

SUBJECT TEACHING GUIDE

G553 - Research, Innovation and Information and Communications Technologies
Applied to Education
Degree in Primary Education Teaching

Academic year 2021-2022

| 1. IDENTIFYING DATA | | | | | |
|----------------------------------|--|------------------|--------------------|------------------|--------------------|
| Degree | Degree in Primary Education Teaching | | | Type and Year | Compulsory. Year 4 |
| Faculty | School of Teacher Training | | | | |
| Discipline | Subject Area: Educational Contexts and Processes Basic Training Module | | | | |
| Course unit title and code | G553 - Research, Innovation and Information and Communications Technologies Applied to Education | | | | |
| Number of ECTS credits allocated | 6 | Term | Semester based (1) | | |
| Web | | | | | |
| Language of instruction | Spanish | English Friendly | No | Mode of delivery | Face-to-face |

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|------------------|---|
| Department | DPTO. EDUCACION |
| Name of lecturer | MARIA ROSA GARCIA RUIZ |
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| Office | Edificio Interfacultativo. Planta: + 2. DESPACHO PROFESORES (218) |
| Other lecturers | |

3.1 LEARNING OUTCOMES

- The student should be able to design research and innovation projects in the context of continuous improvement of teaching and learning processes by incorporating ICT resources into education .

4. OBJECTIVES

1. Identify and analyze the characteristics, objectives, purposes and implications that education has for research and innovation.
2. Recognize and explore examples of good practice in educational innovation.
3. Know favorable scenarios of innovative processes in education.
4. Become familiar with the structure and phases involved in the design of an innovation project.
5. Design an educational research and innovation project. Know the various procedures of collection, analysis and elaboration of innovation reports.
6. Understand the cultural and educational importance of ICTs and the potential they offer in the teaching and learning processes.
7. Incorporate ICTs in Education that integrate specific technological knowledge and reflections on the cultural significance of the Information and Knowledge Society.
8. Promote values such as respect, tolerance, rights and duties of the treatment of information in the social and educational field.
9. Guide families and students about the use and education of all types of ICT supports .
10. Reflect and achieve balanced attitudes towards the use of technological means and their consumption in the personal and educational environment.
11. Understand the impact of the Media in the Current Society, the challenges posed by the integration of digital messages in the Media and provide the student with conceptual tools for critical analysis.
12. Consider everything discussed in the subject for the proposal of Final Degree Project.

6. COURSE ORGANIZATION

| CONTENTS | |
|----------|---|
| 1 | Conceptual bases of educational research. Continuous improvement as an objective of educational research and innovation. |
| 2 | The process of educational research. Methodology and research techniques. |
| 3 | Design of a research project, search for information, references and appointments. Phases |
| 4 | Procedures for collecting information, reducing, arranging and transforming data. Analysis of these data. Obtaining and verifying conclusions and research reports. |
| 5 | Conceptual approach to educational innovation: change, reform, innovation and transformation. Plans for incorporating ICT into teaching: from instrumental uses to concepts of technological culture. |
| 6 | The process of educational innovation. Phases. Facilitating aspects and frequent obstacles. |
| 7 | Innovations in Primary Education: analysis of experiences and good practices. The social and educational impact of the audiovisual and digital culture of ICT |
| 8 | Design of educational innovation projects in the school environment integrating multimedia educational materials and evaluation in virtual teaching environments. |

| 7. ASSESSMENT METHODS AND CRITERIA | | | | |
|---|--------------|-------------|-----------|--------|
| Description | Type | Final Eval. | Reassessn | % |
| 30% of the final grade in the subject will be based on mandatory activities that conform the continuous assessment (objective test, activities, participation, etc.). In order to pass the subject, both parts (Research and Innovation) need to have a passing | Written exam | Yes | Yes | 30,00 |
| 70% will be based on two final projects. In order to pass the subject, both parts (Research and Innovation) need to have a passing grade (5 points or more). In order to pass the subject, both parts (Research and Innovation) need to have a passing grade (5 | Work | No | Yes | 70,00 |
| TOTAL | | | | 100,00 |
| Observations | | | | |
| <p>70% of the subject will be obtained with the completion of the activities required such as continuous assessment (work, activities, participation in class ...) and two final projects. The remaining 30% corresponds to an objective test. To pass the subject, both parts must be passed (5 points). If a student does not obtain the minimum grade required to pass an evaluation test, the overall grade for the subject will be the lowest value between 4.9 and the weighted average of all the evaluation tests</p> <p>ORTHOGRAPHY: University students must assume that linguistic skills regarding oral and written expression, are critical. Therefore, it is an indispensable condition to pass the subject the orthographic, grammatical and lexical accuracy in projects, activities and exams.</p> <p>PLAGIARISM: Regarding fraudulent activities on the evaluation tests, the final qualification will be adjusted to what is established in the article 54.1 of the Regulation of the Evaluation Processes of the University of Cantabria</p> <p>CITATION RULES: The Faculty of Education assumes as a criterion of citation the APA norms for all the academic works .</p> | | | | |
| Observations for part-time students | | | | |
| The assessment procedure for part-time students not attending regularly to class consist of an examination and / or projects suggested by the teacher: The will be handed over on the date set by the Faculty for the exam. | | | | |

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

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- CEBRIÁN, M. (2004a). "Diseño y producción de materiales didácticos por profesores y estudiantes para la innovación educativa." SALINAS, J. et al. (coords.). *Tecnologías para la educación. Diseño, producción y evaluación de medios para la formación docente*. Madrid, Alianza editorial, pp. 31-45.
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- FIELD, A.P., MILLES, J. y FIELD, Z. (2012). *Discovering statistics using R*. Los Angeles: Sage.
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- GARCÍA-VALCARCEL, Ana (Coord.) (2008). *Investigación y Tecnologías de la Información y Comunicación al Servicio de la Innovación Educativa*. Universidad de Salamanca. Salamanca.
- GERVER, R. (2012) *Crear hoy la Escuela del mañana. La Educación y el futuro de nuestros hijos*. SM. Madrid.
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- ROBINSON, Ken. (2011). *Out of our minds: Learning to be creative*. Capstone. London.
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