



## Course Syllabus

<b>Course</b>	Teachers as researchers: Methodology in classroom action-research		
<b>Module</b>	MODULE # 06: Competences in sense of initiative and entrepreneurship		
<b>Degree</b>	International Semester on Education		
<b>Plan Code</b>	904	<b>Course Code</b>	75048
<b>Teaching period</b>	Second semester	<b>Type</b>	Compulsory
<b>Level</b>	Degree	<b>Academic Year</b>	2019/2020
<b>ECTS</b>	2,5 ECTS		
<b>Language</b>	English		
<b>Lecturers</b>	Luis Carro, Ph.D.		
<b>Department</b>	Department of Pedagogy		
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### 1. General scope

The development of key competences, their validation and the provision of competence-oriented education, training and learning should be supported by establishing good practices for better support of educational staff in their tasks and improving their education, for updating assessment and validation methods and tools, and for introducing new and innovative forms of teaching and learning.

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities.

The key competences are all considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different contexts and in a variety of combinations. They overlap and interlock; aspects essential to one domain will support competence in another. Skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences.

#### 1.1 Context

Learn to learn is the key competence to manage the uncertainty of classroom teaching. The classroom action research is the strategy that teachers must face this challenge as the opportunity to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage their own projects.



## 1.2 Relation with other courses

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This course is included in the “set of subjects” oriented by the European Council Recommendation on key competences for lifelong learning (2018). The list of courses developed in this semester are interlinked, and everyone is part of the integrated project that every student must develop as a whole. In this sense, this course is related into the international semester as a key competence for the building to the European citizenship through this integrated strategy of initial or permanent teacher training for the primary and/or secondary school.

## 1.3 Prerequisites

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Fluency in English is expected (B2 Level).

## 2. Competences

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### 2.1 General

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According with the European Recommendation, the Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

### 2.2 Specific

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Entrepreneurship competence requires knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise. Individuals should know and understand approaches to planning and management of projects, which include both processes and resources. They should have an understanding of economics and the social and economic opportunities and challenges facing an employer, organization or society. They should also be aware of ethical principles and challenges of sustainable development and have self-awareness of their own strengths and weaknesses.

Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. They include the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential.

An entrepreneurial attitude is characterized by a sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives. It includes a desire to motivate others and value their ideas, empathy and taking care of people and the world, and accepting responsibility taking ethical approaches throughout the process.



### 3. Learning Outcomes

The students will be able to:

- Recognize the main strategies for change in the classroom.
- Design a process of change through classroom action-research.
- Understand the key competence of entrepreneurship.
- Develop a research plan focused on educational contexts.
- Create a group of students' classroom as educators' team for challenging the paradigm shift of traditional teaching.

### 4. Contents

1. What is Classroom Action Research?
2. Why do Classroom Action Research?
3. How do you conduct Classroom Action Research?
  - Step one: Identify a question or problem.
  - Step two: Review Literature.
  - Step three: Plan a research strategy.
  - Step four: Gather data.
  - Step five: Make sense of the data.
  - Step six: Take action.
  - Step seven: Share your findings.
4. The quality of Classroom Action Research projects

### 5. Methodology

- Brief explanations on action-research
- Reading lectures and discussion on the main topics.
- Working groups on topics for education changing

The course will be structured in such a way that students are able to attend to the lectures and participate actively in them. In order for students to prepare these theoretical lessons beforehand, they will be required to make a series of readings, including a selection of articles or book chapters that will be provided to them before each session. These materials (as well as videos, documents or any other resource) will be uploaded to the virtual learning environment offered by the University of Valladolid.

Additionally, students will be required to take part in practical lessons, where they will work in groups in collaborative assignments. By dealing with research tasks, public debates and expositions, students are expected to approach this course with an open mind and a willingness to participate and engage with each other.



## 6. Student dedication to the course

Classroom activities	Hours	Outside the classroom	Hours
Lectures	10	Autonomous work.	37,5
Practice sessions	15		
Total in the classroom	<b>25</b>	Total outside the classroom	<b>37,5</b>

## 7. Grading criteria

Evaluation	Percentage	Comments
Participation in class dynamics	25	Attendance is compulsory.
Practice activities	50	
Contribution to the integrated project	25	

Spanish Scale	ECTS Scale	Definition
9.0-10.0 Matrícula de honor	A+	Excellent with Honours
9.0-10.0 Sobresaliente	A	Excellent
8.0-8.9 Notable	B	Very Good
7.0-7.9 Notable	C	Good
6.0-6.9 Aprobado	D	Satisfactory
5.0-5.9 Aprobado	E	Sufficient
0.0-4.9 Suspenso	FX/F	Fail

## 8. Basic references

- Aladag, S. (2017). The Views of Class Teachers on Acquisition of Entrepreneurship Ability. *Journal of Education and Training Studies*, 5(8), 51–61.
- Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884.
- Basham, M. J., & Yankow, B. (2015). Adding to Your Teaching Repertoire: Integrating Action Research into the Lesson Plans. *Journal of Instructional Research*, 4, 31–37.
- Coghlan, D., & Brannick, T. (2014). *Doing action research in your own organization*. Thousand Oaks, CA: Sage Publishing.
- European Commission/EACEA/Eurydice (2016). *Entrepreneurship Education at School in Europe. Eurydice Report*. Luxembourg: Publications Office of the European Union.
- Ningsih, Soetjipto, B. E., & Sumarmi. (2017). Improving the Students' Activity and Learning Outcomes on Social Sciences Subject Using Round Table and Rally Coach of Cooperative Learning Model. *Journal of Education and Practice*, 8(11), 30–37.
- Scanlon, L. (2018). *The Role of Research in Teachers' Work: Narratives of Classroom Action Research*. Abingdon, UK: Routledge.

## 9. Final considerations

As said above, this semester is a cluster of training modules for initial or permanent teachers interested in introducing a complementary strategy of teaching within the core curriculum of primary and secondary schools. Therefore, the main purpose of the final project is to integrate all the courses' contents in a comprehensive way.