



Syllabus

Subject

Subject / Group	10887 - Research and Innovation in Education / 21
Degree	Master's in Teaching Training
Credits	2
Period	2nd semester
Language of instruction	Catalan

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Gemma Tur Ferrer gemma.tur@uib.es	12:30	14:30	Wednesday	02/09/2019	31/08/2020	Despatx 1

Context

The aim of this subject is to introduce 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 their final Master projects.

Students must attend class regularly in order to pass the course.

Following the requirements of this Master's Programme, it is obligatory that students have a C1/C2 level in English/German before the course begins.

Requirements

There are no specific requirements for this course but as it will be taught in English, students should have the level of English and/or German required for enrolment onto this Master's course and as stipulated by the local education authorities to teach English/German at secondary-school level (C1/C2).

Skills

Specific

- * 41. To analyze and question their own conceptions about the different aspects related to the teaching career.
- * 42. To begin using their own research and innovation techniques related to the teaching of this subject and education in general so as to know how to design and carry out research, innovation and educational projects.



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- * 44. To become familiar with the institutions, models and ways for continuous teacher-training, educational research and innovation and learning how to value these as an inherent need for their professional career.
- * 45. To develop a critical and reflexive attitude towards the social and cultural background, the educational background where they work and towards their own professional practice.

Generic

- * 3. To search for, select, process and communicate information (oral, printed, audiovisual, digital or multimedia), adapt and use it within their teaching and learning of specialization subjects.
- * 8. To design and carry out formal and informal activities that contribute towards making the school a place where people can participate and where different cultures can mix. To develop the functions of "tutoring" and student guidance in a collaborative and coordinated way; participate in the assessment, research and innovation processes within teaching and learning.
- * 9. To know the institutional organization and rules of the educational system as well as ways to improve the quality of the studies within their educational centre.

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

The following areas will be covered within this course:

- The reflexive teacher: practising research as a way to enrich and innovate one's teaching experience. Quality indicators.
- Research and innovation on teaching and learning problems within the area.
- Innovative application of ICTs.
- Basic methodology and techniques for researching and assessing in educational backgrounds.
- To design and conduct research, innovation and assessment projects from their own personal practice or as a whole-class community.

Range of topics

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, 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

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of the results, conclusions and topics for future research). Students will be given ideas and guidance towards writing a research proposal and a TFM.

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.

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. As there are only 6 classes within this subject, students must attend **at least 5 sessions (10 hours) to pass the course**.

Workload

The subject is based on six 2-hour sessions (12 hours in total). It is estimated that students will have to work on the subject at home around 38 hours more.

In-class work activities (0.48 credits, 12 hours)

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 given by the teacher, followed by practical activities such as discussions, debates, etc. Attendance and active participation will account for 20% of the final mark. Participation in open virtual environments and development of students' PLE	9
Practical classes	Small activities done in class	Large group (G)	Some practical tasks will be carried out individually, in pairs or in small groups in the classroom. These activities will be worth 10% of the student's final mark. Participation in open virtual environments and development of students' PLE	3

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 Aula Digital platform.

Distance education tasks (1.52 credits, 38 hours)

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Modality	Name	Description	Hours
Individual self-study	Research proposal	Students will work individually on their research proposal which they will have to hand in when the subject ends. 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 60% of the student's final mark. Participation in open virtual environments and development of students' PLE	30
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 10% of the final grade. Participation in open virtual environments and development of students' PLE	8

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

Students' performance in four different fields will be taken into account in the final assessment of the subject: a) a full research proposal; b) attendance and active participation in class; c) activities done inside the classroom; and, d) activities to be completed outside the classroom.

Students must show a C1/C2 level in English or German in all the spoken and written tasks to be carried out in this subject.

Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Theory and practice

Modality	Theory classes
Technique	Other methods (non-recoverable)
Description	Students will develop an understanding of the different topics through an initial presentation of the information given by the teacher, followed by practical activities such as discussions, debates, etc.

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Attendance and active participation will account for 20% of the final mark. Participation in open virtual environments and development of students' PLE

Assessment criteria Attendance and active participation in class.

Final grade percentage: 20% for pathway A
Final grade percentage: 20% for pathway B

Small activities done in class

Modality Practical classes

Technique Other methods (**non-recoverable**)

Description Some practical tasks will be carried out individually, in pairs or in small groups in the classroom. These activities will be worth 10% of the student's final mark. Participation in open virtual environments and development of students' PLE

Assessment criteria Some practical activities will be done in class in pairs of groups.

Final grade percentage: 25% for pathway A
Final grade percentage: 10% for pathway B

Research proposal

Modality Individual self-study

Technique Papers and projects (**recoverable**)

Description Students will work individually on their research proposal which they will have to hand in when the subject ends. 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 60% of the student's final mark. Participation in open virtual environments and development of students' PLE

Assessment criteria Students will write a research proposal. This proposal will be handed in at the end of the course.

Final grade percentage: 45% for pathway A with a minimum grade of 5
Final grade percentage: 60% for pathway B with a minimum grade of 5

Conducting research outside the classroom

Modality Group or individual self-study

Technique Other methods (**non-recoverable**)

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 10% of the final grade. Participation in open virtual environments and development of students' PLE

Assessment criteria Students will conduct research or read extracts of research articles outside the classroom.

Final grade percentage: 10% for pathway A
Final grade percentage: 10% for pathway B

Resources, bibliography and additional documentation

Here is a list of basic and complementary bibliographical sources for the subject. Students will be given extra materials (powerpoint presentations) in class or will have to download them from the Aula Digital. Moreover,

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students will need an Internet connection to complete some of the activities in class (choosing a topic, looking for references, learning how to use ERIC, etc).

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.
- Menasche, L. 1997. Writing a research paper. Michigan: The University of Michigan Press.
- 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/