

Academic Year/course: 2022/23

63323 - Innovation and Classroom Research in Educational Guidance

Syllabus Information

Academic Year: 2022/23

Subject: 63323 - Innovation and Classroom Research in Educational Guidance

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

604 -

ECTS: 6.0

Year: 1

Semester: Second semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The course and its expected results respond to the following approaches and objectives:

- Understand the activities and processes of evaluation and innovation from the multiple referents, purposes, utilities and modalities.
- Plan and implement evaluation processes.
- Advise on innovation processes.
- Internalize the results of educational research in professional praxis. All this under the strict professional performance of the school counselor.

1.2. Context and importance of this course in the degree

Although evaluation, innovation and research appear formulated in unison in the discourse, as the magic triad that will solve all socio-educational problems; evaluating, innovating and researching require very different tasks from the educational counselor, different difficulties, but at the same time with different priorities. It is convenient to distinguish:

1. Evaluate. It is an intrinsic function of the formal educational system. All the teachers evaluate and qualify the performance of the students, the school as a whole evaluates its functioning and detects needs by adjusting the answers, the administration evaluates, controls, and can establish a ranking based on the latest trends. The counselor is entrusted with the task of counseling and co-participation in the evaluation processes of the center. This task is key.

1. Innovate. It rises to the category of axiom that all innovation, like change, implies improvement. Improvement is presupposed to all professional action: all action is susceptible to improvement, and the professional always tends to improve his intervention. Otherwise it would be pathological. However, each educational agent (students, teachers, management, parents, administration, etc.) understand improvement in a different ideological and practical sense. The educational counselor, in addition to promoting innovation, facilitating, advising on how and actively intervening in innovation processes, must consider and consider the meaning and usefulness of the improvement that is to be achieved. This function can be conflictive for the different interests of the educational community and requires reflection on the educational worldview

2. Investigate. The primary purpose of research is to develop scientific knowledge. Although utility is required, scientific rigor prevails over immediate application in practice, attributable to the evaluation that leads to decision-making. The educational counselor is a privileged user of research: useful in his practice, and no less useful as a disseminator of research in the rest of the education professionals. The counselor can also be the main actor in research projects. However, it is not a task consubstantial to his real professional profile that he has to attend to other, and not a few, actions. The connection is, however, possible since evaluation, innovation and research can use the same methodology qualitative or quantitative in its disparate processes. The meaning of the matter is thus to articulate the common ones from the study of scientific methods and qualitative and quantitative methodologies to specify, in a second moment, in the different models and modalities of those priority areas for the professional exercise of the educational counselor. ; that is, first evaluation and then innovation, on the common presuppositions of research

Through education, the aim is to raise awareness among students in achieving the Sustainable Development Goal (SDG 4) Guarantee inclusive and equitable quality education and promote lifelong learning opportunities for all.

2. Learning goals

2.2. Learning goals

- Analyze the usefulness of the different evaluation models for the development of educational orientation processes.

2. Apply techniques and strategies to carry out a needs analysis.
3. Design research-action processes.
4. Analyze the implications that the processes of innovation, research, change and improvement have in the professional practice of guidance.

3. Assessment (1st and 2nd call)

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

Types of tests, evaluation criteria and levels of demand Types of tests

- Oral or written exam 40%
- Participation in practical classes and practical dossier 20%
- Portfolio, made up of an essay, discussion group, the design of an evaluative action and a self-assessment. Directed work 40%

4. Methodology, learning tasks, syllabus and resources

4.2. Learning tasks

Exhibition sessions

Active learning methodologies Work preparation

Oral presentation and discussion of works Tutorials

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.

4.3. Syllabus

Assessment processes in guidance: models and techniques.

Guidance and educational innovation: meaning and modalities.

Guidance research: epistemological, methodological and ethical references

4.4. Course planning and calendar

Generic activity proposals

1. Analysis of readings
2. Empirical study on the exercise of the guiding function in the immediate context
3. Evaluation of competencies as a peer counselor
4. Making concept maps
5. Study of the epistemological and methodological references of educational research
6. Reflection on educational proposals that specify the contents worked on
7. Reading and analysis of research reports
8. Analysis of the consequences of research in the professional practice of the school counselor.

4.5. Bibliography and recommended resources

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63323>