

**Educational Innovation**

Code: 103522  
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	2

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Prerequisites**

It is recommended having passed the subjects of the degree:

- The teaching and learning process
- Education and Society
- Design, monitoring and evaluation of plans and programmes

**Objectives and Contextualisation**

This subject is a main part of "Training and socio-educational Management" specialty,

The main objective is provide professional expertise and resources of action in the field of design, development and innovation of training proposals linked to educational reality.

In this regard, specific objectives are:

- Design and develop a curricular project, taking into account the basic notions concerning the design, development and curricular innovation.
- Analyze the elements that make up the processes of development and realization of a curriculum from innovative benchmarks to achieve significant resources to plan the strategy for implementation.
- Reflecting on the development of educational projects in contexts of curriculum theory and curriculum development and in the context of the management of teaching and learning processes from all educational contexts: formal, non-formal, informal.
- Present and defend the proposal of the innovative educational project to the educational community with the support of new technologies.

**Competences**

- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Design innovative programs, projects and proposals for training in and development of training resources in labour contexts, whether face-to-face or virtual.
- Develop quality management processes and models in educational and training contexts.
- Develop strategies for autonomous learning.

- Foster improvement process on the basis of the results of research or needs assessment processes.
- Generate innovative and competitive proposals in research and professional activity.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Apply a quality model that is consistent with the institution or its characteristics, to the proposed intervention.
2. Apply advisory techniques and strategies to innovation projects in educational institutions and services.
3. Deliver proposed activities on time and in the right way.
4. Design projects and actions adapted to the education environment and the recipients thereof.
5. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
6. Organising the work in a structured way in terms of the demands.
7. Promoting improvement processes based on the results obtained from evaluating innovation projects.
8. Structure the apparatus required for a proposal for innovation.
9. Using ICTs in designing, developing and drawing up practical work.
10. Using virtual platforms as a communication and management tool for directed and supervised activities.

## Content

- BLOCK I. Educational innovation: models and perspectives
- BLOCK II. Educational innovation processes in organizations: stages
- BLOC III. Facilitators and resistances in the process of curriculum innovation
- BLOCK IV. Curriculum development strategies and educational innovation
- BLOCK V. Stakeholders for curricular innovation: roles, functions and competences

## Methodology

The methodological approach of the subject starts by focusing the activity of the process on the student's learning and connecting learning to the socioeducational reality. In order to allow the achievement of this principle, the student must be active and autonomous throughout the process, being the teacher's mission to help in this task. In this sense the teaching staff:

1. will support the student at all times by providing the information and resources necessary for them to allow learning construction
2. ensure the autonomous learning of the student by proposing different teaching-learning activities (individual, group, theoretical and practical, ...) under the principle of multiple variety of methodologies applied to real contexts.

Under this approach, the subject is structured, in its design and development, in 3 types of teaching-learning activities that are detailed and specified below.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master Class (the final project presentation is not included)	30	1.2	2, 1, 4, 8, 7, 9, 10
Seminars (the final project presentation is not included)	15	0.6	2, 1, 5, 4, 8, 7, 3, 6, 9, 10

Type: Supervised			
Individual readings and other process evidences	5	0.2	2, 1, 4, 8, 7, 3, 6, 9, 10
Mentoring of work group	25	1	2, 1, 5, 4, 8, 7, 3, 6, 9, 10
Type: Autonomous			
Individual Autonomous work	60	2.4	2, 1, 3, 6, 9, 10

## Assessment

The student must submit two types of basic evidence with evaluative implications:

1. A proposal of Educational Innovation Project applied to real contexts developed in workgroups (Practical work with 2 deliveries during the course) and
2. Two theoretical-practical activities linked to the dissemination of the educational innovation project with the support of new technologies (an audiovisual mini-demo of the innovation and an infographic of the project).

Important:

- The practical work have a formative purpose from the point of view of their evaluation, since they can be reviewed by the group depending on the task delivered. This review will be done in the seminars and on the platform.
- The theoretical-practical activities, separated in each one of the blocks of contents considered, have a summative purpose and must be an individual synthesis of the realization, discussion and reflection of the group work. Due to its nature, when an activity is suspended it can be recovered at the end of the subject on a specific date.

The realization of all the theoretical-practical activities with evaluative implications and practical work is essential to overcome the subject. In case there are some pending, they can be made and / or delivered on the specific date at the end of the course.

The practice-project 1 will be delivered and carried out after the first Block of the syllabus (03/02/2020)

The analysis of critical analysis through gamification (Blocks I to III) will be delivered and made after the third block of the syllabus (03/30/2020)

The practice-project 2 will be delivered and presented after the fifth Block of the syllabus through a Educational Innovation Projects Fair at the faculty and with the real socio-educational agents linked to the projects (06/08/2020)

The final theoretical test (Blocks IV to V) will take place after the fifth Block of the syllabus and the innovation projects fair (06/15/2020).

There will be a recovery test, both of the practical tests-projects and the theoretical tests (06/29/2020).

Each individual situation that does not conform to what is written should be communicated to the teacher of the subject to enable the relevant evaluations without losing sight of the evaluation philosophy considered.

The feedback of any activity with evaluative implications will be given within a week during the course; The Educational Innovation Projects Fair involves a 360° evaluation, therefore, feedback will be received from the faculty's teachers and experts on the topics of the projects, as well as by the educational agents of the invited centers. real entities with which educational innovation proposals have been contextualized.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1 Critical analysis through gamification type exam	30%	3	0.12	2, 1, 4, 8, 7, 3, 6, 9, 10
1 theoretical-practical (individual evaluation)	30%	2	0.08	2, 1, 4, 8, 7, 3, 6
Delivery of practical exercises - Educational Innovation Project (teamwork)	30%	5	0.2	2, 1, 5, 4, 8, 7, 3, 6, 9, 10
Individual readings and other process evidences	10%	5	0.2	2, 1, 5, 4, 8, 7, 3, 6, 9, 10

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