

## **63323 - Innovation and Classroom Research in Educational Guidance**

### **Syllabus Information**

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**Academic year:** 2024/25

**Subject:** 63323 - Innovation and Classroom Research in Educational Guidance

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 584 - Master's Degree in Teaching Compulsory Secondary Education  
604 -

**ECTS:** 6.0

**Year:** 1

**Semester:** Second semester

**Subject type:** Optional

**Module:**

### **1. General information**

The subject and its expected results respond to the following approaches and objectives:

- a. To understand the activities and processes of evaluation and innovation from the multiple referents, purposes, utilities and modalities
- b. To plan and implement evaluation processes.
- c. To advise on innovation processes.
- d. To internalize the results of educational research in professional practice. All this under the strict professional performance of the school counsellor.

Although evaluation, innovation and research are formulated in unison in the discourse, as the magic triad that will solve every socio-educational problem; evaluating, innovating and researching require from the educational counsellor different tasks, different difficulties, but at the same time with different priorities. A distinction should be made:

1. Evaluate. It is an intrinsic function of the formal education system.
2. Innovate. It is axiomatic that all innovation, like change, implies improvement.
3. Research. The primary purpose of research is to develop scientific knowledge. Although the utility is required, scientific rigor prevails over the immediate application in practice, attributable to the evaluation that leads to decision making.

### **2. Learning results**

1. To analyse the usefulness of the different evaluation models for the development of educational guidance processes.
2. To apply techniques and strategies to conduct a needs analysis.
3. To design action research processes.
4. To analyse the implications of innovation processes in the professional practice of guidance, research, change and improvement.

### **3. Syllabus**

- Evaluation processes in guidance: models and techniques.
- Guidance and educational innovation: meaning and modalities.
- Research in guidance: epistemological, methodological and deontological references.

### **4. Academic activities**

#### **2.1. General methodological presentation**

- Master classes
- Practical classes Directed work Individual study Evaluation test

#### **2.2. Learning activities**

- Expository sessions.
- Active learning methodologies Work development
- Oral presentation and discussion of papers Tutorials

### **5. Assessment system**

**Types of tests, evaluation criteria and levels of demand**

- Oral or written exam 40%
- Participation in the practical classes and practical dossier 20%
- Portfolio, consisting of an essay, discussion group, the design of an evaluative action and a self-evaluation. Directed work 40%.

#### **Global test and second call**

- Oral or written exam 40%
- Portfolio, consisting of practice, essay, discussion group, the design of an evaluative action and a self-evaluation. 60%.

#### **Fifth and sixth calls**

The students of fifth and sixth call must be aware that their evaluation is made before a board, not being able to waive this right. However, they may choose, upon request, to take the test together with the rest of students in the group and then place it in an envelope to be submitted to the examining board (art. 23 of the Agreement of December 22, 2010, of the Governing Council, approving the Regulations of the Learning Assessment Standards of the University of Zaragoza)

#### **Important note**

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.

## **6. Sustainable Development Goals**

- 3 - Good Health & Well-Being
- 4 - Quality Education
- 10 - Reduction of Inequalities