



Universitat de Lleida

DEGREE CURRICULUM  
**INNOVATIVE TEACHING AND  
INITIATION TO EDUCATIONAL  
RESEARCH - PHYSICAL  
EDUCATION**

Coordination: CASTAÑER BALCELLS, MARTA

Academic year 2020-21

Subject's general information

<b>Subject name</b>	INNOVATIVE TEACHING AND INITIATION TO EDUCATIONAL RESEARCH - PHYSICAL EDUCATION			
<b>Code</b>	14305			
<b>Semester</b>	ANUAL CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	5			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA	
	<b>Number of credits</b>	1	4	
	<b>Number of groups</b>	2	2	
<b>Coordination</b>	CASTAÑER BALCELLS, MARTA			
<b>Department</b>	SPECIAL DIDACTICS			
<b>Teaching load distribution between lectures and independent student work</b>	20 % Class Presencial 80 % holding a permit autonomous Work of the student			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Català i anglès			
<b>Distribution of credits</b>	3 theoretical credits of the matter 1 theoretical - practical credit intermatter 1 practical credit			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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## Subject's extra information

In case of the sessions attend them, it is compulsory to attend like minimum to 80 % of the sessions any time there are no sanitary impediments on the part of the pupils and/or on the part of the university.

Four practical sessions will be realized attend them in the pavilion by what it is needed that the students dress clothes adapted for the practice.

## Learning objectives

To acquire an open mind towards innovation and educational investigation in order to design projects of teaching innovation with support of searches of specific indexed publications.

To design didactic interdisciplinary sequences after applying practical situations that integrates proper procedures of innovative models of the EF with other scholar subjects of the secondary education.

To analyze, in an objective way, by means of the observational methodology the optimal verbal and paraverbal communicative style applied into situations of innovative procedures in EF.

Define and characterize research and educational innovation by establishing common points between research and educational innovation from Physical Education.

To know the different modalities of educational research describing the fundamental stages to investigate as well as the own sections that compose a research work.

Know the main procedures for searching for sources and resources of information based on quality criteria and impact factor of publications as well as the means to disseminate the results of innovation work in Physical

Education.

Know the scientific writing and its application to the writing of the Final Master's Thesis.

Guide and demonstrate the importance of a good bibliographic review for writing a Final Master's Thesis.

Learn and perform proper information retrieval and manage it operationally, quickly and efficiently.

## Competences

Generic:

G1. Team work and at interdisciplinary teams.

G2. Oral and written communication.

G5. Skill of management of the information.

G3. Capacity of analysis and of synthesis.

G10. With regard to the right equality essentials between men and women, to the promotion of the Human rights and to the proper values of the culture of the peace and to the democratic values.

G11. Use of the foreign language.

G12. Aptitude to design and to manage a project.

Specific:

E22. To know and to apply innovative teaching proposals in the ambience of the experienced specialization.

E23. To analyze critically the task of the teaching, of the good practices and of the orientation using indicators of the quality.

E24. To identify the problems relative to the education and learning of the matters of the specialization and to raise alternatives and solutions.

E25. To know and to apply methodologies and educational basic skills of investigation and evaluation and to be capable of designing and of developing research projects, innovation and evaluation.

## Subject contents

### **The first block: Type and procedures of educational innovation in Physical education**

Introduction to the Innovation in EF

- Typology and resources of implementation of innovation in EF.
- The current educational innovation based on the methods and the pedagogic models.

The interdisciplinary curricula between scholar subjects and the creative skills: procedure and strategies for the innovation in EF

- Design of interdisciplinary didactic sequences as modularity for the Didactic Units.
- Search of instruments of teaching innovation and use of the TIC and the TAC in the Physical education in Secondary.

The optimization of the teaching communication as a key to promote strategies of teaching innovation.

- The analysis of the verbal teaching communication and paraverbal.
- Analysis of the proper verbal communication paraverbal (cinesics; proxemics; cronemics and of paralanguage) in different specific situations of physical and sports education.

## The second block: Project of innovation and investigation in the Physical education

The scientific method:

- o Quantitative research designs in EF
- o Qualitative research designs in EF
- Critical analysis of articles. Tools and strategies for innovation and research in Physical Education.
- Solvent procedures for finding sources and information resources based on quality indicators and impact factors for publications.
  - o The search for information in WoS, Scopus and Scholar.
- Structures of innovation and research reports and master's theses.
- From the project to the innovation and research report.
- Means of disseminating the results of innovation and research work in Physical Education in Secondary Education.

## Methodology

In consonance to active pedagogics there will get together theoretical sessions and practices relative to two blocks of contents that the module contributes.

The search of indexed papers of educational innovation transverses to all the contents blocks. The teachers of the block will offer the materials that the students must work previously to the sessions.

Some interventions of the students will be of design and implementation of practical situations in which the students, working like teaching collaborative teams, will have to use procedures and innovative resources.

The students have to show self-management capabilities based on their previous baggage and the desire to improve as a professional role, a self-analysis of their communicative skills and put into practice throughout innovative resources.

Virtual classes. Oral presentations by the teacher, the use of didactic and technological resources adjusted with this modality of virtual-asynchronous teaching will be used. The contents will be exposed from an applied perspective (checking, visualizing or experimenting), ordering in a systematic way the contents and, encouraging the participation on the part of the student, from a critical perspective from the reflection, remembering, asking, criticizing and actively participating in its development.

## Evaluation

**The FIRST BLOCK: two compulsory evidences a) and b) of 40 % and 20 % that are overcome by 5 points over 10 points. It is compulsory to attend to 80 % of the whole of 4 practical days. (Teachers: Marta Castañer and Oleguer Camerino)**

**The SECOND BLOCK: a compulsory evidence of 40 %. To overcome the evidence it is necessary to come with 5 on 10 points. (Teachers: Joaquim Reverter and Vicenç Hernández)**

## THE FIRST BLOCK: Type and procedures of educational innovation in Physical education.

### Description of the evidences of evaluation:

#### a) Evidence related to the curricular interdisciplinary between scholar subjects and the creative skills: procedure and strategies for the innovation in EF

Group work: the innovative and creative design is evaluated in the application of a practical session of curricular interdisciplinary (sports facilities INEFC during January - February) and the consequent design of a small didactic sequence in which the implemented session would be included (to present in power point format or similar applications of six slides, ruled previously by the teachers corresponding to six innovative paragraphs of the didactic sequence that are described in the following indicators)

#### Indicators:

The structure of every practical session has to fulfill the aspects that the teachers have explained in class: temporality and place of application; clear description of the contents and targets to work according to the place that the session has inside the set of the didactic sequence; activities adapted at the level of knowledge of the participants and that show an interdisciplinary and not juxtaposed contents making. At the end of the session a validation will be conducted together of the strong and weak points of the session as well as the innovative features that the students of the session will gather as report and will present like a point of in the exhibition of the didactic sequence of the second evidence.

The interdisciplinary didactic sequence will be exhibited in 15' or will be delivered (dependent on the current situation on the COVID19) with a power point or applications similar to 6 slides ruled by the students that it will be possible to unload of the paragraph resources of the virtual campus, which will include: innovative title of interdisciplinary appearance; brief differentiation of: introduction - description-justifying; relation stage between the contents, the competences and the targets; possible relations with a PEC and a pedagogic Project of teaching team; orientations for the pedagogic intervention; chaining and conductive thread of the sessions that would accompany the session put into practice and report of the strong and weak points of the practical session.

**Clarification:** A didactic sequence is not a unit of programming or didactic unit (UD) which it is developed in another module of the Master's degree. The didactic sequences are a small set of sessions with an of integration conductive thread (Dressing room and Castañer (2013): Guides Praxis E.S.O. Wolters Klouwert) that can nourish one YOU.

**Dates:** each group will apply the practical session the assigned day of January and February. The didactic sequence will be exposed or will deliver a week after the practical sessions. Second date: the same evidence with maximum date of delivery: two weeks after having finished the classes of the innovation module.

**Value:** 40 %

Competences to be evaluated: E22 Saber and to apply innovative teaching proposals in the ambience of the experienced specialization. E24 Identifying the problems relative to the education and learning of the matters of the specialization and to raise alternatives and solutions. E25. To know and to apply methodologies and educational basic skills of investigation and evaluation and to be capable of designing and of developing research projects, innovation and evaluation. G12 Aptitude to design and to manage a project. G1 Work in team and in interdisciplinary teams. G11 Use of a foreign language.

#### **b) Evidence related to the optimization of the teaching communication, key to promote the strategies of teaching innovation**

Individual work analyzing in an objective way, by means of the observational method and the reading of specific scientific articles, the optimal verbal and paraverbal communicative style in three situations of EF differentiated.

#### Indicators:

The work has to include: three situations of approximately 5 minutes of EF. The student will do a descriptive

analysis of the paraverbal categories that the teachers will have explained and the student will conduct a self-criticism in relation to the models and used innovative methods.

**Dates:** the week after the practical sessions. Second date: the same evidence two weeks after having finished the classes of the innovation module.

**Value:** 20 %

Competences to be evaluated: E25 To know and to apply methodologies and educational basic skills of investigation and evaluation and to be capable of designing and of developing research projects, innovation and evaluation. E23 Analyzing critically the task of the teaching, of the good practices and of the orientation using indicators of the quality. E24 To identify the problems relative to the education and learning of the matters of the specialization and to raise alternatives and solutions. G5 Skill of management of the information. G3 Capacity of analysis and of synthesis. G11 Use of the foreign language. G2 Oral and written communication. G10 Respect the right equality foundations between men and women, to the promotion of the Human rights and to the proper values of the culture of the peace and to the democratic values.

## THE SECOND BLOCK: Project of innovation and investigation in the Physical education

### Description of the evidences of evaluation:

#### c) Evidence relating to: Procedures for finding reliable sources and information resources based on quality indicators and impact factors of publications.

Bibliographic research: look for 10 articles on a topic of interest in the field of Physical Education. Search different databases such as WoS, Scopus and Google Scholar.

Individual work: Bibliographic research. Find 10 articles on a topic of interest in the field of EF for the student or TFM base. Make a brief synthesis and oral presentation or with visual support (video) in max. 5 min. Bibliography must be added.

#### Indicators:

Written work such as public presentation must meet the following criteria:

- o All articles must be on the same topic.
  - o Select the most relevant sources of the subject studied according to the impact and quality indicators (number of citations, cited journals, quartile of the citation journal, ...).
- o Integrates knowledge to build a brief synthesis.
  - o Dominate or scientific language in Catalan, Spanish or other languages and communicate correctly.
- o Communicates information orally correctly.
- o Identifies and answers the questions being asked.

#### Dates:

Delivery of the written document may be submitted one week after the last virtual session (Friday, 19<sup>th</sup> February). The public defence in front of classmates and teachers will be the last virtual class (Group 1: 11/02/21; Group 2: 10/02/21). Recovery: they will be able to redo the work following the recommendations of the teachers. They will have a maximum of one week to redo and resubmit the work (Friday, February 26) with a 20% penalty on the total of the second block.

#### Score: 40%

Competences to evaluate: G2 Oral and written communication. G5 Information and management skills. G3 Capacity for analysis and synthesis. G11 Use of the target language. G12 Ability to design and manage a project.

E23 Critically analyse the work of teaching, good practices and guidance using quality indicators. E24 Identify problems related to the teaching and learning of specialization subjects and propose alternatives and solutions.

### Alternative evaluation

**For the first block** it is essential to attend the sessions: Friday 15.01.2020; Friday 29.01.2020 and Friday 12.02.2020. The same evaluation evidence will have to be made as those indicated in the continuous evaluation with the same dates of presentation and delivery as well a search in Web of Science of five international scientific papers of the thematic of the block 1. Students will have to make a critical and annotated summary of at least three pages of each article. **For the second block** it is essential to attend the last work defence session (Group 1: Wednesday 10/02/2020; Group 2: Thursday 11/02/2010). The student will defend his work through the sakai video conferencing tool or through any audio-visual montage. The duration will be 5 min. Even if the student is unable to attend the synchronous classes, he / she must present the same written evidence within the deadlines.

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