



Teaching Guide

Teaching Guide				
Identifying Data				2016/17
Subject (*)	Técnicas de recollida e análise da información		Code	652G03026
Study programme	Grao en Educación Social			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Obligatoria	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Filosofía e Métodos de Investigación en Educación			
Coordinador	Arias Rodriguez, Maria Alicia	E-mail	alicia.arias.rodriguez@udc.es	
Lecturers	Arias Rodriguez, Maria Alicia	E-mail	alicia.arias.rodriguez@udc.es	
Web	http://www.udc.es/fymide			
General description	The reality socio-educational of the social educator is complex, diverse and difficult to analyze, describe and interpret, it is therefore necessary that throughout his academic training, purchase a series of skills that will allow him to develop his professional activity. By such a circumstance, the learning and application of various research methodologies that are planned in this subject, will in future to social educator select the most appropriate to solve the problems that are found in its next working environment. Without forgetting that the social educator within their working environment will have to investigate in order to provide possible solutions to improve the context in which to develop their work activity. The diversity of conceptions epistemological applicable to the different social situations will be a source of information for the social researcher, allowing you to determine which is the most suitable to solve the issue you are facing. It is not intended to establish a relationship or an order of importance among the various modes of research, but that is the problem of research that will determine the choice of a methodology or another, making it the most valid for this type of problem. The development of the research aims, in addition to solving existing problems in the social context, be a source of information and training for the professionals who develop their activity in this field of work, allowing them to intervene more guarantees of quality and, especially, to be able to anticipate the problems and the needs of your environment.			

Study programme competences

Code	Study programme competences
A5	Identificar e analizar os factores contextuais que afectan os procesos de intervención socioeducativa.
A6	Seleccionar diferentes métodos e técnicas para a planificación e avaliación de programas e servizos.
A13	Deseñar e levar a cabo proxectos de investigación elementais aplicables aos diferentes campos de intervención.
A19	Asesorar e supervisar programas, planos, proxectos e centros socioeducativos.
A21	Deseñar e implementar procesos de avaliación de programas e estratexias de intervención socioeducativa en diversos contextos.
B1	Elaborar, analizar, sintetizar, valorar e transmitir criticamente a información.
B2	Redactar e presentar informes técnicos, memorias, regulamentos ou calquera outro documento básico que contribúa a regular a acción socioeducativa.
B5	Capacidade de mostrar actitudes coherentes coas concepcións éticas e deontolóxicas propias da profesión.
B6	Adquirir e dominar habilidades comunicativas que permitan transmitir información, ideas e propostas a diversas audiencias.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes



Learning outcomes	Study programme competences		
Know the main technical of data collection in the processes of social and educational intervention.	A5 A6 A13 A21	B1	C1 C4 C6
Design instruments of data collection of processes of social and educational intervention, applying different technical.	A5 A6 A13 A21	B1 B2	C1 C4 C6
Schedule data collection and analysis in processes of social and educational intervention.	A5 A6 A13 A19 A21	B1 B2	C6 C8
Perform collecting relevant information from a process of socio-educational intervention		B1 B2 B5 B6	C1 C6
Know the main technical of data analysis in the processes of social and educational intervention.	A6 A13	B1	C3 C6 C8
Analyze the information collected in the process of socio-educational intervention using appropriate analytical techniques	A5 A6 A13 A19	B1 B2	C3

Contents	
Topic	Sub-topic
INTRODUCTION.	1. Conceptual Determination 2. Sample selection 2.1 Selection of the sample in the quantitative approach 2.2. Sample selection in the qualitative approach
I. TECHNICAL COLLECTION OF INFORMATION	1. Instruments collection of quantitative information 1.1. scales 1.2. Questionnaire 2. Instruments collection of qualitative information 2.1. Observation 2.2. interviews 2.3. Discussion Groups



II. TECHNICAL INFORMATION ANALYSIS	1. Analysis of categorical or nominal data.
	1.1 Probability theory
	1.2. Contingency tables
	1.3. Inference
	1.4. Chi-square coefficient
	2. Analysis of ordinal data
	2.1. Comparison between groups in an ordinal variable
	2.2. Relationship and comparison between ordinal variables
	3. Analysis of metric data

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A5 B1 C4 C6 C8	10	15	25
ICT practicals	A6 C3	10	10	20
Field trip	A6 A13 A21	0	5	5
Problem solving	A19 B2	10	15	25
Document analysis	B1	0	15	15
Workshop	B5 B6 C1	10	15	25
Collaborative learning	A6 A13 A19 A21 B1 B2 C1 C3	0	13	13
Mixed objective/subjective test	A5 A6 A13 A19 A21 B1 B2 B5 B6 C1 C3 C4 C6 C8	2	10	12
Personalized attention		10	0	10
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Presentation and explanation of conceptual art from schemes
ICT practicals	Analysis of computerized information. Using software
Field trip	Collection of information
Problem solving	Analysis and resolution of practical cases.
Document analysis	Investigation and study of documentary information.
Workshop	Development of practical tasks of collecting and analyzing information
Collaborative learning	Working in small groups of certain practices.
Mixed objective/subjective test	Evaluative final test of matter

Personalized attention



Methodologies	Description
Problem solving ICT practicals Mixed objective/subjective test Field trip Guest lecture / keynote speech Workshop Collaborative learning	In the personal attention the teacher will solve the doubts that the student has on different topics to work on the matter. But besides any questions that may arise for troubleshooting, readings in Obradorio in collaborative learning, analysis of sources documentais how the discussion addressed. During the sessions, a seguimento of student work will be done, supervising and guiding the process more directly to follow in each of the activities. This personalized service will be held at the office of professor (P1A18) in office hours. This schedule is posted on the board that is in the teacher's office, on the website of the Department of Philosophy and Research Methods in Education and the Faculty of Education. The personalized attention VIS A VIS BE MADE BETWEEN TEACHER STUDENT AND SO I DO NOT CARE virtual ANY PART OR the BE HELD IN THIS MATTER. The E-MAIL TEACHER SHOULD NOT BE USED AS: ITEM TO REQUEST APPOINTMENT OR for consultations.

Assessment			
Methodologies	Competencies	Description	Qualification
Problem solving	A19 B2	Justification and adequacy of the process and resolution.	5
ICT practicals	A6 C3	Proper performance of tasks wool	5
Mixed objective/subjective test	A5 A6 A13 A19 A21 B1 B2 B5 B6 C1 C3 C4 C6 C8	Correct and justified questions or problems answers	75
Field trip	A6 A13 A21	Proper performance of the task (information collection)	5
Workshop	B5 B6 C1	Appropriate tasks	5
Collaborative learning	A6 A13 A19 A21 B1 B2 C1 C3	Degree of participation in group activities	5

Assessment comments
Considerations: Methodologies: Troubleshooting Practices through ICT, field, Obradoiro and collaborative learning together counted 30% of the final mark based on the practices. You MUST get these works a minimum of 40% of your score. The final test (mixed race) has a weight of 70% of the final grade. It will consist of two parts: the first (objective test) and the second practice. MUST pass both parts to pass the subject

Sources of information
Basic - ALVIRA, F. (2011). La encuesta: una perspectiva general metodológica. Madrid: CIS (Cuadernos Metodológicos, 35) - AZOFRA, M.J. (1999). Cuestionarios. Madrid: CIS (Cuadernos Metodológicos, 26) - ETXEBERRIA, J. y TEJEDOR, F.J. (2005). Análisis descriptivo de datos en educación. Madrid: La Muralla - GRIMA, P. (2010). La certeza absoluta y otras ficciones. Los secretos de la estadística. Barcelona: RBA Libros - MARTÍNEZ MEDIANO, C. (Coorda.) (2004). Técnicas e instrumentos de recogida y análisis de datos. Madrid: UNED - RUBIO, MJ y VARAS, J. (2011). El análisis de la realidad en la intervención social. Madrid: CCS - TEJEDOR, F.J. y ETXEBERRIA, J. (2006). Análisis inferencial de datos en educación. Madrid: La Muralla - VISAUTA, B. (1989). Técnicas de investigación Social. Barcelona: PPU - VALLES, M. S. (2002). Entrevistas cualitativas. Madrid: CIS (Cuadernos Metodológicos, 32)



Complementary	- BRIONES, G. (2003). Métodos y técnicas de investigación para las Ciencias Sociales . México: Trillas, 4a. - DE KETELE, J.M. y ROEGERS, X. (1995). Metodología para la recogida de información. Madrid: La Muralla - ESCUDERO PÉREZ, J. (2004). Análisis de la realidad local. Madrid: Narcea - CORBETTA, P. (2003). Metodología y Técnicas de Investigación Social. Madrid: McGraw-Hill
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Recommendations

Subjects that it is recommended to have taken before

Métodos de investigación/652G03019

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Métodos de avaliación de programas/652G03023

Avaliación e diagnóstico de necesidades socioeducativas/652G03039

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.