions regarding aspects such as the length, style and main contents of this proposal will be given at the beginning of the course. Although this activity is designed for students to do outside the classroom, they will also have time to work on their proposals in some of the class sessions. It will be worth 50% of the student's final mark.
Assessment criteria	Students will write a research proposal. This proposal will be handed in on the last day of class

Final grade percentage: 50% for the training plan A
Final grade percentage: 50% for the training plan B

Conducting research outside the classroom

Modality	Group or individual self-study
Technique	Papers and projects (non-retrievable)
Description	Students will look for information at home on specific areas of research or read extracts from research articles to be discussed in class. These activities will be worth 15% of the final grade.
Assessment criteria	Students will conduct research or read extracts of research articles outside the classroom

Final grade percentage: 15% for the training plan A
Final grade percentage: 15% for the training plan B

Resources, bibliography and additional documentation



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Basic bibliography

- Arthur, J. et al(eds.). 2012. Research Methods and Methodologies in Education. Los Angeles: Sage Publications.
- Burns, A. 2010. Collaborative Action Research for English Language Teachers. Cambridge: Cambridge University Press.
- Etayo Gordejuela, F. and Alberto Fernández (eds.). 2014. Estadística para todo(s). Santander: Universidad de Cantabria.
- Nation, J. 1997. Research Methods. New Jersey: Prentice-Hall.
- Nunan, D. 1992. Research Methods in Language Learning. Cambridge: Cambridge University Press.
- Seliger, H. and Shohamy, E. Second Language Research Methods. Oxford: Oxford University Press.

Complementary bibliography

- Fowler, F. 2009. Survey Research Methods. Thousand Oaks: Sage Publications. 4th edition.
- Gómez González, A. et al. 2012. Estadística básica para educadores. Madrid : Síntesis.
- Hall, D. and Hewings, A. 2001. Innovation in English Language Teaching: A Reader. London and New York: Routledge.
- Murray, D. (ed.). 2008. Planning Change, Changing Plans: Innovations in Second Language Teaching. Michigan: University of Michigan.
- Wei, L. and Moyer, M. (eds.). 2008. The Blackwell Guide to Research Methods in Bilingualism and Multilingualism. Malden : Blackwell
- Thomas, M. 2003. Blending Qualitative & Quantitative Research Methods in Theses and Dissertations. Thousand Oaks : Corwin Press

Other resources

- BBC Learning English <http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish/radio/innovations.shtml>
- New Horizons for Learning http://www.newhorizons.org/strategies/front_strategies.html
- Revista IN http://www.uib.es/ant/infobre/estructura/instituts/ICE/revista_IN/pags/cast/num-actual.html
- PRoFeBlog <http://www.profeblog.es/primeras-jornadas-andaluzas-ii-en-educacion/>
- Instituto de Formación del Profesorado, Investigación e Innovación Educativa <http://www.educacion.es/cide/index.htm>
- Instituto de Tecnologías Educativas <http://www.isftic.mepsyd.es/>
- Instituto de Tecnologías Educativas: Inglés en Secundaria http://www.isftic.mepsyd.es/profesores/descargas_secundaria/ingles/
- Instituto de Tecnologías Educativas: Inglés en Bachillerato http://www.isftic.mepsyd.es/profesores/descargas_bachiller/ingles/

