



Universitat de Lleida

DEGREE CURRICULUM
**PSYCHOPEDAGOGICAL
RESEARCH AND INNOVATION**

Coordination: DEL ARCO BRAVO, ISABEL

Academic year 2023-24

Subject's general information

| | | | | |
|---|---|---------------|------------------|------------------|
| Subject name | PSYCHOPEDAGOGICAL RESEARCH AND INNOVATION | | | |
| Code | 14453 | | | |
| Semester | 1st Q(SEMESTER) CONTINUED EVALUATION | | | |
| Typology | Degree | Course | Character | Modality |
| | Master's Degree in Psychopedagogy | 1 | COMPULSORY | Attendance-based |
| Course number of credits (ECTS) | 6 | | | |
| Type of activity, credits, and groups | Activity type | PRAULA | | TEORIA |
| | Number of credits | 2.4 | | 3.6 |
| | Number of groups | 1 | | 1 |
| Coordination | DEL ARCO BRAVO, ISABEL | | | |
| Department | EDUCATION SCIENCES | | | |
| Important information on data processing | Consult this link for more information. | | | |
| Language | Catalan | | | |

| Teaching staff | E-mail addresses | Credits taught by teacher | Office and hour of attention |
|------------------------|------------------------|---------------------------|------------------------------|
| DEL ARCO BRAVO, ISABEL | isabel.delarco@udl.cat | 6 | |

Learning objectives

TRAINING GOALS

- Develop the capacities and ensure the acquisition of the thoughtful professional competitions and clear-cut as a necessary for the organization and management of teams and services of psychopedagogical attention.
- Train the professionals of the psychopedagogics in the processes of evaluation, intervention, orientation and assessment in the different fields of the formal education and no formal.
- Promote professional competitions especially oriented to the psycho-educative innovation in the different fields of the formal education and no formal like a tool of transformation, change and social improvement.

LEARNING OBJECTIVES

At the end of the course, the student should be able to:

- Known the fundamental characteristics of the investigation.
- Analyze the methods and techniques most appropriate in the educational research.
- Identify the elements of the educational innovation projects.
- Know trends in the world of education.

Competences

General Competences

- GC1. Integrate the knowledges and advances of the psychopedagogics in his professional performance, with reflexive and critical attitude, taking decisions from an analysis of the problems, integrating knowledges and give response to the derivative complexity of an incomplete information.
- GC4. Know communicate his professional decisions (and conclusions), the knowledges and last reasons, so much to skilled publics how no skilled, of a clear way and adapted to his needs.
- GC5. Know resolve problems in new surroundings or little known and in wider or multi-disciplinar contexts, as well as generate processes of innovation and change.
- GC7. Apply the ICT in the professional exercise.
- GC8. Use a foreign language.

Specific Competences

- SC1. Diagnose and evaluate the educational needs of the people, groups and organizations from different methodologies, instruments and technical, considering the singularities of the context in which gives the activity.
- SC4. Design, implement and evaluate programs, projects, services, political and socio-educational practical, in order to give answer to the needs of the people, organizations and/or collective specific.
- SC7. Motivate for the innovation in the social and educational intervention, taking into account the results of the research in different fields.

Subject contents

PSYCHOPEDAGOGICAL RESEARCH

- Introduction to research in psychopedagogic.
- Science, knowledge and educational research.
- Research paradigms.
- The research process.
- Methods of educational research.
- Research techniques in education.
- Analysis of the information.

PSYCHOPEDAGOGICAL INNOVATION

- Present trends in education.
- Future perspectives.
- Educational innovation.

Methodology

The new trends in education and the digital world in which we live, where we have at our disposal countless resources that allow us to obtain information about what we want, forces us to rethink how it must be a training process. For this reason, the subject is raised from an innovative perspective in which the expository tasks by the teachers will be reduced to the minimum necessary, giving prominence to students, who are those who really have to create their learning from the orientation and the trainer's guide.

One of the main objectives is to develop a flipped classroom methodology, in which the class sessions will be used to work and deepen the knowledge that the student will have at his disposal in the virtual campus, and that will need to have reviewed before. of the classes.

Teaching methodologies

| Training activity | Hours allocated to training activity | On-site percentage |
|---|--------------------------------------|--------------------|
| Master Lessons | 15 | 100% |
| Documentation reading | 41 | 0% |
| Argumentation of practical cases | 10 | 100% |
| Individual and group practical work | 30 | 50% |
| Students exhibition | 5 | 100% |
| Research reading and analysis | 20 | 0% |
| Individual and group tutoring | 5 | 100% |
| Writing and exposition of research projects | 20 | 30% |
| Evaluation activities | 4 | 100% |

Issues to consider in case of confinement:

- In the event that face-to-face teaching is not possible due to a situation of confinement or similar, the sessions will be broadcast by videoconference respecting the same established schedule. The different options of the videoconferencing tool will be used so that the sessions can remain participatory and can perform the same tasks planned for the classroom. The sessions can be recorded.

- Recordings and data protection. Information on data protection in audiovisual recording in the subject: in accordance with current regulations on the protection of personal data, we inform you that:
 - The University of Lleida - UdL- is responsible for the recording and use of your image and voice (contact details of the representative: General Secretariat. Plaça Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection delegate: dpd@udl.cat).
 - Your recorded image and voice will be used exclusively for the purposes inherent in the teaching of the subject.
 - Your recorded image and voice will be kept until the end of the current academic year, and will be destroyed in the terms and conditions provided for in the regulations on conservation and disposal of administrative documents of the UdL, and the document evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
 - Your voice and image is essential to teach in this subject, and teaching is a right and a duty of the teaching staff of the Universities, which must exercise with freedom of chair, as provided in article 33.2 of the Law organic 6/2001, of 21 December, of universities. For this reason, the UdL does not need your consent to record your voice and image for this sole purpose, to teach in this subject.
 - The UdL will not transfer the data to third parties, except in the cases strictly provided for in the Law.
 - You can access your data; request rectification, deletion or portability; oppose the treatment and request its limitation, as long as it is compatible with the purposes of teaching, by writing to the address dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, through the Authority's electronic office (<https://seu.apd.cat>) or by non-electronic means.

Development plan

| Week | Contents |
|--|--|
| 1 Start of classes on September 25, 2023 | INNOVATION. Conceptualization and dimensions of Innovation |
| 2 | INNOVATION. Educational innovation from different paradigms. |
| 3 | INNOVATION. Characteristics of educational innovation. Areas of educational innovation. Difference between programs, projects and practices of educational innovation. Examples of educational innovation. |
| 4 | INNOVATION. Phases of educational innovation. Motivating and inhibiting factors of educational innovation. |
| 5 | INNOVATION. Social innovation, examples |
| 6 | RESEARCH. Science, characteristics of science. Types of Sciences. Construction of scientific knowledge |
| 7 | RESEARCH. Conceptualization and theories about educational research. Key concepts and features |
| 8 | RESEARCH. Educational research process. Code of ethics: obligations of search engines and good practice |
| 9 | RESEARCH. Scientific method: Contextualization and Justification, Research questions, Objectives and hypotheses and research variables |
| 10 | RESEARCH. Scientific method: Theoretical framework and design of the Application Framework. Types of research methodologies. Population and sampling |
| 11 | RESEARCH. Scientific method: Quantitative methodology |

| | |
|---|---|
| 12 | RESEARCH. Scientific method: Quantitative methodology |
| 13 | RESEARCH. Scientific method: Qualitative methodology |
| 14 | RESEARCH. Scientific method: Mixed methodology |
| 15 End of classes on January 19, 2024 | RESEARCH. Scientific method: Timetable, budget and final sections of the research |
| Exam weeks January 22 and 29, 2024 Closing of events February 21, 2024 | |

Evaluation

The evaluation of the subject is distributed as follows:

| Typology of tasks | Description | Weighting on the final grade |
|--------------------------------------|--|------------------------------|
| Research work (on equipl) | Design of a research project (25%) Presentation of the research project (15%) | 40% |
| Innovation Work (in teams, in pairs) | Analysis of innovation projects (15%) Perform a SWOT (10%) | 25% |
| Written test (individual) | TEST type test on key concepts of the subject | 35% |

The minimum grade to pass the TEST will be 5 out of 10. The TEST is recoverable. In this case, the maximum grade of the recovery will be equal to 5.

| | |
|---|-------------|
| ALTERNATIVE EVALUATION (According to article 1.5 of the ADDITIONAL RULES OF THE FEPTS TO THE REGULATIONS OF THE EVALUATION AND QUALIFICATION OF THE TEACHING IN THE DEGREES AND MASTERS IN THE FGSHCSP) The student who opts for this evaluation must do: | |
| TEST (the same day as the rest of the group) | 35% |
| Research project | Report 25% |
| | Defense 15% |
| Innovation Work | 25% |

Likewise: The minimum grade to pass the TEST will be 5 out of 10. The TEST is recoverable. In this case, the maximum grade of the recovery will be equal to 5.

For the subject to be evaluated, 100% of the tasks must have been delivered.

During the face-to-face sessions, the different evaluation rubrics of each task will be announced. These rubrics will be available on the Virtual Campus.

IMPORTANT

THE DELIVERY OF THE ACTIVITIES WILL BE MADE VIA THE SAKAI VIRTUAL CAMPUS AND IN THE ACTIVITIES SECTION. WORKS OUTSIDE THIS SECTION OF SAKAI WILL NOT BE ACCEPTED. ALL WORKS MUST BE SUBMITTED ONLINE AND THE FILE WILL BE IDENTIFIED WITH THE NAME AND SURNAME OF THE AUTHOR. Exercises that are not of own elaboration will not be admitted: the bibliography of consultation, both published by traditional methods and accessible through the internet, must serve as a basis and not be copied literally, in addition it must be properly referenced.

The evaluation of this subject will include the support measures provided by the FGSWSCSPxTothom for students with NESE.

In case of academic fraud or copying, the provisions of the Regulations for the *evaluation and qualification of teaching in the degrees and master's degrees of the FGSWSCSP* will apply.

NEITHER THE FINAL GRADE NOR THE WORKS FOR FUTURE COURSES WILL BE SAVED IN THE EVENT THAT THE SUBJECT IS SUSPENDED.

Bibliography

Alban, G. P. G., Arguello, A. E. V., & Molina, N. E. C. (2020). Metodologías de investigación educativa (descriptivas, experimentales, participativas, y de investigación-acción). *Recimundo*, 4(3), 163-173.

Arnal, J.; Rincón, D. i Latorre, A. (1992). *Investigación educativa: fundamentos y metodologías*. Barcelona: Labor.

Bagur-Pons, S., Rosselló-Ramon, M. R., Verger, S., & Paz-Lourido, B. (2021). El enfoque integrador de la metodología mixta en la investigación educativa. *RELIEVE. Revista Electrónica de Investigación y Evaluación Educativa*, 27(1).

Bisquerra, R. (Coord.). (2004). *Metodología de la investigación educativa*. Madrid: La Muralla.

Buendía, L.; Colàs, M. P. i Hernández, F. (1998): *Métodos de investigación en psicopedagogía*. Madrid: McGrawHill

Colàs, M. P. i Buendía, L. (1992). *Investigación educativa*. Sevilla: Alfar.

Espinoza Freire, E. E., & Calva Nagua, D. X. (2020). La ética en las investigaciones educativas. *Revista Universidad y Sociedad*, 12(4), 333-340.

González, R. O., & Ricalde, D. C. (2021). Aproximaciones a una metodología mixta. *NovaRua: Revista Universitaria de Administración*, 13(22), 65-84.

Hernández-Sampieri, R., & Mendoza, C. (2020). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta*. McGraw-hill.

Izquierdo, R.; María, R. (2010). El impacto de las TIC en la transformación de la enseñanza universitaria: repensar los modelos de enseñanza y aprendizaje. *Teoría de la Educación. Educación y Cultura en la Sociedad de la Información*, 11 (1), 32 – 68.

Juárez, J; Flores, O. (2013). Sistema de etiquetado automático de contenidos educativos para favorecer su

reusabilidad e interoperabilidad. EDUTEC, Revista Electrónica de Tecnología Educativa, 46. Recuperat el 10/07/2014 de <http://www.edutec.es/revista/index.php/edutec-e/article/view/316>

Latorre, A., Del Rincón, D., & Arnal, J. (2021). *Bases metodológicas de la investigación educativa*. Ediciones experiencia.

Ledo, M. J. V., Aguilera, E. D. L. Á. M., Sánchez, I. D. R. M., & Calzada, M. G. (2022). Innovación educativa. *Educación Médica Superior*, 36(3).

Macmillan, J. H.; Schumaquer, S. (2005). *Investigación educativa*. 5a. Ed. Madrid: Pearson

Miranda Beltrán, S., & Ortiz Bernal, J. A. (2020). Los paradigmas de la investigación: un acercamiento teórico para reflexionar desde el campo de la investigación educativa. *RIDE. Revista Iberoamericana para la Investigación y el Desarrollo Educativo*, 11(21).

Palacios Núñez, M. L., Toribio López, A., & Deroncele Acosta, A. (2021). Innovación educativa en el desarrollo de aprendizajes relevantes: una revisión sistemática de literatura. *Revista Universidad y Sociedad*, 13(5), 134-145.

Pérez Serrano, G. (1994). *Investigación cualitativa* (2 vol.). Madrid: La Muralla.

Torres, R. (2019). Metodología de la investigación. Las rutas cuantitativa, cualitativa y mixta. *Mexicana. México*.

Van Manen, M. (2003). *Investigación educativa y experiencia vivida*. Barcelona: Idea Books., núm. 2.

Villa, A. (coord.). (2008). *Innovación y cambio en las organizaciones educativas*. Bilbao: Universidad de Deusto.