Methodology, Innovation and Educational Research Degree in Primary Education

UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: Methodology, Innovation and Educational Research

Degree: Degree in Primary Education

Character: Basic

Language: Spanish/ English

Modality: On-site/Distance

Credits: 6

Grade: 2nd

Semester: 3rd

Professors/Teaching Staff: Dr. Andreas Kyriakou; Dr. Pedro Antonio García Tudela; Jose Francisco Rocabado Rocha; Dr. Antonio Herrero Hernández; Dr. Antonio Palacios Cibrián; Dr. Juan Diego Gómez-Escalonilla Torrijos; Dora Alexandra Lousado Marques Pereira.

1. COMPETENCIES AND LEARNING OUTCOMES

1.1. Competencies

Core competencies
CB1 Students know how to possess and understand knowledge in an area of study that starts from the basis of general secondary education, and is usually found at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.
CB2 Students know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.
CB3 Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
CB4 Students are able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.
CB5 Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

General competencies
CG1 Ability to make use of intellectual work skills (understanding, synthesizing, schematizing, explaining, exposing, organizing).
GC2 Ability to use a basic methodology for researching sources: analysis, interpretation and synthesis.
CG3 Ability to manage information.
CG4 Ability to present clearly, orally and in writing, complex problems and projects within their field of study.
CG5 Ability to learn and work independently.
CG6 Ability to work in teams, integrate in multidisciplinary groups and collaborate with professionals from other fields.
CG7 Capacity for self-initiative, self-motivation and perseverance.
CG8 Heuristic and speculative capacity for creative and innovative problem solving.
CG9 Ability to carry out new projects and action strategies in real situations and in different areas of application, from a humanistic perspective.
CG10 Interpersonal communication skills, awareness of one's capabilities and resources.
CG11 Ability to adapt to new situations.
CG12 Ability to recognize diversity and respect multiculturalism.
CG13 Sensitivity to environmental issues and to cultural and linguistic heritage.

CG14 Ability to document one's own culture and acquire the knowledge and ability to communicate with other cultures.
CG15 Ability to acquire and fulfill a professional ethical commitment.
CG16 Ability to integrate, through critical reflection, what has been learned in its theoretical and practical dimensions and apply it to mediation in intercultural conflicts and multilingual spaces.
CG18 Ability to use self-assessment and co-assessment.
CG19 Have the necessary training base to continue post bachelor studies (Master's degree), at national or international level.
CG20 Knowledge of and respect for fundamental rights and equality between men and women.
CG21 Respect for the principles of equal opportunity, non-discrimination and universal accessibility for people with disabilities.

Specific competencies
CEC1 Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge about the respective teaching and learning procedures.
CEC2 Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center.
CEC3 Effectively deal with language learning situations in multicultural and multilingual contexts.
CEC5 Design and regulate learning spaces in contexts of diversity and that attend to gender equality, equity and respect for human rights that shape the values of citizenship training.
CEC6 Promote coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts.
CEC7 Encourage and value effort, perseverance and personal discipline in students.
CEC8 Know the organization of primary schools and the diversity of actions that comprise their operation.
CEC10 Assume that the exercise of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.
CEC11 Collaborate with the different sectors of the educational community and the social environment.
CEC13 Maintain a critical and autonomous relationship with respect to knowledge, values and public and private social institutions.
CEC15 Reflect on classroom practices to innovate and improve teaching.
CEC16 Acquire habits and skills for autonomous and cooperative learning and promote it among students.
CEC18 Selectively discern audiovisual information that contributes to learning, civic formation and cultural richness.
CEC19 Understand the role, possibilities and limits of education in today's society and the core competencies that affect primary schools and their professionals.
CEC20 Know models of quality improvement with application to educational centers.
CEM7 Know the fundamentals of primary education.
CEM8 Analyze teaching practice and the institutional conditions that frame it.
CEM9 Know the historical evolution of the educational system in our country and the political and legislative conditioning factors of the educational activity.
CEM10 Know the processes of interaction and communication in the classroom.
CEM11 Address and solve discipline problems.
CEM12 Promote cooperative work and individual work and effort.
CEM13 Promote actions of education in values oriented to the preparation of an active and democratic citizenship.
CEM14 Know and deal with school situations in multicultural contexts.
CEM15 Design, plan and evaluate teaching and learning in the classroom.
CEM16 Know and apply innovative experiences in primary education.
CEM17 Participate in the definition of the educational project and in the general activity of the center in accordance with quality management criteria.
CEM18 Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
CEM65 Analyze and understand educational processes in the classroom and outside the classroom relative to the 6-12 period.

1.2. Learning outcomes

At the end of this course, the student must:

- Know the learning processes of the referred school stage.
- Know the factors (social contexts and motivations) that can affect teaching.
- Know the historical evolution of the Spanish educational system and the legislation that regulates the practice of teaching.
- Be able to discern and apply what constitutes good teaching practice.
- Be able to interact and communicate effectively in the classroom.
- Be able to apply conflict resolution techniques in the classroom.
- Be able to apply group dynamics to promote cooperation among students.
- Know the fundamentals of instructional design, planning and evaluation.
- Be able to analyze innovative experiences and methodologies.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of contents

- Analysis and evaluation of materials and educational processes
- Innovation in teaching practice
- Virtual learning environments and their incorporation to the classroom

Training activities

<u>On-site modality</u>:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF ATTENDANCE
AF1. Synchronous theoretical classes	22	100%
AF3. Practical classes. Seminars and workshops	17	100%
AF4.Tutorials	14	100%
AF5.Work in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Evaluation activities	5	100%
TOTAL NUMBER OF HOURS	150	

<u>Distance modality</u>:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF ATTENDANCE

AF2.Asynchronous theoretical classes.	14	0%
AF3. Practical classes. Seminars and workshops	10	0%
AF4. Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Evaluation activities	2	100%
TOTAL NUMBER OF HOURS	150	

2.4. Teaching methodologies

The teaching staff will be able to choose among one or several of the following methodologies detailed in the verified report of the degree:

Code	Teaching methodologies	Description
MD1	Expository method. Master lecture	Structured presentation of the topic by the teacher in order to facilitate information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate activities, case discussions, questions and presentations.
MD2	Individual study	Autonomous and reflective work of the student, in order to deepen the acquisition of the associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.).
MD3	Collaborative learning	Develop active and significant learning in a cooperative way.
MD4	Troubleshooting	Active methodology that allows to exercise, rehearse and put into practice previous knowledge.
MD5	Case studies	Analysis of a real or simulated case in order to learn about it, interpret it, solve it, generate hypotheses, contrast data, reflect, complete knowledge, etc.
MD6	Project-oriented learning	Carry out a project to solve a problem and apply acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. Face-to-face or through the use of technological tools such as forums, mail or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-evaluation	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroevaluation	Teacher's evaluation of the student

3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with the provisions of art. 5 of Royal Decree 1125/2003, of September 5 (BOE September 18), which establishes the European Credit System and the system of Grades in official university degrees and their

validity throughout the national territory.

> 0 - 4.9 Fail (SS)
> 5.0 - 6.9 Pass (AP)
> 7.0 - 8.9 Good (NT)
> 9.0 - 10 Outstanding (SB)

The mention of "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or higher than 9.0".

The number of honorary matriculation awards may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one honorary matriculation award may be granted.

3.2. Evaluation criteria

Ordinary call

Modality: On-site

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Participation	10%
Final exam	50%

Mode: Distance

Evaluation systems	Percentage
Activities	30%
Participation	10%
Final exam	60%

Extraordinary call

Modality: On-site

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

Minimum qualification

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final test.

Attendance

The student who, without justification, fails to attend more than 25% of the classes may be

deprived of the right to take the exam in the regular exam.

<u>Writing standards</u>
Special attention will be paid to the papers, practices and written projects, as well as in the exams to both the presentation and the content, taking into consideration grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted on such work.

3.4. Plagiarism warning

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. The use of quotations cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

4.   BIBLIOGRAPHY

<u>Basic bibliography</u>

Bisquerra, R. (2004). *Methodology of educational research*. La Muralla.
Castro, J.A. (2001). *Metodología de la investigación*. Amarú.
Fernández, C., Hernández, R. and Baptista, M.P. (2015). *Research methodology*. McGraw.
Rojas, V. M. N. (2021). *Research methodology: design, implementation and reporting*. Ediciones de la U.

<u>Recommended bibliography</u>

Cea, M.A. (2009). *Quantitative methodology: strategies and techniques of social research*. Síntesis.
Guevara, G.P., Verdesoto, A.E. and Castro, N.E. (2020). Educational research methodologies (descriptive, experimental, participatory and action research). *RECIMUNDO, 4*(3), 163-173. https://doi.org/10.26820/recimundo/4.(3).july.2020.163-173.
Sánchez Rivera, L. E., Cardenas Palacios, L. E., Paltin Pindo, M. K., & Contreras Puco, S. F. (2024). The role of research in Higher Education. *RECIAMUC, 8*(2), 196-202. https://doi.org/10.26820/reciamuc/8.(2).april.2024.196-202.

5.   TEACHING STAFF DATA

The e-mail addresses of the professors and the academic and professional profiles of the teaching staff can be consulted at https://www.nebrija.com/carreras-universitarias/grado-educacion-primaria/#masInfo#profesores.