



## COURSE DATA

### DATA SUBJECT

**Code:** 43480  
**Name:** Research in literary education  
**Cycle:** Master's Degree / Doctorate  
**ECTS Credits:** 3.5  
**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 literary education	ELECTIVES
3112 - PhD in Specific Didactics		
3112 - PhD in Specific Didactics		

### COORDINATION

BATALLER CATALA ALEXANDRE

BALLESTER ROCA JOSEP

## SUMMARY

This subject is linked to the subject of Methodology in Literary Education as they are part of the same subject of the curriculum. In general, the main objective of the course is to make researchers in training aware of the main lines of research that are being developed in Literature Didactics in order to provide the student with the necessary knowledge to start supervised research work. In our subject, the research proposals will focus on processes, contexts and contents.

Specifically, in the field of literature didactics, the subject pays special attention to literary education in multilingual and multicultural contexts, children's and youth literature and intercultural education, oral literature, commentary on texts applied to literary education, literature, cinema and audio-visual media, and critical analysis and ideology in literary discourse, among others.

The course will also offer the knowledge and advanced use of the different databases and journals of



international scope specialized in the research in literature didactics and the critical study of publications on current research in literature didactics.

## 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 enrolment restrictions with other subjects in the curriculum have been specified.

Other types of requirements

The previous knowledge required is that of graduates in areas such as philology, C communication sciences or humanities, with special attention to linguistic, communicative and literary competence that any specialist in the area of language and literature should have.

## COMPETENCES / LEARNING OUTCOMES

### 2157 - Master's degree in Research in Subject Didactics

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

Conduct quality research in the scientific field of Specific Didactics using the methodologies, techniques and procedures of this discipline.

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.

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.

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

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 demonstrate self-directed learning skills for continued academic growth.

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

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 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. Process-focused research

- 1.1. Training and acquisition of literary competence
- 1.2. Literary reading as a skill for integrating knowledge and personal development
- 1.3. Creation of reading habits and literary production

### 2. Context-focused research

- 2.1. The didactic application of comparative literature in a multicultural context
- 2.2. Literature and identity: heritage and education



### 3. Content-focused research

- 3.1. The integration and adaptation of literary theories in the teaching of literature.
- 3.2. The literary canon
- 3.3. Children's and youth literature and teaching.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	21,00
<b>Total hours</b>	<b>21,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	20,00
Independent study and work	20,00
Preparation of lessons	10,00
Preparation for assessment activities	5,00
Resolution of case studies	6,50
<b>Total hours</b>	<b>66,50</b>

## TEACHING METHODOLOGY

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

- Face-to-face theory and practical classes in which the content of the subjects will be worked on and debated, and activities will be carried out that use different teaching resources.
- Group work aimed at promoting cooperative learning and reinforcing individual work. the defence of this work may be individual or collective, and may be presented before the whole group or in small groups,
- Supervised or independent work, either individually or in groups, to carry out projects, prepare materials, research information, etc.
- One-to-one meetings with the tutor to track the student's progress (during tutorials).

## EVALUATION



There will be a joint assessment of the subjects 43479 Methodology of literary education and 43480 Research in literary education. The 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 as long as their attendance exceeds 80% of the sessions.

In the case of not keeping track of the daily activities, 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).

In the continuous assessment modality, the assessment will consist of:

- Written work:50%.
- Completion of classroom tasks and oral presentation of work: 50%.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the Regulations of evaluation and qualification of the Universitat de València.

## REFERENCES

- 1. Amo, J. M. (2003). *Literatura infantil. Claves para la formación de la competencia literaria*, Aljibe. 2. Ballester, J. (2015). *La formación lectora y literaria*. Graó. 3. Ballester-Roca, J. i Ibarra-Rius, N. (Coords.) (2020). *Entre la lectura, la escritura y la educación. Paradigmas de investigación en Didáctica de la Literatura y de la Lengua*. Narcea. 4. Ballester-Roca, J. i Salido-López, J. V. (Coords.) (2023). *Investigación y buenas prácticas en educación lectora*, Octaedro. 5. Cassany, D. (2018). *Laboratori lector: per entendre la lectura*, Anagrama. 6. Cerrillo, P. (2007). *Literatura Infantil y Juvenil y educación literaria*, Barcelona: Octaedro. 7. Colomer, T. (2010). *Introducción a la literatura infantil y juvenil actual*, Síntesis. 8. Lluch, G. (2018). *La lectura, entre el paper i les pantalles*. Eumo. 9. Mendoza, A. (2004). *La educación literaria. Bases para la formación de la competencia lecto-literaria*, Aljibe. 10. Munita, F. (2021). *Yo, mediador(a): mediación y formación de lectores*, Octaedro.
- 1. Arlandis, S. (2021). *El desafío de la lectura: educación literaria y formación lectora de futuros docentes*, Tirant. 2. Ballester, J. (ed.) (2015): *Sobre l'horrible perill de la lectura*, Perifèric. 3. Bataller, A. (2017). *Poesia oral improvisada: Revifalla de la glosa, diàleg intercultural i transposició didàctica*. Dins J. Espinós i L. Picó (coords.), *Literatura catalana contemporània: memòria, traducció i noves tecnologies* (pp. 45-69). IEC-UA. 4. Bataller, A. i H. H. Gassó (eds.) (2014). *Un amor, uns carrers. Cap a una didàctica de les geografies literàries*. PUV. 5. Bataller, A. (2020). *Llegenda i paisatge com a elements de mediació literària. Encantades i pedagogia de l'imaginari*. *Cultura, Lenguaje y Representación*, 23, 7-23. 6. Colomer, T., Manresa, M., Ramada, L. i Reyes, L. (2018). *Narrativas literarias en Educación Infantil y Primaria*. Síntesis. 7. Dufays, J. L. (2007). *Enseigner et apprendre la littérature aujourd'hui, pour quoi faire?: sens, utilité, évaluation*, Presses universitaires de Louvain. 8. Ibarra, N. (ed.) (2020). *Identidad, diversidad y construcción*



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