

RESEARCH AND INNOVATION IN THE DIDACTICS OF THE SOCIAL SCIENCES AND THE DIDACTICS OF LANGUAGE AND LITERATURE (MASTED-01-05)				
DEGREE PROGRAM:		Master in integrated STEAM Education (MASTED)		
SEMESTER: First	TYPE: Basic	CREDITS: 5 ECTS	WORKLOAD: 125 hours	MENTORING: 3 hours/week
LANGUAGE: Spanish / English				

OBJECTIVES	
General	To analyse and evaluate the advances and challenges of research and innovation in Didactics of Social Sciences, and in Didactics of Language and Literature.
Specific	<ul style="list-style-type: none"> • Reflect on the role of research and innovation in the professional development of social sciences, language and literature teachers. • Identify and get to know the main principles, models and strategies that, from the Didactics of History, Geography, History of Art and Language and Literature, both native and foreign languages and literatures, are promoters of the transformation of the school as a co-educational and inclusive space. • Carry out small research projects by formulating the problem (from social problems, controversial issues and socially live issues), assumptions, objectives and methodology in the field of education in social, linguistic and literary studies. • Produce short research reports in the above-mentioned didactic-disciplinary field and share its results.
SUBJECT MATTER	
During the modules, students will be introduced to the conceptual foundations of educational research and innovation, and to developments and challenges in the didactic-disciplinary fields of social studies, language and literature (native and foreign) education on social problems, controversial issues and socially live issues. Likewise, the methodological foundations of educational research in social studies, language and literature will be defined, in particular, the principles of research designs and methods, techniques and instruments for data collection, its analysis, and the structural elements of a research report.	
COMPETENCES	
<ul style="list-style-type: none"> • C6: Developing the ability to pay attention to diversity and equality so as to favour the inclusion of all students. • C8: Professional development and self-reflection. • C12: Developing critical literacy competence. 	
LEARNING OUTCOMES	
Knowledge	<ul style="list-style-type: none"> • Subject matter, curricular, and educational research foundations knowledge. • Knowledge of reading-writing and social discourses (mainly digital) as a mechanism for engagement and citizen participation in social problems.
Skills	<ul style="list-style-type: none"> • Ability to plan, organise and innovate the teaching-learning process, as well as apply the plan and assess its application. • Promotion of innovation in the own teaching practice. • Promotion of student's active and social participation. • Ability to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context. • Development of critical and creative thinking and ability to assess and work with information around social problems, controversial issues and socially live issues. • Ability to generate creative solutions to problems.
Attitudes/values	<ul style="list-style-type: none"> • Disposition to change. • Disposition to being critical, self-critical and reflecting on the ethical and professional aspects of the profession, as well as on the own practice.

	<ul style="list-style-type: none"> • Development of an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner in the field of education for democratic, pluralistic and inclusive citizenship. • Disposition to promote students' democratic attitudes and practices, as future European citizens.
TEACHING METHODS	
Lectures and examples of applied research will be used to develop and acquire the above competencies.	
EVALUATION	
Students will produce a scientific poster on the curricular inclusion and didactic treatment of a social problem, controversial issue or socially live issue from an integrated transdisciplinary perspective.	
PRECONDITIONS	
None	
DEPARTMENT	Specifics didactics
LECTURERS	<p>Invited lecturers:</p> <ul style="list-style-type: none"> • Prof. Dr. Antoni Santisteban Fernández (Autonomous University of Barcelona, Spain). Director of GREDICS-UAB Research Group. Leading specialist in education for democratic citizenship and external collaborator of DHISO-University of Burgos Research Group. • Prof. Dr. José María Cuenca López (University of Huelva, Spain). Leading specialist in heritage education and education in social studies. External collaborator of DHISO-University of Burgos Research Group.
LITERATURE	<ul style="list-style-type: none"> • Ortega-Sánchez, D. (Ed.) (2022). <i>Controversial Issues and Social Problems for an Integrated Disciplinary Teaching</i>. Springer. • Ortega-Sánchez, D. (Ed.) (2022). <i>Active Learning - Research and Practice for STEAM and social sciences education</i>. IntechOpen. • Ortega-Sánchez et al. (2021) Hate Speech, Emotions, and Gender Identities: A Study of Social Narratives on Twitter with Trainee Teachers. <i>Int. J. Environ. Res. Public Health</i>, 18(8), 4055. https://doi.org/10.3390/ijerph18084055 • Ortega-Sánchez, D., & Barba, C. (2021). Building Historical Narratives about Controversial Issues on Twitter: An Analysis of Digital Literacy Levels in Secondary School Students. In U. Kayapinar (Ed.), <i>Teacher Education</i> (pp. 1-13). IntechOpen. https://doi.org/10.5772/intechopen.95972 • Ortega-Sánchez, D., & Heras-Sevilla, D. (2020). Design and Initial Validation of the Scales <i>Epistemology, methodology and gender in taught history</i> (EMG), and <i>Women in history</i> (WH) for the Evaluation of Gender Competence of Social Science Teachers in Training. <i>Universal Journal of Educational Research</i>, 8(4), 1- 11. https://doi.org/10.13189/ujer.2020.080519 • Ortega-Sánchez, D., Greca, I. M., & Alonso Abad, M. P. (Coords.) (2022). <i>Science in Art. The Cathedral of Burgos as a STEAM element for citizenship education</i>. Octaedro. • Ortega-Sánchez, D., Ibáñez, J., & Sanz de la Cal, E. (2019). Literacies and the Development of Social, Critical, and Creative Thought in Textbook Activities for Primary Education in Social Sciences and the Spanish Language. <i>Front. Psychol.</i>, 10. https://doi.org/10.3389/fpsyg.2019.02572 • Ortega-Sánchez, D., Sanz de la Cal, E., Ibáñez, J., & Borghi, B. (Eds.), (2022). <i>Gender equality and women's empowerment in education</i>. Frontiers. https://doi.org/10.3389/978-2-88974-506-7