

Academic Year/course: 2022/23

63208 - Innovation and Classroom Research in Geography and History

Syllabus Information

Academic Year: 2022/23

Subject: 63208 - Innovation and Classroom Research in Geography and History

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

590 -

ECTS: 4.0

Year: 1

Semester: Second semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The subject and its expected results respond to the following approaches and general objective of acquiring the concepts, criteria and instruments necessary to analyse and participate in processes of teaching innovation and educational research in their speciality, with the aim of continuous improvement of teaching activity. Thus, these two objectives are specified:

- To acquire the skills required for research in social science teaching.
- To understand the importance of teaching innovation and its evaluation through research as an instrument for improving the quality of the teaching-learning of geography, history and art history.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to their achievement: Goal 4: Quality education.

1.2. Context and importance of this course in the degree

The main aim of this course is to help future social science teachers to be able to evaluate their own practice, to implement innovation and improvement processes and to carry out research into teaching and learning in their area. The course attempts to lay the foundations for such an ambitious objective by showing the most relevant models and instruments for the evaluation of educational activity and familiarising the student with experiences of innovation and research and their methodologies.

1.3. Recommendations to take this course

Given the practical nature of the course, it is recommended that students attend classes regularly and take it at the same time as Practicum II, as well as at least one intermediate tutorial to monitor the work.

2. Learning goals

2.1. Competences

In addition to developing the general competence of evaluating, innovating and researching teaching processes with the aim of continuously improving their teaching performance and the educational task of the centre, as well as other transversal competences such as the ability to reflect and make decisions in the personal, intellectual and social spheres or the ability to communicate ideas and reasoning to different types of audiences, the following specific competences are also developed:

- Assess the quality of different types and cases of learning activity designs based on previously developed criteria.
- Identify, recognise and apply innovative teaching proposals in the field of the subject and curricular area.
- Critically analyse teaching performance, good practice and guidance, using quality indicators.
- Identify problems related to the teaching and learning of the subject and curricular area and propose alternatives and solutions.

- Recognise and apply basic educational research and evaluation methodologies and techniques and be able to design and develop research, innovation and evaluation projects.

2.2. Learning goals

The expected learning outcomes are:

Evaluate through research the efficiency of different types of teaching-learning activities in Geography, History and Art History. This implies being able to select and apply the most appropriate approach and instruments in each case and to analyse and draw diagnostic conclusions. The student must also be able to analyse and draw coherent diagnostic conclusions from the data extracted.

Know the most relevant lines of research and innovation in the teaching of social sciences, as well as the fundamental methodologies used in them.

Critically analyse experiences of innovation and research in the area.

2.3. Importance of learning goals

They are essential complements to the training and knowledge required in teaching practice in order to become a self-critical professional and thus promote a process of continuous improvement in teaching.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Students can participate in two assessment processes: continuous assessment and global assessment. Participation in the former is optional and does not imply waiving the latter.

Continuous assessment.

1. Research-innovation project. 100% of the final grade.

Written submission of a research/innovation project following the topics and criteria specified on the course website. This project will contain a part of field work that will be carried out in the Secondary or Baccalaureate classroom during the Practicum II, so it is highly recommended to take both subjects in the same academic year. For those students for whom it is impossible to take both subjects in the same academic year, an alternative project will be offered in which fieldwork is not required. Students who opt for this form of continuous assessment will be required to participate in discussion and formative assessment sessions on the project they are preparing, prior to starting the fieldwork phase. Failure to participate in these sessions, with the appropriate preparation, automatically implies the waiver of continuous assessment. Students taking the continuous assessment will also have the opportunity (optional) to have a formative assessment of their project before the final delivery.

Overall assessment

All students, including those who have taken part in the continuous assessment, may sit a global assessment on the day and time set by the Faculty (see the corresponding page on the Faculty of Education website).

This assessment process will consist of two tests:

1. Research-innovation project. 100% of the final grade.

Written submission of a research/innovation project with the same characteristics as those foreseen for the continuous assessment. Students who follow the global assessment modality are not obliged to participate in the discussion and formative assessment sessions of their project, nor do they have the opportunity to have their project reviewed and assessed prior to the final submission. The deadline for submission is the date and time set by the Faculty of Education for the end of the examination.

Important general points:

- The deadline for the submission of assignments is final. Work will only be accepted if it is submitted through the course web platform in the task provided for this purpose.
- Following the rules of the University of Zaragoza, total or partial fraud or plagiarism in any of the evaluation tests will result in the failure of the subject with the minimum grade, in addition to the disciplinary sanctions that the centre adopts, once informed by the teaching staff responsible for the subject.
- Any student may be called to tutoring to defend all or part of any of the assessment tests presented in order to guarantee original authorship and participation in all of them.
- In second call and in the calls that are assessed by tribunal (fifth and sixth) only global assessment is carried out.

Important:

Fraud or total or partial plagiarism in any of the assessment tests will result in failure of the subject with the minimum mark, in addition to the disciplinary sanctions that the guarantee committee adopts for these cases. For more detailed information on plagiarism and its consequences, please consult:

<https://biblioteca.unizar.es/propiedad-intelectual/propiedad-intelectual-plagio#Que>

The approach, methodology and evaluation of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions at any given time, as well as to the indications given by the competent authorities.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The completion of an individual research project on an innovation by the student is the focus around which the whole course is organised. Personalised tutorials for the design and monitoring of the work are a fundamental element in the development of the course.

4.2. Learning tasks

1. Recognise, describe and assess innovative teaching proposals in the field of the corresponding speciality, identifying the theoretical assumptions to which they respond and the problems related to teaching and learning that they attempt to solve.
2. Explain the most important approaches and methodologies for assessing educational activity in all its aspects and apply some of the most consolidated assessment instruments to specific teaching-learning situations.
3. Differentiate the different paradigms of educational research in the corresponding speciality and use them to evaluate research articles.
4. Know and make effective use of bibliographic and documentary resources related to educational innovation and research.

4.3. Syllabus

- I. The innovation in Didactics of the Social Sciences: innovation from the methodology; innovation from resources; innovation from the change of curricular focus and the development of geographic and historical thought.
- II. Research methodology in Didactics of the Social Sciences. Quantitative and qualitative tools. The categorization process for the analysis of results.
- III. Current trends in research in Social Sciences Teaching at the national and international level.

4.4. Course planning and calendar

In the first week of the course, the teaching staff will communicate in writing or on Moodle the breakdown of tasks included in the assessment and the timetable for their delivery.

Prior to the work placement period corresponding to Practicum II, the innovation proposal will be designed, including the design of the associated research for its evaluation. It is also recommended that a tutoring session be held to review the proposal at least ten days prior to the implementation of the innovation and associated research in the classroom.

Field work will be carried out during internship II.

On returning from the internship period, the results will be synthesised in a poster that can be presented at the "From the classroom to the master's degree" conference. In the continuous assessment, the presentation of the work and its oral defence will take place in May.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63208>