



| Teaching Guide | | | | |
|--------------------------|--|--------|-----------|---------|
| Identifying Data | | | | 2018/19 |
| Subject (*) | Visual Arts Teaching: Research and Innovation | Code | 652513217 | |
| Study programme | Mestrado Universitario en Didácticas Específicas | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Official Master's Degree | 2nd four-month period | First | Optional | 3 |
| Language | SpanishGalician | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación | | | |
| Coordinador | | E-mail | | |
| Lecturers | | E-mail | | |
| Web | | | | |
| General description | | | | |

| Study programme competences / results | |
|---------------------------------------|--|
| Code | Study programme competences / results |
| A5 | To acquire a methodological training to carry out educational research. |
| A6 | To establish the general descriptors which conform a research project: to select, to develop, to deal with and interpret data and present results according to the purpose of the research. |
| A7 | - To be able to apply theoretical knowledge related to Specific Didactics, both in research as in innovation and evaluation. |
| A9 | To test and evaluate disciplinary and interdisciplinary teaching projects in real educational contexts and to promote suggestions for improvement related to the obtained results. |
| A10 | To know the theoretical basis which sustain research and innovation in the field of Specific Didactics. |
| A14 | To know the different types of methodologies used in educational research considering its appropriateness for problem-solving. |
| B1 | To have and understand general knowledge to establish foundations and /or opportunities to stand out in the development and implementation of ideas, mainly in an action- research context. |
| B2 | To be able to apply the acquired foundations and their problem-solving capabilities in new multidisciplinary contexts related to the specific research areas. |
| B3 | To be able to join contents and accept the challenge to formulate complex statements out of a limited or incomplete information, including reflections about social and ethic responsibilities related to the application of their own knowledge and opinions. |
| B4 | To be able to transfer and communicate their conclusions and opinions in a clear and straight manner both in a specialized and a non-specialized audience. |
| B5 | To have the required learning abilities to continue in a life-long-learning and autonomous process. |
| B8 | To work with initiative and in an autonomous way. |
| B11 | To be able to innovate (creativity) within educational and non-educational contexts. |
| B14 | To incorporate ICTs for the research process, information management, data analysis and for transferability. |
| B15 | To be able to update knowledge, methodologies and strategies in their teaching practices |
| C3 | To use the main ICT's basic tools for their professional development and for their life-long-learning process. |
| C4 | To be able to self-develop for an open, critical, committed, democratic and solidary citizenship. |
| C6 | To critically value available knowledge, technology and information to solve problems which students must face. |
| C8 | To value the importance that research, innovation and technical developments have on society's socio-economical and cultural progress. |

| Learning outcomes | |
|-------------------|---------------------------------------|
| Learning outcomes | Study programme competences / results |
| | |



| | | | |
|--|------|------|-----|
| - Conocer las diferentes metodologías de investigación e innovación en el campo de la didáctica de las artes visuales. | AJ5 | BJ1 | CJ3 |
| - Adquirir metodologías de investigación, innovación y acción docente basadas en las artes visuales. | AJ6 | BJ2 | CJ4 |
| - Analizar y valorar diferentes modelos de investigación e innovación docente basadas en las artes visuales en los contextos formales y no-formales. | AJ7 | BJ3 | CJ6 |
| | AJ9 | BJ4 | CJ8 |
| | AJ10 | BJ5 | |
| | AJ14 | BJ8 | |
| | | BJ11 | |
| | | BJ14 | |
| | | BJ15 | |

| Contents | |
|--|--|
| Topic | Sub-topic |
| ? Líneas contemporáneas de investigación e innovación en didáctica de las artes visuales: Definición, temáticas, estructura, problemas y propuestas. | Revisión y ejecución de proyectos reales en la investigación educativa basada en las artes |
| ? La investigación Educativa basada en las Artes en Educación Infantil, Primaria y Secundaria, así como en museos y galerías de arte. | |
| ? Proyectos artísticos de investigación e innovación docente en la didáctica de las artes visuales. | |

| Planning | | | | |
|-----------------------------|------------------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Research (Research project) | A5 A6 A7 B2 B3 B4 B5 B8 B11 B14 | 20 | 35 | 55 |
| Workbook | A9 A10 A14 B1 B15 C3 C4 C6 C8 | 1 | 4 | 5 |
| Personalized attention | | 15 | 0 | 15 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|-----------------------------|---|
| Methodologies | Description |
| Research (Research project) | Realización e iniciación a un posible proyecto de investigación educativa basada en las artes |
| Workbook | Lecturas para la comprensión de los fenómenos propias de la investigación educativa basada en las artes |

| Personalized attention | |
|-----------------------------|--|
| Methodologies | Description |
| Research (Research project) | Supervisión personal de los proyectos individuales |

| Assessment | | | |
|-----------------------------|------------------------------------|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Research (Research project) | A5 A6 A7 B2 B3 B4 B5 B8 B11 B14 | Innovación, coherencia y argumentación del proyecto de investigación propuesto | 100 |

| Assessment comments |
|---------------------|
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Sources of information

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|----------------------|--|
| Basic | ABAD MOLINA, Javier; PALACIOS GARRIDO, Alfredo (2008): ?Escribir el lugar: collaborative projects in public spaces.? International Journal of Education through art. (4) 2, 195-206. CARPENTER, B. S. ; TAVIN, K. M: (2010) ?Drawing (past, present and future) together: a (graphic) look at the reconceptualization of art education.? Studies in Art Education. 51 (4) 327-352. EISNER, Elliot W.; DAY, M. D.: (2004) Handbook of Research and Policy in Art Education. National Art Education Association y Lawrence Erlbaum, Mahwah (New Jersey). HICKMAN, Richard (ed.) (2008): Research in Art & Design Education. Issues and exemplars. Bristol, UK, Intellect. MARIN VIADEL, Ricardo (coord.) (2005): Investigación en Educación Artística. Granada, Universidad de Granada. MARÍN [VIADEL], Ricardo; ROLDÁN [RAMÍREZ], Joaquín (2010): ?Photo essays and photographs in visual arts based educational research.? International Journal of Education through Art. 6 (1), 7-23. NAEA [National Art Education Association] (2008): Creating a Visual Arts Education Research Agenda for the 21st Century: Encouraging Individual and Collaborative Research. (http://www.naea-reston.org/research/NAEA_Research_Agenda_December2008.pdf) 01/09/2010. UNESCO (2006): ?Hoja de ruta para la Educación Artística. Conferencia Mundial sobre la Educación Artística: construir capacidades creativas para el siglo XXI.? (http://portal.unesco.org/culture/es/files/40000/12581058825Hoja_de_Ruta_para_la_Educaci%F3n_Art%EDstica.pdf/Hoja%2Bde%2BRuta%2Bpara%2Bla%2BEducaci%F3n%2BArt%EDstica.pdf) 10/09/2010. www.unesco.org/culture/en/artseducation |
| Complementary | |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.