VNIVERSITAT DE VALÈNCIA

Course Guide
40549 Teaching innovations and introduction to education research in socio-cultural and community services

COURSE DATA

DATA SUBJECT

Code: 40549
Name: Teaching innovations and introduction to education research in socio-cultural and community services
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2026-27

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 the specialties of socio-cultural an	ELECTIVES

COORDINATION

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SUMMARY

In the subject Teaching Innovation and Introduction to Educational Research in Sociocultural and Community Services, the analysis of the activities of faculty in Sociocultural Services is approached from two complementary perspectives that are essential for developing effective and innovative teaching proposals for these subjects:
- Teaching innovation is a crucial element for improving the quality of education. The search for new and better ways of teaching should not be based on intuition alone, but rather grounded in pedagogical knowledge that translates into teaching methodologies, procedures for developing classroom materials, and classroom work styles suited to the characteristics of the students and the specialty's content. This subject presents current trends in teaching innovation and the resources that can be used within it.
- Educational research is an essential complement for the proper development of teaching innovation. This subject provides an introduction to educational research and quality criteria, reviewing its main methods, which should serve as a foundation for teachers to further deepen their knowledge through participation in

teaching innovation and research projects.
Along with the other subjects that make up the Generic, Specific and Practicum modules, this subject aims to provide future teachers with the necessary training to be able to critically analyze the educational reality in which they will work, to solve teaching and learning problems in a complex and changing environment and to intervene in the educational context that concerns them, as a reflective, innovative and effective professional.
As with in all subjects of the master's program, it will focus on developing the ability to prevent, detect, and respond to sexual violence in educational settings, in accordance with Organic Law 10/2022. Furthermore, this subject contributes to the achievement of the Sustainable Development Goals (SDGs), particularly those related to quality education (SDG 4), gender equality (SDG 5), and the reduction of inequalities (SDG 10), by promoting teacher training committed to inclusion and equity.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No other requirements are necessary

COMPETENCES / LEARNING OUTCOMES

2024 - Master's Degree in Secondary Education

Adquirir estrategias para estimular el esfuerzo del alumnado de la etapa o área correspondiente 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.

Analizar críticamente el desempeño de la docencia, de las buenas prácticas y de la orientación utilizando indicadores de calidad.

Be able to integrate knowledge and handle the complexity of formulating judgments based on information that, while being incomplete or limited, includes reflection on social and ethical responsibilities linked to the application of knowledge and judgments.

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. Adquirir los conocimientos y las estrategias para poder programar las áreas, materias y módulos propios de su responsabilidad docente.

Conocer y aplicar metodologías y técnicas básicas de investigación y evaluación educativas y ser capaz de diseñar y desarrollar proyectos de investigación, innovación y evaluación.

Conocer y aplicar propuestas docentes innovadoras en el ámbito de las materias de la especialidad.

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

Identificar los problemas relativos a la enseñanza y aprendizaje de las materias de la especialización y plantear alternativas y soluciones

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.

Poseer las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

Saber aplicar los conocimientos adquiridos y ser capaces de resolver problemas en entornos nuevos, o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.

Saber comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.

DESCRIPTION OF CONTENTS

1. Educational research
Educational research. Objectives. Models of educational research and their relationship. Application of Sociocultural Services to Teaching.
2. General process of educational research
Problem statement. Literature review. Formulation of objectives and/or hypotheses: Variables. Research design. Selection of units of analysis. Data collection methods: Measurement scales and criteria for goodness of measurement. Data analysis. Synthesis and/or conclusions. The research report. Application of Sociocultural Services to Teaching.
3. Quality criteria in educational research
Quality criteria from a quantitative perspective. Quality criteria from a qualitative perspective. Application of Sociocultural Services to Teaching.
4. Research designs in educational research
Characteristics and classification of educational research designs. Typology of educational research designs. Application of Sociocultural Services to Teaching.
5. Projects and reports in educational research: design, development, and analysis
6. Innovation in Teaching Sociocultural Services
Criteria for Innovation: Preferred teaching methodologies for sociocultural services include cooperative learning, play-based learning, action research, project-based learning, and problem-solving. Resources and materials.
7. The Impact of the Basic Competencies Approach in Secondary Education, Especially in This Specialization

History and General Framework of the Basic Competencies Analysis of competencies in the sociocultural services specialization. Basic approaches to competency-based curriculum planning.

8. Sources of documentation in socio-educational intervention

Resource websites in the context of socio-educational intervention Associations. Print and digital publications. Specialized bibliography on educational research: strategies and tools for searching reports.

9. Training and Research of Sociocultural Services Professionals from an International Perspective

Approaches to Vocational Training Training Models. International associations. Design and development of research projects related to the specialization's subject matter; evaluation of research projects. Spaces and strategies for continuing education and professional development for teachers.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	48,00
Total hours	**48,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	40,00
Independent study and work	30,00
Preparation of lessons	12,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
Total hours	**102,00**

TEACHING METHODOLOGY

The classes will have a theoretical and practical focus, incorporating theory and practice cohesively. Depending on the competencies, learning outcomes, and course content, various teaching methods will be employed, including lectures, cooperative learning, problem-based learning, group discussions, text analysis, and individual and group practical activities.

To promote student engagement and participation, a participatory and dynamic methodology will be employed, including instructor explanations to clarify theoretical and practical content. Cooperative learning will be encouraged to develop one or more assignments on the subject matter and reinforce individual work. Students will develop debates, practical exercises, presentations, and projects of various kinds related to the teaching profession and the subject matter.

Tutoring, both individual and group-based, will help coordinate students in their academic tasks and monitor their progress throughout the course.

Each instructor will specify the required reading materials for the course. Students will be informed of these requirements at the beginning of the course.

EVALUATION

The assessment of students' acquisition of competences will be carried out by combining different sources of evidence, linked to the various activities that students will undertake in the subject.

The assessment includes the following distinct components:
a) Oral and/or written tests: 50%.
b) Individual assignments and activities completed by students: 20%.
c) Group assignments and activities completed by students: 20%.
d) Class participation: 10%.
Considering the different components, in the second examination period, components a and b will be recoverable and will account for at least 60% of the grade.
To pass the subject, the overall grade for the evaluation must be at least an average of 5 –out of 10–, taking into account that it is necessary to pass the evaluation components determined by each teacher in each of the areas (innovation and research).
Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with Article 15 of the Assessment and Grading Regulations of the Universitat de València. In this regard, reference should also be made to the *Guia d'actuació per a l'ús responsable de la intel·ligència artificial (IA) en les activitats docents i d'avaluació a la Universitat de València en la Facultat de Formació del Professorat*.
Although attendance at theoretical or theoretical-practical classes is not required to pass the subject, it may be taken into consideration as part of the assessment. If attendance is mandatory for any teaching activity, students must attend a minimum of 80% of the activity hours. If attendance is not possible, valid justification must be provided. In any case, attendance will be considered a non-recoverable activity.
Teaching staff will set aside time during the final in-person sessions of the course for students to complete the institutional teaching evaluation surveys.
The assessment will be conducted in accordance with the Assessment and Grading Regulations of the University of Valencia (Governing Council, May 30, 2017, ACGUV 108/2017).

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