



### COURSE DATA

#### DATA SUBJECT

**Code:** 40516

**Name:** Teaching Innovation and introduction to educational research in the speciality of foreign languages

**Cycle:** Master's Degree

**ECTS Credits:** 6

**Academic year:** 2025-26

#### STUDY (S)

Degree	Center	Acad. year	Period
2024 - Master's Degree in Secondary Education	Facultat de Formació del Professorat	1	First quarter

#### SUBJECT-MATTER

Degree	Subject-matter	Character
2024 - Master's Degree in Secondary Education	Teaching innovation and introduction to educational research in english	ELECTIVES

#### COORDINATION

CASAÑ NUÑEZ JUAN CARLOS

### SUMMARY

Significant changes in society due to development and progress necessitate the obligatory adaptation of the educational system to meet social demands. In this regard, classroom research must be a prerequisite for the system to continuously adapt to society's needs. Likewise, innovation in the educational field requires, as a preliminary step, that experiences be supported by rigorous and verified research. Research and innovation are inherent to the very concept of education and the transmission of knowledge.

*Teaching Innovation and introduction to educational research in the speciality of foreign languages* has three primary purposes. First, it aims at providing an introduction to innovation in the field of second language learning and teaching. Second, it offers an overview of different research methods in education and fosters that students think critically about the research process in education. Finally, it provides guidance on how to write a research report in the field of education.

### PREVIOUS KNOWLEDGE

#### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



There are no specified enrollment restrictions with other subjects of the curriculum.

## **OTHER REQUIREMENTS**

Previous knowledge and recommended interests: advanced level of English (C1) and an interest in education and teaching.

## **COMPETENCES / LEARNING OUTCOMES**

-

Adquirir estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros, y desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza e iniciativa personales.

Adquirir los conocimientos y estrategias para poder programar las áreas, materias y módulos que tengan encomendados.

Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia), transformarla en conocimiento y aplicarla en los procesos de enseñanza y aprendizaje en las materias propias de la especialización cursada.

Concretar el currículo que se vaya a implantar en un centro docente participando en la planificación colectiva del mismo; desarrollar y aplicar metodologías didácticas tanto grupales como personalizadas, adaptadas a la diversidad del alumnado.

Conocer las estrategias y programas generales de orientación educativa, académica y profesional del alumnado.

Conocer los contenidos curriculares de las materias relativas a la especialización docente correspondiente, así como el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje respectivos. Para la formación profesional se incluirá el conocimiento de las respectivas profesiones.

Conocer los procedimientos de tutoría del alumnado, dirección y orientación de su aprendizaje y apoyo en su proceso educativo.

Diseñar y realizar actividades formales y no formales que contribuyan a hacer del centro un lugar de participación y cultura en el entorno donde esté ubicado; desarrollar las funciones de tutoría y de orientación del alumnado de la etapa o área correspondiente, de manera colaborativa y coordinada; participar en la evaluación, investigación y la innovación de los procesos de enseñanza y aprendizaje.

Dominar estrategias y procedimientos de evaluación del proceso de aprendizaje del alumnado, así como de la evaluación de los procesos de enseñanza.

It generates innovative and competitive proposals in professional activity and in educational research.

It is effective to communicate in both verbal and nonverbal terms.

Make effective and integrated use of information and communication technologies.



Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de las respectivas enseñanzas, atendiendo al nivel y formación previa de los/as estudiantes así como la orientación de los mismos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Working in team and team, and developing attitudes of participation and collaboration as an active member of the educational community.

## DESCRIPTION OF CONTENTS

### 1. Innovation in education

Conceptualization and quality criteria for innovation proposals.

Innovation projects.

Design, tools, development and evaluation of innovation proposals on issues specific to teaching foreign languages.

### 2. Introduction to innovation in education

Research in foreign language teaching: object, types and basic concepts in research.

Methodology and research techniques in teaching foreign languages.

### 3. The final thesis paper

Key considerations for writing a master's thesis in teaching English as a foreign language.

## WORKLOAD



**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	48,00
<b>Total hours</b>	<b>48,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	60,00
Independent study and work	30,00
Preparation of lessons	0,00
Preparation for assessment activities	12,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>102,00</b>

**TEACHING METHODOLOGY**

1. In-class activities 45% of workload.

Theoretical-practical sessions. Face-to-face classes, of a theoretical-practical type, in which the contents of the subject will be worked. Students will discuss and carry out activities using different teaching resources: lectures, seminars, workshops, exhibitions, problem-based learning, cooperative learning, analysis of good practices, etc.

Team work

The purpose of group work is to promote cooperative learning and reinforce individual learning. The defense of these works may be individual or collective, and it may be faced of the whole group in the classroom or in tutorials and seminars with small audiences. Individual and group tutorials should serve as a means to coordinate students in individual and group tasks, as well as to evaluate individual progress, activities and teaching methodology.

2. Off-site activities 55%

Study and autonomous work.

Study, performance of individual tasks and assignments and others of a cooperative nature, aimed at preparing theoretical-practical classes, individual and group assignments, both oral and written, which can be carried out for the evaluation of the acquisition of individual learning. The model of the teacher as a researcher in the classroom focuses the student's activity on the formulation of relevant questions, information search, analysis, preparation and subsequent communication, activities that can only be approached autonomously.



## EVALUATION

The evaluation will be continuous and global, will have a guiding and formative nature, and must analyze the individual

Criteria:

- a) Attendance and participation in 80% of the face-to-face sessions (remember that the Master's regulations determine the minimum attendance)
- b) Completion of individual tasks that may be of a diverse nature and/or tests (oral and/or written) that will account for 20% of the final grade

Each instructor will further specify the evaluation criteria at the beginning of the course.

Any type of plagiarism in assignments or tests will result in failure of the subject. The improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the Reglament on evaluation and qualification of the University of Valencia.

## REFERENCES

- American Psychological Association (2020). Publication manual (7th ed.). American Psychological Association.
- Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.) Routledge.
- Creswell, J. W., & Creswell, J. D. (2023). Research design (6th ed.). SAGE.
- Dörnyei, Z. (2007). Research methods in applied linguistics. Oxford University Press.
- Hooks, B. (2010). Teaching critical thinking. Practical Wisdom. Routledge.
- Reason, P. & Bradbury, H. (2012) The SAGE Handbook of Action Research Participative Inquiry and Practice (2nd ed.). New York: Sage.
- Gibbs, G. R. (2018). Analyzing qualitative data (2nd ed.). SAGE. <https://dx.doi.org/10.4135/9781526441867>
- Burns, A., Edwards, E., & Ellis, N. J. (2022). Sustaining action research: A practical guide for institutional engagement. Routledge. Formosinho, J., & Peeters, J. (Eds.). (2019). Understanding pedagogic documentation in early childhood education: Revealing and reflecting on high quality learning and teaching. Routledge. Ulibarri, N., Cravens, A. E., Nabergoj, A. S., & Royalty, A. (2019). Creativity in research: Cultivate clarity, be innovative, and make progress in your research journey. Cambridge University Press.



VNIVERSITAT DE VALÈNCIA

**Course Guide**  
**40516 Teaching Innovation and introduction to**  
**educational research in the speciality of foreign**  
**languages**

---