

Syllabus

Subject

Subject / Group	10887 - Research and Innovation in Education / 1
Degree	Master's Degree in Teaching Training
Credits	2
Period	First semester
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Yolanda Joy Calvo Benzies yolandajoy.calvo@uib.es	12:30	13:30	Tuesday	10/09/2018	21/12/2018	Despacho 7 (Facultad de Turismo - edificio Arxiduc)
	16:00	17:00	Wednesday	09/01/2019	13/02/2019	IES Joan María Thomas

Context

The aim of this subject is to introduce students to the specific areas of research and innovation within the field of foreign language teaching. As well as providing ideas for possible topics for the TFMs, it also aims to provide basic research tools and guidelines for the completion of their final Master projects.

Requirements

There are no specific requirements for this course but as it will be taught in English, students should have the level of English required to teach at secondary school level (or B2+ for those teaching German).

Skills

Specific

- * 41. Analizar y cuestionar las propias concepciones sobre los distintos aspectos relacionados con la profesión docente. .
- * 42. Iniciarse en el uso de las técnicas propias de la investigación y la innovación relacionadas con la enseñanza de la materia y con la educación en general, con el fin de diseñar y desarrollar proyectos de investigación, innovación y evaluación educativas. .

Syllabus

- * 44. Conocer las instituciones, modelos y vías para la formación permanente, la investigación y la innovación educativas, valorando éstos como una necesidad inherente al ejercicio profesional. .
- * 45. Desarrollar una actitud reflexiva y crítica ante el entorno social y cultural, el entorno institucional en el que trabaja y ante su propia práctica profesional. .

Generic

- * 8. Diseñar y realizar actividades formales y no formales que contribuyan a hacer del centro un lugar de participación y cultura en el entorno donde esté ubicado; desarrollar las funciones de tutoría y de orientación de los estudiantes de manera colaborativa y coordinada; participar en la evaluación, investigación y la innovación de los procesos de enseñanza y aprendizaje. .
- * 9. Conocer la normativa y organización institucional del sistema educativo y modelos de mejora de la calidad con aplicación a los centros de enseñanza. .

Basic

- * You may consult the basic competencies students will have to achieve by the end of the Master's degree at the following address: http://estudis.uib.cat/master/comp_basiques/

Content

Range of topics

1. Deciding what to research
In this part of the syllabus, we will look at the first steps to be considered when conducting research (how to choose a topic, reviewing the literature, etc).
2. Planning and conducting research. Action research
Students will be given information on how to conduct research and which research tools will be of use to them. Therefore, some of the topics that will be discussed in this section will be research methods and research instruments for collecting data (questionnaires, interviews, accounts, observation, tests), identifying variables and how to select a sample in both quantitative and qualitative research. We will also look at ways of solving problems within educational research.
3. Writing a research proposal / a TFM
In this part of the syllabus, we will look at each of the parts a research proposal and a TFM should include (title, abstract, introduction, statement of purpose, objectives and hypothesis, data collection and administration, data analysis, analysis of results / expected results, discussion of the results, conclusions and topics for future research). Students will be given ideas and guidance towards writing a research proposal and TFM.

Teaching methodology

The sessions will combine information given by the teacher with practical activities such as debates or games. Students will be encouraged to work in pairs and groups inside the classroom.

It is important to attend class regularly and to participate actively in the activities carried out in class. Students should attend at least 65% of the classes in order to pass the subject. As there are only 6 classes within this subject, students must attend at **least 5 sessions to pass**.

Syllabus

Workload

The subject is based on six 2-hour sessions (12 hours in total). It is estimated that students will have to work on the subject at home around 38 hours more.

In-class work activities (0.48 credits, 12 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Theory and practice	Large group (G)	Students will develop an understanding of the different topics through an initial presentation of the information given by the teacher, followed by practical activities such as discussions, debates, etc. Attendance and active participation will account for 20% of the final mark.	9
Practical classes	Small activities done in class	Large group (G)	Some practical tasks will be carried out individually, in pairs or in small groups in the classroom. These activities will be worth 15% of the student's final mark.	3

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

Distance education tasks (1.52 credits, 38 hours)

Modality	Name	Description	Hours
Individual self-study	Research proposal	Students will work individually on their research proposal which they will have to hand in when the subject ends. Instructions regarding aspects such as the length, style and main contents of this proposal will be given at the beginning of the course. Although this activity is designed for students to do outside the classroom, they will also have time to work on their proposals in some of the class sessions. It will be worth 50% of the student's final mark.	30
Group or individual self-study	Conducting research outside the classroom	Students will look for information at home on specific areas of research or read extracts from research articles to be discussed in class. These activities will be worth 15% of the final grade.	8

Syllabus

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

Students' performance in four different fields will be taken into account in the final assessment of the subject: a) a full research proposal; b) attendance and active participation in class; c) activities done inside the classroom; and, d) activities to be completed outside the classroom.

Frau en elements d'avaluació

In accordance with article 33 of Academic regulations, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Theory and practice

Modality	Theory classes
Technique	Other methods (non-retrievable)
Description	Students will develop an understanding of the different topics through an initial presentation of the information given by the teacher, followed by practical activities such as discussions, debates, etc. Attendance and active participation will account for 20% of the final mark.
Assessment criteria	Attendance and active participation in class.
Final grade percentage: 20% for pathway A	
Final grade percentage: 20% for pathway B	

Small activities done in class

Modality	Practical classes
Technique	Papers and projects (non-retrievable)
Description	Some practical tasks will be carried out individually, in pairs or in small groups in the classroom. These activities will be worth 15% of the student's final mark.
Assessment criteria	Some practical activities will be done in class in pairs of groups.
Final grade percentage: 15% for pathway A	
Final grade percentage: 15% for pathway B	

Syllabus

Research proposal

Modality	Individual self-study
Technique	Papers and projects (retrievable)
Description	Students will work individually on their research proposal which they will have to hand in when the subject ends. Instructions regarding aspects such as the length, style and main contents of this proposal will be given at the beginning of the course. Although this activity is designed for students to do outside the classroom, they will also have time to work on their proposals in some of the class sessions. It will be worth 50% of the student's final mark.
Assessment criteria	Students will write a research proposal. This proposal will be handed in at the end of the course.
Final grade percentage:	50% for pathway A with a minimum grade of 5
Final grade percentage:	50% for pathway B with a minimum grade of 5

Conducting research outside the classroom

Modality	Group or individual self-study
Technique	Papers and projects (non-retrievable)
Description	Students will look for information at home on specific areas of research or read extracts from research articles to be discussed in class. These activities will be worth 15% of the final grade.
Assessment criteria	Students will conduct research or read extracts of research articles outside the classroom.
Final grade percentage:	15% for pathway A
Final grade percentage:	15% for pathway B

Resources, bibliography and additional documentation

Here is a list of basic and complementary bibliographical sources for the subject. Students will be given extra materials (powerpoint presentations) in class or will have to download them from the Aula Digital. Moreover, students will need an Internet connection to complete some of the activities in class (choosing a topic, looking for references, learning how to use ERIC, etc).

Basic bibliography

- Arthur, J. et al (eds.). 2012. Research Methods and Methodologies in Education. Los Angeles: Sage Publications.
- Burns, A. 2010. Collaborative Action Research for English Language Teachers. Cambridge: Cambridge University Press.
- Etayo Gordejuela, F. and Alberto Fernández (eds.). 2014. Estadística para todo(s). Santander: Universidad de Cantabria.
- Menasche, L. 1997. Writing a research paper. Michigan: The University of Michigan Press.
- Nation, J. 1997. Research Methods. New Jersey: Prentice-Hall.
- Nunan, D. 1992. Research Methods in Language Learning. Cambridge: Cambridge University Press.
- Seliger, H. and Shohamy, E. Second Language Research Methods. Oxford: Oxford University Press.

Complementary bibliography

- Fowler, F. 2009. Survey Research Methods. Thousand Oaks: Sage Publications. 4th edition.
- Gómez Gonzáles, A. et al. 2012. Estadística básica para educadores. Madrid : Síntesis.

Syllabus

Hall, D. and Hewings, A. 2001. Innovation in English Language Teaching: A Reader. London and New York: Routledge.

Murray, D. (ed.). 2008. Planning Change, Changing Plans: Innovations in Second Language Teaching. Michigan: University of Michigan.

Wei, L. and Moyer, M. (eds.). 2008. The Blackwell Guide to Research Methods in Bilingualism and Multilingualism. Malden : Blackwell

Thomas, M. 2003. Blending Qualitative & Quantitative Research Methods in Theses and Dissertations. Thousand Oaks : Corwin Press

Other resources

BBC Learning English <http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish/radio/innovations.shtml>

New Horizons for Learning http://www.newhorizons.org/strategies/front_strategies.html

Revista IN http://www.uib.es/ant/infobre/estructura/instituts/ICE/revista_IN/pags/cast/num-actual.html

PRoFeBlog <http://www.profeblog.es/primeras-jornadas-andaluzas-ii-en-educacion/>

Instituto de Formación del Profesorado, Investigación e Innovación Educativa <http://www.educacion.es/cide/index.htm>

Instituto de Tecnologías Educativas <http://www.isftic.mepsyd.es/>

Instituto de Tecnologías Educativas: Inglés en Secundaria http://www.isftic.mepsyd.es/profesores/descargas_secundaria/ingles/

Instituto de Tecnologías Educativas: Inglés en Bachillerato http://www.isftic.mepsyd.es/profesores/descargas_bachiller/ingles/

