Universidad de Alcalá

GUÍA DOCENTE

INNOVACIÓN DOCENTE E INICIACIÓN A LA INVESTIGACIÓN EDUCATIVA EN INGLÉS

Máster en Formación del Profesorado

Universidad de Alcalá

Curso Académico 2019/2020

GUÍA DOCENTE

Nombre de la asignatura:	**Innovación Docente e Iniciación a la Investigación Educativa en Inglés**
Código:	**200995**
Departamento:	**Filología Moderna**
Área de Conocimiento:	**Filología Inglesa**
Carácter:	**Obligatorio**
Créditos ECTS:	**4**
Cuatrimestre:	**2º**
Profesorado:	**Cristina Tejedor Martínez e Isabel de la Cruz**
Correo electrónico:	**cristina.tejedorm@uah.es** **isabel.cruz@uah.es**
Idioma en el que se imparte:	**Inglés**

1. MODULE DESCRIPTION

This course combines a theoretical introduction to qualitative action research, discussion of several research experiences, and a practical investigation in a foreign language classroom. This course aims to develop a reflective attitude as a means of promoting teacher development. Participants will implement ways of solving the problems they have in their classes and, consequently, will produce theory from their own research.

The module is taught mainly online. The two face-to-face sessions will be announced in advance.

2. AIMS

Generic competences:

1. To get familiar with the main aspects of action and classroom research.
2. To develop observation skills of their classes.
3. To get used to bibliographical sources related to classroom research.
4. To learn how to write a research report.

Specific competences:

1. To know the main techniques of observation and classroom research.
2. To be able to plan, do and evaluate classroom research.
3. To diagnose problematic aspects of the teaching and learning process in their classes.
4. To be able to plan an action process to solve problematic aspects.

5. To innovate in the classroom using educational technology.

3. MODULE CONTENTS

Units	Weeks
Unit 1. Action and classroom research. The teacher as researcher	• 2 weeks
Unit 2. Research process and techniques	• 3 weeks
Unit 3. Data interpretation and analysis	• 2 weeks
Unit 4. Innovation through educational technology	• 5 weeks
Unit 5. Classroom interaction	• 2 weeks

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours: 3	There will be two face-to-face sessions. The first class meeting is designed to introduce the contents and activities of the module in the virtual learning environment. Besides, both sessions will include some explanations about the units of the module. Attending these sessions will count towards your overall mark for participation in the module.
Independent study: 30	The module notes contained in the virtual learning environment are designed to give introductions to most of the topics covered.
Readings: 17	The module notes include links and references to further reading in order to complement the theoretical contents.
Activities, assignments and final paper: 50	Course time will be devoted to critical writing and materials design.

4.2. Learning activities

This course will be developed mostly online and will consist of:

- Class-sessions and online access to the virtual learning environment, Blackboard. The online part will be an interactive class that may include the discussion of topics in the forums, debates in the chat and submission of assignments.

- Besides, students will be requested to read some set texts and to study the contents of the subject in order to be able to write essays and prepare several activities.

5. ASSESSMENT

Assessment criteria:

By the end of the course, students are expected to be able to:

- Demonstrate the acquisition of the main theoretical and practical contents of the subject.
- Apply the contents to practical activities.
- Be able to formulate opinions, critical judgement and reflection in their work.
- Incorporate original ideas and approaches.

Assessment and marking procedures:

The assessment of this course will be based on the following elements:

- Attendance to the two class-sessions and active participation: 20%
- Submission of activities/assignments: 35%
- Final paper: 45%

Final evaluation

The characteristics of this module do not allow for Final Evaluation exclusively but are based on a continuous assessment format. Thus, all students will be required to attend the face-to-face sessions, to complete all written assignments that the continuous evaluations students have to complete on the Blackboard and on the same due dates established for these students.

Plagiary will not be tolerated. Those students who commit plagiarism in any of the activities mentioned above will get a fail mark in the corresponding activity.

6. BIBLIOGRAPHY

Baumfield, V., Hall, E. & Wall, K. (2008). Action research in the classroom. *London: SAGE Publications Ltd.*

Burns, A. (2010). Doing Action Research in English Language Teaching. A Guide for Practitioners. London: Routledge.

Cohen, L., L. Manion & K. Morrison (2011) Research Methods in Education. London: Routledge.

De la Cruz Cabanillas, I. & C. Tejedor Martínez (2003). La Aplicación de las Nuevas Tecnologías al Aprendizaje y Enseñanza de Lengua Inglesa. Alcalá de Henares: Servicio de Publicaciones de la Universidad de Alcalá.

Dudeney, G. (2000). The Internet and the Language Classroom. Cambridge: Cambridge University Press.

MacIntyre, C. (2000). The Art of Action Research in the Classroom. London: David Fulton.

Mills, G. E. (2011/2000). Action research: a guide for the teacher researcher, second edition. Upper Saddle River, NJ: Merrill Prentice Hall. 4th ed.

McNiff, J., Lomax, P. & J. Whitehead (1996/2010). You and Your Action Research Project. Bournemouth: Hyde. 3rd ed.

Pollard, A. (1997). Reflective Teaching in Secondary Education. London: Cassell Education.

Pollard, A. (2002). Readings for Reflective Teaching. London: Cassell Education.

Richards, J.C., & C. Lockhart (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press.

Tripp, D. (2005). 'Action Research: A Methodological Introduction'. Educação e Pesquisa, 31(3), 443-466. [Available: https://dx.doi.org/10.1590/S1517-9702200500300009]

Wallace, M.J. (1998). Action Research for Language Teachers. Cambridge: Cambridge University Press.