



Academic year	2016-17
Subject	10887 - Research and Innovation in Education
Group	Group 1, 1S
Teaching guide	J
Language	English

Subject identification

Subject	10887 - Research and Innovation in Education
Credits	0.48 de presencials (12 hours) 1.52 de no presencials (38 hours) 2 de totals (50 hours).
Group	Group 1, 1S (Campus Extens)
Teaching period	First semester
Teaching language	English

Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Karen Lesley Jacob Abad karen.jacob@uib.es	09:00	11:00	Thursday	15/02/2017	02/06/2017	Ramon Llull BE12

Contextualisation

The aim of this subject is to introduce the 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 TFM's, it also aims to provide basic research tools and guidelines for the completion of the 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

- * Competència 41: Analitzar i qüestionar les pròpies concepcions sobre els diferents aspectes relacionats amb la professió docent..
- * Competència 42: Iniciar-se en l'ús de les tècniques pròpies de la investigació i la innovació relacionades amb l'ensenyament de les llengües curriculars i amb l'educació en general, per tal de dissenyar i desenvolupar projectes d'investigació, innovació i avaluació educatives..
- * Competència 44: Conèixer les institucions, models i maneres d'accedir a la formació permanent, la investigació i la innovació educatives, valorant la formació permanent com una necessitat inherent a l'exercici professional al llarg de la vida...





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- * Competència 45: Desenvolupar una actitud reflexiva i crítica envers l'entorn social i cultural, l'entorn institucional en el qual treballa i envers la seva pròpia pràctica professional.

Generic

- * Competència 8: Dissenyar i realitzar activitats formals i no formals que contribueixin a fer del centre un espai de participació i cultura a l'entorn on es trobi ubicat. Desenvolupar les funcions de tutoria i d'orientació dels estudiants de manera col·laborativa i coordinada. Participar en l'avaluació, investigació i la innovació dels processos d'ensenyament i aprenentatge...
- * Competència 9: Conèixer la normativa i organització institucional del sistema educatiu i alguns models de millora de la qualitat aplicats als diferents centres educatius de la nostra comunitat...

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

Theme content

1. Research methods
Students will be given information on how to conduct research and which research tools will be of use to them
2. Investigation and innovation as a solution: Action research
Investigation and innovation in relation to problem-solving within teaching, with a specific focus on the teaching of foreign languages.
3. Writing your TFM
Ideas and guidance to writing your TFM
4. Innovation and ICT
The latest innovations in ICT related to classroom practices.

Teaching methodology

The sessions will combine information given by the teacher with practical activities for the students in the form of debates and the analysis of the different topics presented.

Students should attend at least 65% of the classes in order to pass the subject.

In-class work activities

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 by the teacher, followed by practical activities such as discussion, debate, etc.	10



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Modality	Name	Typ. Grp.	Description	Hours
			Student attendance and participation will account for 20% of the final mark.	
Practical classes	Presentations	Large group (G)	Students will do mini-presentations on different areas of teacher-related research, followed by comments and debate. This will be done in collaboration with the subject Complement 2. It will be 30% of the student's final mark.	2

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 Campus Extens platform.

Distance education work activities

Modality	Name	Description	Hours
Individual self-study	Presentation / report preparation	Students will work individually on the presentation and written overview of a possible research project (4-5 pages long). The written overview will be worth 50% of the final mark.	20
Group or individual self-study	Research	Students will look for information on specific areas of research to be discussed in class.	18

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

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 by the teacher, followed by practical activities such as discussion, debate, etc. Student attendance and participation will account for 20% of the final mark.
Assessment criteria	Active participation in class
Final grade percentage: 20% for the training plan A	
Final grade percentage: 20% for the training plan B	

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Presentations

Modality	Practical classes
Technique	Oral tests (non-retrievable)
Description	Students will do mini-presentations on different areas of teacher-related research, followed by comments and debate. This will be done in collaboration with the subject Complement 2. It will be 30% of the student's final mark.
Assessment criteria	Students will present a research project. This will be done in collaboration with the subject 'Complement 2'.

Final grade percentage: 30% for the training plan A

Final grade percentage: 30% for the training plan B

Presentation / report preparation

Modality	Individual self-study
Technique	Papers and projects (retrievable)
Description	Students will work individually on the presentation and written overview of a possible research project (4-5 pages long). The written overview will be worth 50% of the final mark.
Assessment criteria	Students will give in a brief summary of their research project on the date specified by the teacher at the beginning of the course subject.

Final grade percentage: 50% for the training plan A

Final grade percentage: 50% for the training plan B

Resources, bibliography and additional documentation

Basic bibliography

- Blake, R. J. 2008. *Brave New Digital Classroom: Technology and Foreign Language Learning*. Washington DC: Georgetown University Press.
- Burns, A. 2010. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Juan-Garau, M., and Salazar-Noguera, J. (Eds.). *Content-Based Learning in Multilingual Educational Environments*. Dordrecht: Springer.
- Murray, D. (Ed.). 2008. *Planning Change, Changing Plans: Innovations in Second Language Teaching*. Michigan: University of Michigan.
- Pérez-Vidal, C. and Juan-Garau, M. 2010, To CLIL or not to CLIL: From bilingualism to multilingualism in Catalan/Spanish communities in Spain. In Y. Ruiz de Zarobe and D. Lasagabaster (eds.) *CLIL in Spain: Implementation, Results and Teacher Training*. Cambridge: Cambridge Scholars.

Complementary bibliography

- Davison, C. (Ed.). 2005. *Information Technology and Innovation in Language Education*. Hong Kong: Hong Kong University Press.
- Hall, D. and Hewings, A. 2001. *Innovation in English Language Teaching: A Reader*. London and New York: Routledge.
- Pérez-Vidal, C. and Juan-Garau, M. (Eds.). 2008. *A Portrait of the Young in the New Multilingual Spain*. Clevedon: Multilingual Matters.

Other resources





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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/

