UNIVERSIDADE DA CORUÑA

Teaching Guide			
Identifying Data			**2021/22**
Subject (*)	Projects of innovation and educational investigation(research) in the galician and spanish educatio	**Code**	652609E4I9
Study programme	7 Mestrado Universitario en Profesorado de Educación Secundaria: Linguas Extranxeiras		
Descriptors			

Cycle	Period	Year	Type	Credits
Official Master's Degree	Yearly	First	Obligatory	2

Language	English
Teaching method	Hybrid
Prerequisites	
Department	Didácticas EspecíficasDidácticas Específicas e Métodos de Investigación e Diagnóstico en Educación
Coordinador	Couto Cantero, Pilar	**E-mail**	pilar.couto@udc.es
Lecturers	Couto Cantero, Pilar	**E-mail**	pilar.couto@udc.es
Web	
General description	In the subject: "Projects of innovation and educational research in foreign languages" various methodologies are proposed including students' active participation to favour the development of innovative projects and also to provide bibliographical references and updated research in the area under study.
Contingency plan	1. Modifications to the contents There are no changes. 2. Methodologies * Teaching methodologies that remain modified and adapted to remote teaching. -Lectures. -Oral presentation. -Research (research project). -Objective test. 3. Mechanisms for personalized attention to students. The tutorials are carried out virtually by UDC mail, diverted telephone, moodle and TEAMS. 4. Modifications in the evaluation. No changes, change the format. * Evaluation observations: - I 1. Oral presentation. 30 - I 2. Research (Research project). 40 - I 3. Objective test. 30 5. Modifications to the bibliography or webography. There are no modifications.

Study programme competences	
Code	**Study programme competences**
A23	(CE-E9)Integrar a formación en comunicación audiovisual e multimedia no proceso de ensino-aprendizaxe.
A28	(CE-E14)Coñecer e aplicar metodoloxías e técnicas básicas de investigación e avaliación educativas e ser capaz de deseñar e desenvolver proxectos de investigación, innovación e avaliación.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.

C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes		
Learning outcomes	Study programme competences	
Know and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation and evaluation projects.	AJ23 AJ28	CC2 CC3 CC4 CC6 CC7 CC8

Contents	
Topic	Sub-topic
Main lines of research in didactics of Foreign Languages.	.
Analysis and preparation of innovative proposals and projects in the teaching-learning of Foreign Languages.	.
Participation in discussions and forums related to the field of study.	.
Publication of conclusions and research studies.	.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A23 C2 C3	7	3	10
Oral presentation	C2 C3 C4 C6	2	10	12
Research (Research project)	A23 A28 C7 C8	1	15	16
Objective test	A28 C2	1	10	11
Personalized attention		1	0	1

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

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as ?expository method?, ?guest lectures? or ?keynote speeches?. (The term ?keynote? refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas.)
Oral presentation	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles.
Research (Research project)	Teaching process aimed at promoting student learning through use of practical, situation-based activities in which learner is tasked with identifying problem, articulating specific nature of problem, analysing it, interpreting results, and reaching appropriate conclusion.

Objective test	Written learning progress test, characterised by pre-determined answers. Well-designed tests offer objectively quantifiable results in relation to student knowledge, capacities, skills, performance, aptitudes, attitude, intelligence, etc. Used for diagnostic, formative and summative assessment. May consist of all or any of the following types of questions: multiple choice, ordering and sequencing, short answer, binary, completion, multiple matching.

Personalized attention	
Methodologies	**Description**
Research (Research project) Oral presentation	Oral presentations and projects imply the possibility for the student to receive personalised attention. These will be reviewed by the teacher at least once during tutoring hours.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Objective test	A28 C2	Written learning progress test, characterised by pre-determined answers. Well-designed tests offer objectively quantifiable results in relation to student knowledge, capacities, skills, performance, aptitudes, attitude, intelligence, etc. Used for diagnostic, formative and summative assessment. May consist of all or any of the following types of questions: multiple choice, ordering and sequencing, short answer, binary, completion, multiple matching.	30
Research (Research project)	A23 A28 C7 C8	Teaching process aimed at promoting student learning through use of practical, situation-based activities in which learner is tasked with identifying problem, articulating specific nature of problem, analysing it, interpreting results, and reaching appropriate conclusion.	40
Oral presentation	C2 C3 C4 C6	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles.	30

Assessment comments

English

 Regular students

 To pass the subject in the ordinary call, students must attend 80% of the onsite sessions and it will be necessary for them to pass each of the evaluation items indicated below. Otherwise, no media will be done.

1. Oral presentation 30 2. Research project 40 3. Objective test   30 Students with academic exemption

 Students with an academic exemption (attendance exemption) requested to the Dean in a timely manner may be evaluated in the ordinary call. To do so, they must pass each of the evaluation items indicated below. Otherwise, no media will be done. 1. Oral presentation   302. Research project 40 3. Objective test   30 (this test is different) Other cases

 Those students who do not attend 80% of the onsite sessions or do not pass the subject in the ordinary call will be evaluated in the extraordinary call in July by the same method proposed for students with an academic exemption. As ageneral consideration, spelling deficiencies in punctuation and accentuation (if applicable), as well as incoherent or inappropriate writing, poor presentation, etc., will be taken into account, both in the exams and in the assignments. All this will imply a reduction on the grade obtained. In the case of detecting plagiarism in the evaluation tests, the grade will be adjusted to the provisions of article 14.4 of the Norms of evaluation, revision and complaint of the master's degree studies *. In this subject, if the teachers detect plagiarism in any of the tests, it will mean a 0 in the final grade. In case of reiteration, the Academic Committee will apply the appropriate measures. * "Plagiarism and the use of non-original material, including that obtained through the internet without express indication of its origin and, if applicable, the permission of its author, may be considered as a fail in the activity. All this without prejudice to the disciplinary responsibilities to which there could be place after the corresponding procedure ".

Sources of information

Basic	Bobadilla-Perez, M., & Couto-Cantero, P. (2015). Development and implementation of plurilingual/bilingual projects in pre-school and primary schools. INTED2015 Proceedings, 7448?7458. https://library.iated.org/view/BOBADILLAPEREZ2015DEVCasanova Fuentes, A., & Couto Cantero, M. P. (2019). English language in the classroom: A text dramatization experience in Galicia. DIGILEC: Revista Internacional de Lenguas y Culturas, 5(0), 52?69. https://doi.org/10.17979/digilec.2018.5.0.4988Couto-Cantero, P., & Bobadilla-Pérez, M. (2017). Análisis, implementación y evaluación de programas bilingües en Galicia y la Universidad de A Coruña. 57-66. In M. E. Gómez-Parra & R. Johnstone (Eds.), Bilingual Education: Educational Trends and Key Concepts. Educación Bilingüe: Tendencias Educativas y Conceptos Clave. (pp. 57?66). Catálogo de publicaciones del Ministerio de Educación, Cultura y Deporte. https://bit.ly/3czIFKqCouto-Cantero, P., & Bobadilla-Pérez, M. (2018). Ten Fundamentals for Novice CLIL Teachers. E-TEALS, 9(s1), 108?131. https://doi.org/10.2478/eteals-2018-0015Ferrer, Carolina, Algás, Pilar, y Martos, Juan M. (2007). ?Valoramos el trabajo por proyectos?. Aula de Innovación Educativa, 166, 71-75.Fried-Booth, D. L. (1997). Project work. (8th Ed.) Oxford: Oxford University Press.Majó, Fanny. (2010). ?Por los proyectos interdisciplinares competenciales?, Aula de Innovación Educativa, 195, 7-11.Meganathan R. Project Work to promote English Language Learning. (12/ 09/2010). Retrieved from http://www.teachingenglish.org.uk/blogs/rama-meganathan/project-work-promote-english-language-learningMoss, D. (1998). Project-based learning and assessment: A resource manual for teachers. Arlington, VA: The Arlington Education and Employment Program (REEP).Pozuelos Estrada, Francisco J., y Rodríguez Miranda, Francisco de, 2008, ?Trabajando por proyectos en el aula. Aportaciones de una investigación colaborativa?, Investigación en la escuela, 66, 5-27.Stoller, F. (2002). Project Work: A Means to Promote Language and Content. In Jack, C. Richards & Willy, A. Renandya (Eds.) Methodology in Language Teaching: an anthology of Current Practice (pp. 107-120). Cambridge: Cambridge University Press.Stoller, F. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In Beckett, G., H. & P. C. Miller (Eds.), Project-Based Second and Foreign Language education: past, present, and future (pp. 19-40). Greenwich, Connecticut: Information Age Publishing.Thomas, J. W. (2000). A review of research on project-based learning. Retrieved from http://www.ri.net/middletown/mef/linksresources/documents/researchreviewPBL_070226.pdfTrujillo Sáez, Fernando. (2012), Enseñanza basada en proyectos: una propuesta eficaz para el aprendizaje y el desarrollo de las competencias Básicas. Eufonía - Didáctica de la Educación Musical, 55, 7-15.Wrigley, H. S. (1998). Knowledge in action: The promise of project-based learning. Focus on Basics: Connecting Research and Practice, 2(D). National Centre for the Study of Adult Learning and Literacy. Retrieved from: http://www.ncsall.net/index.html@id=384.html

Complementary	\\ \\Buck Institute of Education\PBL Explained http://bie.org/objects/cat/videos\Planning forms\http://www.bie.org/objects/cat/planning_forms\Project-Based Learning for Adult English Language Learners\Donna Moss, Arlington (VA) Education and Employment Program (REEP) http://www.cal.org/caela/esl_resources/digests/ProjBase.html\ \\Project Work to promote English Language Learning\Submitted by Rama Meganathan on 17 March, 2011 - 02:57 http://www.teachingenglish.org.uk/blogs/rama-meganathan/project-work-promote-english-language-learning\\ \<strong>E Pals Global Community\ http://www.epals.com\\<strong>AllEnglish LLC \http://www.allenglish.org/index.html\\<strong>13 personal Projects Ideas for English Language Students \\\ \http://allenglish.org/blog/?p=3108\Making Groupwork Work\Colin Neville. Learnhigher CETL at the University of Bradford http://archive.learnhigher.ac.uk/resources/files/Group%20work/groupwork_booklet_200109.pdf\Webinars \http://www.teachingenglish.org.uk/webinars\\<strong>\ \\Desde-el-libro-de-texto-al-trabajo-por-proyectos\ https://www.slideshare.net/Dantesco/desde-el-libro-de-texto-al-trabajo-por-proyectos Buck Institute of EducationPBL Explained http://bie.org/objects/cat/videosPlanning formshttp://www.bie.org/objects/cat/planning_formsProject-Based Learning for Adult English Language LearnersDonna Moss, Arlington (VA) Education and Employment Program (REEP) http://www.cal.org/caela/esl_resources/digests/ProjBase.html Project Work to promote English Language LearningSubmitted by Rama Meganathan on 17 March, 2011 - 02:57 http://www.teachingenglish.org.uk/blogs/rama-meganathan/project-work-promote-english-language-learningE Pals Global Community http://www.epals.comAllEnglish LLC http://www.allenglish.org/index.html13 personal Projects Ideas for English Language Students http://allenglish.org/blog/?p=3108Making Groupwork WorkColin Neville. Learnhigher CETL at the University of Bradford http://archive.learnhigher.ac.uk/resources/files/Group%20work/groupwork_booklet_200109.pdfWebinars http://www.teachingenglish.org.uk/webinarsDesde-el-libro-de-texto-al-trabajo-por-proyectos https://www.slideshare.net/Dantesco/desde-el-libro-de-texto-al-trabajo-por-proyectos

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
It is recommended to send the works electronically and if this is not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts.Sustainable use of resources and the prevention of negative impacts on the natural environment must be made. It is recommended to send the works electronically and if this is not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts.

(*)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.