



COURSE DATA

DATA SUBJECT

Code: 43478
Name: Research in didactics of visual
Cycle: Master's Degree / Doctorate
ECTS Credits: 14
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2157 - Master's degree in Research in Subject Didactics	Facultat de Formació del Professorat	1	First quarter
3112 - PhD in Specific Didactics	Escola de Doctorat		
3112 - PhD in Specific Didactics	Escola de Doctorat		

SUBJECT-MATTER

Degree	Subject-matter	Character
2157 - Master's degree in Research in Subject Didactics	Research in didactics of visual	ELECTIVES
3112 - PhD in Specific Didactics		
3112 - PhD in Specific Didactics		

COORDINATION

ALONSO SANZ MARIA AMPARO

SUMMARY

The formative subject Research in didactics of the visual arts aims to publicize the latest research carried out in the field of artistic education. Methodologies, techniques, strategies and instruments used in them and the methods of information retrieval in specialized databases will be taken into account. It also intends to give the necessary guidelines to start small supervised research projects.

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 specific background knowledge is required.



COMPETENCES / LEARNING OUTCOMES

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Adequately analyse and evaluate the partial and final results of one's own research and contrast, refute or modify the first hypotheses.

Analyse current tools and methods used in didactic research in order to develop didactic units for innovation and research in the classroom.

Apply the methodological resources necessary to develop research in accordance with the current criteria of quality, validity and reliability of Specific Didactics.

Be able to design and develop research projects in educational classroom contexts related to Specific Didactics.

Choose an appropriate theoretical framework to adequately answer the research questions posed.

Create spaces for research and learning with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.

Critically analyse, from the point of view of research in Specific Didactics, the performance of teaching, good practice and guidance using quality indicators.

Decide, with objective criteria, which methodological paradigm quantitative, qualitative or mixed best fits the objectives of your own research.

Design and validate reliable tools for data collection in qualitative or quantitative research in Specific Didactics.

Design a research project by defining the problem and its scientific field, the research questions, the appropriate theoretical framework, the necessary methodological tools, and specifying its limitations.

Develop and apply innovative teaching proposals in the field of specialisation in each specific didactic area.

Diseñar y desarrollar una investigación, de alcance ajustado a las limitaciones temporales de la formación, con el fin de poner en juego de forma cohesionada y coherente, todas las competencias investigadoras desarrolladas en otros módulos.

Elegir el marco metodológico más adecuado para intentar contestar las preguntas de investigación y dominar las técnicas metodológicas necesarias.

Evaluate current research problems on teaching or learning in the fields of knowledge characteristic of Specific Didactics.

Evaluate the relevance of a research project, its quality and future projection, with scientific criteria appropriate to the international standards of the studied speciality.

Formular hipótesis científicas contrastables a partir de las preguntas de investigación iniciales, en



coherencia con los contextos teórico y metodológico escogidos.

Generate a scientific report in which the results of the research work carried out are publicly presented to members of the research community of Specific Didactics.

Identify, analyse and evaluate national or international research publications in the field of Specific Didactics.

Integrate ethical values and responsibility associated with research tasks into one's own research.

Plantear preguntas de investigación pertinentes sobre un tema de investigación actual en una didáctica específica, con criterios científicos.

Search and synthesise information on research results in bibliographic, material, virtual, etc. repertoires useful to support a new research project.

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 possess and understand foundational knowledge that enables original thinking and research in the field.

Submit one's own research in a rigorous manner that is appropriate to the context or means of communication of the presentation (scientific or informative publication, congress, course aimed at researchers or teachers, etc.), respecting the criteria of quality and validity.

Synthesise historical, epistemological and ontological aspects associated with the emergence and evolution of research in Specific Didactics.

Synthesise relevant research problems on learning or teaching in the disciplines belonging to Specific Didactics.

Understand and apply specialised research procedures in Specific Didactics.

Use a computer programme for the appropriate processing of data obtained in a research.

Use appropriate bibliographical references that are relevant scientific background to the proposed research.

Value the social importance of research in Specific Didactics and the need to apply the results of research to improve the quality of education and make it available to all citizens.



DESCRIPTION OF CONTENTS

1. Visual arts Research

- 1. Lines of research, themes and current problems in research in Visual Arts Didactics. Description of problems and research questions, themes, theoretical models, methodologies, limitations and contributions.
- 2. Databases and national and international research journals in Visual Arts Didactics. Knowledge and advanced use of electronic resources for the retrieval of scientific information in Visual Arts Didactics.
- 3. Analysis and resolution of research problems in the Didactics of the Visual Arts, influence of individual, educational and cultural factors.
- 4 Art-based educational research methods.
- 5 Approach to research in aesthetic education and implications in visual arts.
- 6 Creativity as an area of personal and social freedoms.

2. Visual arts Didactics

- The visual arts curriculum in the current legal framework.
- Relationship between methodologies and evaluation in arts education.
- Reflections on academic and formal environments in a context of social networks.
- Places for learning the visual arts. -- Education in
- musueums and non formal areas.

3. Relevance of visual arts

- Contemporaneity for a visual culture.
- Educational potential of the aesthetic experience.
- Perception-reception-thinking in the visual arts.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	84,00
Total hours	84,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	166,00
Independent study and work	10,00
Preparation of lessons	60,00
Preparation for assessment activities	0,00



Resolution of case studies	20,00
Total hours	266,00

TEACHING METHODOLOGY

Various methodologies for teaching and student work will be applied, depending on the type of activity to be carried out. The following may be used:

- Lectures on the content given by teaching staff (usually in theory classes).
- Project-based learning.
- Problem-based learning.
- Discussion between students under the observation of teaching staff, with or without their intervention (usually in seminars).
- Supervised or independent work, individually or in small groups, to carry out projects, prepare materials, search for information, etc. (usually in the laboratory or as out-of-class activities).
- Supervised or independent individual study time (usually to prepare papers or assessment tests.)
- Presentation of the work carried out to teaching staff and/or other students (usually in seminars).
- One-to-one meetings with the tutor to track the student's progress (during tutorials).

EVALUATION

Assessment will be continuous. Students who monitor the daily classroom activities (activities carried out during the non-recoverable face-to-face sessions) as well as the recoverable activities requested by the teaching staff, will be eligible for continuous assessment provided that their attendance exceeds 80% of the sessions.

In the case of not following up the daily activities, the students will pass to a final assessment modality that will involve the delivery of an individual work and/or a written test (they will keep the grade of all the recoverable continuous assessment activities and will keep the grade of the non-recoverable ones carried out in the classroom).

Assessment will be based on the evaluation of evidence of learning, which may be collected by one or more of the following means:

- Regular tracking of students' progress in both theoretical classes and seminars, as well as in tutorials.
- Assessment of the required assignments.
- Assessment of individual and group participation in the activities carried out during the theory classes and seminars (presentations of the assignments themselves, participation in discussions, etc.).
- Taking tests designed to assess the student's level of mastery of the subject competencies.

Each member of the teaching staff will be responsible for the assessment and grading of the part of the course that they have taught. For this purpose, the following shall be taken into account:



- The activities carried out by students during face-to-face classes (with a maximum value of 40%).
- Out-of-class work during the course or other assessment procedures that the teaching staff may determine (with a minimum value of 60%).

At the beginning of the course, each member of the teaching staff will report on the assessment procedure that they will apply and the distribution of percentages to be taken into account. The final grade of the subject will be the weighted arithmetic average of the grades of the different members of the teaching staff. To pass the course, the grades from all members must be equal to or greater than 3.5 points out of 10 and the final grade of the subject must be equal to or greater than 5 points out of 10.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and qualification regulations of the University of Valencia.

REFERENCES

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- BASES DE DATOS - ARTS & HUMANITIES CITATION INDEX - FRANCIS - ISI Web of Knowledge - ISOC-CINDOC (CSIC) - DICE (CSIC) - ERIC (Educational Resources Information Center) - PROQUEST INFORMATION AND LEARNING (University Microfilms International) - CSIC-CINDOC (CSIC) - DOAJ (Directory of Open Access Journals) - RILM (Repertoire International de Literature Musicale) - SCOPUS - TESEO (Tesis en España)

- REVISTAS DE REFERENCIA EN EDUCACIÓN ARTÍSTICA - EARI. EDUCACION ARTISTICA REVISTA DE INVESTIGACION - ARTE, INDIVIDUO Y SOCIEDAD - ARTETERAPIA. PAPELES DE ARTETERAPIA Y EDUCACION ARTISTICA PARA LA INCLUSION SOCIAL - COMMUNAR - IJABER - EFIMERE - OBSERVAR - ReCIA - ARTE Y MOVIMIENTO - PULSO - ACTIVARTE - ARTSEDUCA - INVISIBILIDADES - IMAGINAR - RIE OEI - CUADERNOS DE PEDAGOGIA - @TIC REVISTA D'INNOVACIÒ EDUCATIVA - INTERNATIONAL JOURNAL OF EDUCATION THROUGH ART - STUDIES IN ART EDUCATION - ART JOURNAL - VISUAL STUDIES - ART EDUCATION - REVISTA INTERUNIVERSITARIA DE FORMACIÒN DEL PROFESORADO - INTERNATIONAL JOURNAL OF ART & DESIGN EDUCATION - EDUCATIONAL RESEARCHER - ENCOUNTERS ON EDUCATION - REVISTA IBEROAMERICANA DE EDUCACIÒN - CANADIAN JOURNAL OF EDUCATION - JOURNAL OF EDUCATIONAL RESEARCH - INTERNATIONAL JOURNAL OF EDUCATION AND THE ARTS - STUDIES IN ART EDUCATION - CANADIAN REVIEW OF ART EDUCATION - CURRICULUM INQUIRY