IDENTIFYING DATA

Research and innovation in didactics of foreign language and literature (English / French)

Subject	Research and innovation in didactics of foreign language and literature (English / French)
Code	P02M178V01213
Study programme	Máster Universitario en Investigación e Innovación en Didácticas Específicas para Educación Infantil y Primaria

Descriptors	ECTS Credits	Choose	Year	Quadmester
	3	Optional	1st	2nd

Teaching language	French Galician English
Department	
Coordinator	Valcárcel Riveiro, Carlos
Lecturers	Valcárcel Riveiro, Carlos
E-mail	carlos.valcarcel@uvigo.es
Web	
General description	Review of innovative methodologies in the field of foreign language and literature teaching (English/French).

Training and Learning Results

Code	
A1	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
A2	Know how to apply ones own acquired knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to ones area of study
A3	Be able to integrate ones own knowledge and face the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of ones knowledge and judgements
A4	Know how to communicate ones own conclusions and the ultimate knowledge and reasons behind them to specialised and non-specialised audiences in a clear and unambiguous manner
A5	Possess the learning skills that will enable one to continue studying in a largely self-directed or autonomous manner
B2	Be proficient in speaking, listening, reading and writing in a foreign language
B3	Use the basic tools of information and communication technologies (ICT) required for the exercise of ones profession and for lifelong learning
B4	Develop oneself for the exercise of an open, educated, critical, committed, democratic and supportive citizenship, capable of analyzing reality, diagnosing problems, formulating and implementing knowledge-based solutions aimed at the common good
B6	Assess critically the available knowledge, technology and information to solve the problems faced
B7	Take on the importance of lifelong learning as a professional and citizen
B8	Appreciate the importance of research, innovation and technological development in the socio-economic and cultural progress of society
C4	Develop foreign language skills for teaching in specific areas
C7	Ability to apply theoretical knowledge in specific didactics to research, innovation and evaluation
C8	Ability to defend and justify both orally and in writing the research and/or innovation work carried out, using audiovisual support tools when necessary

C10	Conocer los fundamentos teóricos que sustentan la investigación e innovación en el ámbito de las Didácticas Específicas
C11	Know, understand and use scientific language and apply it correctly in its different forms of expression and communication
C12	Identify the main lines of research and innovation and their evolution in the Specific Didactics
C13	Analyze and assess critically researches and innovation projects in specific disciplinary areas
C14	Know different methodological approaches used in educational research, considering their pertinence for solving specific problems
C15	Identify quality and control criteria both in research and in teaching practice, fostering a critical, reflective and innovative attitude
C16	Design, justify, organise and assess proposals for research and innovation in the field of Specific Didactics
C17	Select, adapt and apply ICT materials and resources and of other kinds to improve teaching and learning in the different discipline areas
C18	Acknowledge research and innovation applied to the education sciences as a permanent tool for educational and social innovation and improvement
D1	Ability to analyse and synthesise
D2	Ability to adapt to new situations
D4	Work collaboratively
D5	Organizational and planning skills in disciplinary and interdisciplinary educational fields
D6	Ability to innovate (creativity) within school and non-school educational contexts
D7	Behave ethically and with social and environmental responsibility as a teacher and/or researcher
D8	Ability to communicate with peers, the educational community and society in general in ones areas of knowledge
D9	Integrate ICT into research processes and information management, data analysis and dissemination and communication of results
D10	Ability to update knowledge, methodologies and strategies in teaching practice
D11	Ability to understand the meaning and application of gender mainstreaming in different fields of knowledge and in professional practice to achieve a fairer and more equitable society
D13	Sustainability and environmental commitment. Equitable, responsible and efficient use of resources

Expected results from this subject

Expected results from this subject	Training and Learning Results
Value the importance of innovation and research as strategies to improve the quality of education in the area of foreign language and literature in Preschool and Primary Education.	A1 A3 A5 B3 B4 B6 B7 B8 C7 C10 C11 C12 C13 C14 C15 C17 C18 D1 D2 D6 D7 D8 D9 D10 D11 D13

Develop key aspects of initial training for L2 teachers.	A1
	A2
	A3
	A4
	A5
	B2
	B3
	B4
	B6
	B7
	B8
	C4
	C7
	C8
	C10
	C11
	C12
	C13
	C14
	C15
	C16
	C17
	C18
	D1
	D2
	D4
	D5
	D6
	D7
	D8
	D9
	D10
	D11
	D13
Analyze critically the curriculum for foreign language and literature, teaching practices and teaching materials.	A1
	A3
	A5
	B6
	B8
	C7
	C12
	C13
	C14
	C15
	C16
	C17
	C18
	D1
	D2
	D4
	D5
	D6
	D8
	D9
	D10

Formulate proposals for educational research and innovation in school and out-of-school contexts in the area of foreign language teaching.	A1
	A2
	A3
	A4
	A5
	B2
	B3
	B4
	B6
	B7
	B8
	C4
	C7
	C8
	C10
	C11
	C12
	C13
	C14
	C15
	C16
	C17
	C18
	D1
	D2
	D4
	D5
	D6
	D7
	D8
	D9
	D10
	D11
	D13

Contents

Topic	
Research in foreign language and literature teaching.	- Conceptualization, characteristics and paradigms. - Main lines and areas of research.
Innovation in the educational processes of foreign language and literature teaching in Preschool and Primary School.	- Basics of educational innovation. - Models and trends. - Analysis of effective practices. - Design of tools and resources for innovation.

Planning

	Class hours	Hours outside the classroom	Total hours
Previous studies	7	7	14
Introductory activities	1	2	3
Project based learning	4.5	10	14.5
Project based learning	4.5	10	14.5
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Project based learning	4.5	10	14.5

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

Methodologies

	Description
Previous studies	At the beginning of the course, the teacher will present and discuss bibliography and online resources useful for reaching the objectives of the course.
Introductory activities	In the first session, the teacher will present the goals, contents, teaching planning and methodology, evaluation and procedures for personalized attention.

Project based learning	In a classroom session and later in tutorial sessions with the teacher, students will carry out a project where they must define a specific school context for methodological application (class, school, subject, curricular implementation, etc.). These projects will be presented on the official exam date, they will be of a group basis and the instructions for their realisation will be given by the teacher during the presentation of the subject. During tutorial and classroom sessions, the teacher will guide students in the implementation of the projects through group and collaborative activities and the review of the drafts prepared by the teams.
Project based learning	In a classroom session and later in tutorial sessions with the teacher, students will carry out a project in which they will have to design and develop a pedagogical sequence for the school context defined in the first project. This second project will be presented on the official exam date, it will be of a group basis and the instructions for its realisation will be given by the teacher during the presentation of the subject. During tutorial and classroom sessions, the teacher will guide students in the implementation of the projects through group and collaborative activities and the review of the drafts prepared by the teams.
Project based learning	In a classroom session and later in tutorial sessions with the teacher, students will carry out a project in which they will have to design and elaborate the scaffolding strategies and the audio and video contents for the learning sequence designed in the previous project. This third project will be presented on the official exam date, it will be of a group basis and the instructions for its realisation will be given by the teacher during the presentation of the subject. During tutorial and classroom sessions, the teacher will guide students in the implementation of the projects through group and collaborative activities and the review of the drafts prepared by the teams.
Project based learning	In a classroom session and later in tutorial sessions with the teacher, students will carry out a project in which they will have to design and elaborate an evaluation system for the learning section designed in the second project. This fourth project will be presented on the official exam date, it will be of a group basis and the instructions for its realisation will be given by the teacher during the presentation of the subject. During tutorial and classroom sessions, the teacher will guide students in the implementation of the projects through group and collaborative activities and the review of the drafts prepared by the teams.

Personalized assistance

Methodologies	Description
Previous studies	Personalized attention can be provided in different ways: 1. During the office hours detailed by the teacher at the introductory session of the course. Students must make an appointment by e-mail with the teacher within these hours. In these tutored sessions, students will be able to resolve doubts, make suggestions and reinforce practical aspects of the course. The teacher will not be available to students without an appointment or outside the scheduled office hours. 2. Using the online working group. 3. By videoconference (by appointment) or e-mail.
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Assessment

Description	Qualification	Training and Learning Results

Project based learning	Organised in work groups, students will develop a project on school contextualisation. It will be submitted on the learning platform on the official date of the exam and assessed according to an evaluation grid proposed by the teacher in the first classroom session.	25	A1 A2 A3 A4 A5	B2 B3 B4 B6 B7 B8	C4 C7 C8 C10 C11 C12 C13 C14 C15 C16 C17 C18	D1 D2 D4 D5 D6 D7 D8 D9 D10 D11 D13
Project based learning	Organised in work groups, students will develop a learning sequence. It will be submitted on the learning platform on the official date of the exam and assessed according to an evaluation grid proposed by the teacher in the first classroom session.	25	A1 A2 A3 A4 A5	B2 B3 B4 B6 B7 B8	C4 C7 C8 C10 C11 C12 C13 C14 C15 C16 C17 C18	D1 D2 D4 D5 D6 D7 D8 D9 D10 D11 D13
Project based learning	Organised in work groups, students will produce the audiovosual content for a learning project. It will be submitted on the learning platform on the official date of the exam and assessed according to an evaluation grid proposed by the teacher in the first classroom session.	25	A1 A2 A3 A4 A5	B2 B3 B4 B6 B7 B8	C4 C7 C8 C10 C11 C12 C13 C14 C15 C16 C17 C18	D1 D2 D4 D5 D6 D7 D8 D9 D10 D11 D13
Project based learning	Organised in work groups, students will develop an evaluation system for a specific learning sequence. It will be submitted on the learning platform on the official date of the exam and assessed according to an evaluation grid proposed by the teacher in the first classroom session.	25	A1 A2 A3 A4 A5	B2 B3 B4 B6 B7 B8	C4 C7 C8 C10 C11 C12 C13 C14 C15 C16 C17 C18	D1 D2 D4 D5 D6 D7 D8 D9 D10 D11 D13

Other comments on the Evaluation

The dates and deadlines for the evaluations will be posted from the beginning of the term on the learning platform and on the master's website.

1. First call evaluation.

1a. Continuous evaluation

In collaboration with the teacher both in the classroom and in tutorial meetings, students will have to carry out four group projects, which will consist of the development of a teaching sequence. The projects will be evaluated by the teacher according to rubrics available on the learning platform. Projects will be submitted on the date set out in the official examination calendar.

1b. Final evaluation

Students who are unable or unwilling to complete the continuous evaluation should ask the teacher to take the final evaluation during the first two weeks of the course. Final evaluation will consist of a written examination on 100% of the course contents. The exam will take place on the official date set by the Faculty. It will be scored from 0 to 10 according to

an evaluation rubric established by the teacher. The exam will have a theoretical question and a hypothetical scenario that the students will have to solve. Details information on the type of exam and the evaluation rubric used by the teacher will be available on the course website.

2. Second call evaluation.

Students not attending any evaluation (continuous or final) at the first call will be graded as no-shows. Students attending the second call must take a written exam on 100% of the syllabus contents. The examination will take place on the official date set by the Faculty. It will be scored from 0 to 10 according to an evaluation rubric provided by the teacher. The exam will have a theoretical question and a hypothetical scenario that the students will have to solve. Details information on the type of exam and the evaluation rubric used by the teacher will be available on the course website. Any work carried out during the course will not be considered at the second call.

3. Working languages

The working languages of the course will be English and French. At all times, the teacher will communicate with the students, in French or English, both orally and in writing. Unless otherwise indicated by the teacher, students may use any of the working languages. Examination documents will be written in French and English, but students may take the exam in any of these languages.
The use of automatic translators in any learning activity of this course, as well as to communicate with the teacher, is not allowed. Repeated use of machine translation in a project or in an examination may constitute an invalidation.

4. Students with special educational needs (SEN)

Students with special educational needs due to specific learning difficulties may benefit from an adaptation of the evaluation system. This adaptation, agreed between the teacher and the students concerned, will seek to ensure that all necessary means are made available for students with SEN to demonstrate the achievement of the learning objectives.

Sources of information

Basic Bibliography

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Complementary Bibliography

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Recommendations

Other comments

A B1 level in English or French is recommended.