



**Teaching Guide**

Identifying Data					2023/24
<b>Subject (*)</b>	Visual Arts Teaching: Research and Innovation		<b>Code</b>	652513217	
<b>Study programme</b>	Mestrado Universitario en Didácticas Específicas				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Official Master's Degree	2nd four-month period	First	Optional	3	
<b>Language</b>	SpanishGalician				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
<b>Coordinador</b>			<b>E-mail</b>		
<b>Lecturers</b>			<b>E-mail</b>		
<b>Web</b>					
<b>General description</b>					

**Study programme competences**

Code	Study programme competences
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



- 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. ? 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.	Revisión y ejecución de proyectos reales en la investigación educativa basada en las artes

Planning				
Methodologies / tests	Competencies	Ordinary class hours	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	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



## Sources of information

<b>Basic</b>	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. ( <a href="http://www.naea-reston.org/research/NAEA_Research_Agenda_December2008.pdf">http://www.naea-reston.org/research/NAEA_Research_Agenda_December2008.pdf</a> ) 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.? ( <a href="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">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</a> ) 10/09/2010. <a href="http://www.unesco.org/culture/en/artseducation">www.unesco.org/culture/en/artseducation</a>
<b>Complementary</b>	

## 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.