

Academic Year/course: 2022/23

63267 - Innovation and Classroom Research in EFL

Syllabus Information

Academic Year: 2022/23

Subject: 63267 - Innovation and Classroom Research in EFL

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

599 -

ECTS: 4.0

Year: 1

Semester: Second semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

This subject addresses, from an applied perspective, the theoretical and methodological principles of evaluation, innovation and educational research in the field of teaching English as a foreign language. It aims to help future Secondary Education teachers develop competencies, skills and abilities in the fields mentioned while carrying out their teaching work.

The objectives and approaches of the course are based on the following assumptions:

- The teaching-learning situations in which future Secondary Education teachers, in their various modalities, will find themselves immersed are very varied. The course aims to equip these future teachers with the necessary instruments to investigate their classrooms and the contexts of their teaching work, seek reasoned solutions to problems and develop effectiveness as teachers.
- The different research paradigms in TESOL provide ideas and instruments for the training, development and professional improvement of teachers, which has repercussions on a better understanding of the teaching and learning processes and, consequently, on quality teaching. Therefore, future teachers must know the different paradigms of educational research and develop well-founded criteria to assume their role as "teacher-researcher" successfully.

These approaches and objectives are aligned with the Sustainable Development Goal (SDG) number 4 (Quality Education) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to its achievement.

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 of each moment, as well as to the indications given by the competent authorities.

1.2. Context and importance of this course in the degree

The teaching profession is increasingly complex, which requires reflective teachers who know how to analyze and act in very varied teaching-learning situations. In our current changing world, educational systems need constant rethinking and adaptations. In this educational and social context, the teacher has ceased to be a mere transmitter of knowledge to assume additional roles. Through his practical research in action, the teacher can better understand his context, his students, the causes of difficulties and glimpse solutions, all of which can lead to planning innovations and educational interventions that contribute to improving the learning process of students. students and also to the professional development of the teacher.

1.3. Recommendations to take this course

Since the subject requires the reading and critical commentary of scientific literature in English, for its correct development, as well as to carry out all the learning evaluation tests, it is recommended that students have a level of oral competence and general writing of a minimum of C1 according to the descriptors of the Common Framework of Reference, as well as a high level of academic discourse.

2. Learning goals

2.1. Competences

CG05 - Evaluate, innovate and investigate their own teaching processes with the aim of continuous improvement of their teaching performance and the educational task of the center

CB6 - Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context

CB9 - That students know how to communicate their conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way

CB10 - That students have the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

CT01 - Capacity for reflection and decision-making in the personal, intellectual and social spheres

CT02 - Ability to integrate and apply knowledge to form judgments and solve problems

CT07 - Ability to communicate ideas and reasoning to various types of audiences

CT10 - Ability to work cooperatively with colleagues and other people

CE47 - Identify, recognize and apply innovative teaching proposals in the field of the subject and curricular area

CE48 - Critically analyze the performance of teaching, good practices and guidance, using quality indicators

CE49 - Identify problems related to the teaching and learning of the subject and curricular area and propose alternatives and solutions

CE50 - Recognize and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation and evaluation projects

2.2. Learning goals

The student must demonstrate the following results:

- identify, interpret and differentiate the main research paradigms
- identify, describe and assess the key characteristics and components of effective education research and innovation projects at TESOL ("Teaching English to Speakers of Other Languages")
- integrate theory and practice in the systematic resolution of real problems arising in class following action-research strategies
- identify issues of immediate interest that can be investigated and make proposals for innovation
- systematically plan and carry out research and / or innovation projects and evaluate the results of the teaching intervention to positively influence student learning and as a form of professional development
- present the results of your projects in an adequate, concise and effective way following the conventions of the characteristic discourse of the chosen format, both in terms of form and content

2.3. Importance of learning goals

Students who demonstrate that they have obtained the learning outcomes outlined in the subject will be in a position to approach their teaching in a well-founded, reflective, critical and creative manner. They will therefore know how to contribute appropriate responses to the current needs and demands of teaching English in Secondary Education. Likewise, they will be trained to propose innovation and research projects that help to advance in the field of TESOL.

3. Assessment (1st and 2nd call)

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

The student must demonstrate that they have achieved the expected learning outcomes through the following assessment activities:

For students who regularly attend class, the evaluation will consist of the following activities:

Activity 1. Participation in practical classes and portfolio of practical tasks (20% of the grade)

Activity 2. Directed work (50% of the grade): Design of an innovation and/or research project carried out individually, in pairs or groups of 3 or 4 people, related to the context in which the Practicum of the specialty is carried out and to be presented in academic poster format written in English

Activity 3. Oral defense (30% of the grade). It will consist of the oral defense of the directed work detailed in Activity 2.

Global test and second call:

In compliance with articles 8.1 and 9.3 of the Learning Assessment Regulations of the University of Zaragoza, there is a global assessment test, to which all students will be entitled and which will be held on the date set in the official exam calendar. .

The global test will consist of two evaluation activities:

Activity 1. Written test on the contents of the subject (40% of the grade)

Activity 2. Design, development and analysis of an innovation and/or research project in the teaching of English in Secondary Education in the form of academic work (60% of the grade)

Evaluation criteria

The evaluation of the project (poster or written work) will be carried out according to the following criteria:

1. Clear specification of the project objectives
2. Justification of its interest
3. Theoretical and empirical foundations
4. Reflexive analysis of the literature on the subject
5. Research methodology
6. Analysis of the data obtained
7. Evaluation of the strengths and limitations of the project
8. Indication of possible future actions as well as the learning results obtained in the different phases of the project
9. Originality of the project (innovative aspect)
10. Formal aspects of the chosen format (poster/work)
11. Linguistic aspects

For the evaluation of the oral defense of the poster, the following points are added to the previous ones:

1. Clarity and order in the exhibition
2. Originality and resources used
3. Ability to motivate interest and interact with the audience

The conventions of academic discourse must be used for this type of project, both in oral presentations and in the poster or written work. Works with important linguistic errors of writing or structure will not be accepted.

The student must obtain at least a grade of 5 in each of the tests.

Total or partial fraud or plagiarism in any of the assessment tests will lead to the subject failing with the minimum grade, in addition to the disciplinary sanctions that the Guarantee Commission adopts for these cases.

Fifth and sixth call

Fifth and sixth calls coincide in format and criteria with the global evaluation of the first call.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

Initiating, promoting and developing reflective teaching habits that include innovation and classroom research is a long process of professional development that this subject intends to initiate in order to enable future English teachers in the different modalities of Secondary Education to face the challenges of that educational level.

The research paradigms currently used in TESOL are varied, as in any other discipline. In the course, special emphasis will be placed on qualitative models as they are considered to be the most appropriate ones in the field of teaching English as a foreign/second language, although quantitative models will also be discussed.

The contact hours are going to consist of a harmonious combination of presentations and explanations given by the lecturer, individual student work, and tasks carried out in small and large groups. Students are expected to actively participate in whole-class discussions on the issues raised by the lecturer, contribute responsibly to group work, and complete individual assignments.

Students are also required to attend the tutorials on the dates announced by the lecturer so as to monitor their learning process.

4.2. Learning tasks

The program offered to students to help them achieve the expected learning outcomes includes the following activities:

FACE-TO-FACE ACTIVITIES:

- presentation of the contents by the lecturer
- individual and small group activities for analysis, reflection and application of the contents
- whole-class discussion led by the lecturer
- organization of the research/innovation project, which can be carried out individually, in pairs or in groups (3 or 4 students): choice of topic, methodology to be used, instruments for evaluating the results, etc.
- structure of project and requirements
- lectures or seminars held by invited speakers that contribute to the students' achievement of the course objectives will be considered.

Attendance and/or participation as speakers in the conferences on good teaching practices of the 'Del Aula al Máster' program.

OUT-OF-CLASS ACTIVITIES:

- reading, reflection and analysis of different research and innovation paradigms in TESOL
- reading, reflection and analysis of empirical research projects
- consulting of the recommended bibliography including web resources
- elaboration of the research/innovation project
- analysis of the results

4.3. Syllabus

1. Defining research and innovation
2. Different types of research
3. Classroom research tools
4. Designing a research/innovation project
5. Reporting research: presenting the results

4.4. Course planning and calendar

An assignment schedule will be posted at the beginning of the semester.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63267&Identificador=C71864>