

## SUBJECT TEACHING GUIDE

### M1106 - Educational Research to Improve Teaching and Professional Development Master's Degree in Secondary Education Teacher Training

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Master's Degree in Secondary Education Teacher Training		Type and Year	Optional. Year 1	
Faculty	School of Teacher Training				
Discipline	Subject Area: Innovation in Teaching and Introduction to Educational Research Specific Module in the Speciality of Physical Education Specific Module in the Speciality of Health Professionals Training Specific Module in the Speciality of vocational Training Primary Sector, Industrial Sector and Services Specific Module in the Speciality of Biology and Geology Specific Module in the Speciality of Technical Drawing and Artistic Expression Specific Module in the Speciality of Economics, Administration and Management, and Vocational Training Specific Module in the Speciality of Physics, Chemistry and Technology Specific Module in the Speciality of Spanish Language and Literature Specific Module in the Speciality of Foreign Languages Specific Module in the Speciality of Mathematics Specific Module in the Speciality of Music Specific Module in the Speciality of Sociocultural and Community Services				
Course unit title and code	M1106 - Educational Research to Improve Teaching and Professional Development				
Number of ECTS credits allocated	3	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
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### 3.1 LEARNING OUTCOMES

- Students should demonstrate the achievement of the objectives of the course. They must be able to present and discuss research and educational innovations related to their field of professional and personal development.
- Students should evidence attainment of the generic and specific skills taking in account the continuous assessment of the methodology for individual and group work

### 4. OBJECTIVES

- Identify and distinguish the most important characteristics of research and educational innovation and analyze the implications for education.
- Link innovation with quality for improvement.
- Know and evaluate the main theoretical and methodological assumptions and paradigms of educational research
- Be able to design a research or educational innovation based on the stages explained during the lessons
- Learn research techniques and develop different strategies for this.
- Know different methods of data analysis
- Know the stages for the development and communication of educational research or innovation reports
- Know and understand the link between educational research and innovation and its usefulness for improving professional and personal experience.
- Develop critical view to approach to educational world
- Relate the issues discussed in this course with the End of Master Project.

### 6. COURSE ORGANIZATION

#### CONTENTS

1	The importance of research in the educational world .The relation between research and innovation.
2	How to teach to investigate
3	Finding information and documentary sources
4	Stages of educational research and innovation
5	Methods of data collection: qualitative and quantitative
6	Methods of data analysis
7	How to communicate conclusions

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Group work	Work	No	Yes	70,00
Individual work	Work	No	Yes	30,00
TOTAL				100,00
<b>Observations</b>				
<p><b>ORTHOGRAPHY</b> It is assumed that university students have already acquired the linguistic skills required in the correct oral and written expression. It is, therefore, compulsory that students show knowledge on the correct orthography (spelling, accent and punctuation) and grammar in order to pass the course.</p> <p><b>PLAGIARISM</b> Regarding the fraudulent use of references (plagiarism) in tests or essays, the final mark shall comply with the University's assessment regulation (article 32).</p> <p><b>CITATION RULES</b> The Faculty of Education recommends the APA Citation Standards for all academic work : <a href="http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28">http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</a></p> <p><b>PART-TIME STUDENTS</b></p>				
<b>Observations for part-time students</b>				
<p><b>PART-TIME STUDENTS</b> The assessment procedure for part-time students who do not attend classes on a regular basis consists in taking an exam and/or delivering papers as indicated by the teacher, on the date established by the Faculty of Education for the final exams on the course. Those part-time students who attend the classes will be evaluated under the same terms as the rest of the students.</p>				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

- Albert, M.J. (2009). *La investigación educativa. Claves teóricas*. Madrid: McGraw-Hill.
- Alguacil Gómez, J. (2011). *Cómo se hace un trabajo de investigación en Sociología*. Madrid: Los libros de la Catarata.
- Bertaux, D. (2005). *Los relatos de vida. Perspectiva etnosociológica*. Barcelona: Bellaterra.
- Bisquerra, R. (2004). *Metodología de la investigación educativa*. Madrid: La Muralla.
- Blaxter, J. et al. (2008): *Cómo se investiga*. Barcelona: Graó.
- Briceño, M. & Romero, R. (2012). Aplicación del método Delphi para la validación de los instrumentos de evaluación del libro electrónico multimedia. *Anales*, 12(1), 37-67.
- Colás, P., Buendía, L. y Hernández Pina, F. (Coord.) (2009). *Competencias científicas para la realización de una tesis doctoral. Guía metodológica de elaboración y presentación*. Barcelona. Davinci Continental.
- Fàbregues, S., Meneses, J., Rodríguez, D. y Paré, M.H. (2016). *Técnicas de investigación social y educativa*. Barcelona: UOC.
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- Hernández, R., Fernández, C. y Baptista, P. (2006). *Metodología de la Investigación*. México D.F.: McGraw-Hill.
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- Martínez, C. (2004). *Técnicas e instrumentos de recogida y análisis de datos*. Madrid: UNED.
- Miles, M.B., Huberman, A. M. & Saldana, J. (2014). *Qualitative Data Analysis. A Methods Sourcebook*. Arizona: SAGE.
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- Ruiz, J.I. (2003). *Técnicas de triangulación y control de calidad en la investigación socioeducativa*. Bilbao: Universidad de Deusto.
- Salvador, L.; González- Fuente, I. y Rubín, E. (2015): *Investigación para la mejora y el desarrollo profesional en contextos socioeducativos*. En García Lastra, M. y Osoro Sierra, J.M. (Eds), *Temas clave en la formación inicial del profesorado de Secundaria*, pp. 157- 222. Santander: Universidad de Cantabria. Servicio de Publicaciones.
- Walker, M. (2000): *Cómo escribir trabajos de investigación*. Barcelona, Gedisa.
- Wayne C. B. et al. (2001): *Cómo convertirse en un hábil investigador*. Barcelona, Gedisa.