



## Teaching Guide

Identifying Data				2019/20
Subject (*)	Information Gathering and Analysing Techniques	Code	652G03026	
Study programme	Grao en Educación Social			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Obligatory	6
Language	Galician			
Teaching method	Face-to-face			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico 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	<a href="https://www.udc.es/es/centros_departamentos_servizos/departamentos/departamento/?codigo=D162">https://www.udc.es/es/centros_departamentos_servizos/departamentos/departamento/?codigo=D162</a>			
General description	<p>The reality partner-educational of the social educator is complex, diverse and difficult to analyze, describe and interpret, hence is necessary, that along the his academic training, purchase a series of competitions that allow him develop his back professional activity. By such circumstance, the learning and application of diverse methodologies of investigation, that schedule in this subject, will allow in one future to the social educator select the most suitable to solve the problems that will find in the his next labour field. Without forgetting that the social educator inside the his labour field will have to investigate for power attach possible solutions that improve the context in the that develop his labour activity.</p> <p>The diversity of conceptions epistemolóxicas applicable to the distinct social situations will be source of information stop the social researcher, allowing to determine which is the most suitable to solve the problem to the that confronts. No it intends establish a prelación or an order of importance between them varied ways of investigation, but that is the problem of investigation what will determine the election of a methodology or another, doing of her to more valid stop this type of problem.</p> <p>All this does not make sense if no ask us and answer to the question: that want to achieve. They are many the instruments that can use to obtain data and, by link, is necessary to have knowledge of the wide fan of possibilities. A good professional will be that that know to opt, in each circumstance, by the techniques and instruments that better adapt to the situation. Hence, it is necessary afondar in the knowledge and in the dominance of the distinct tools that have to the our disposal. Like this in this subject will go analyze the main technical and instruments that can be applied to the field socioeducativo, indicating his fundamental characteristics, the advantages and inconvenientes that present and the circumstances or moments more suitable to put in practice them.</p>			

## 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.
A7	Aplicar metodoloxías educativas e dinamizadoras da acción socioeducativa.
A8	Detectar factores de vulnerabilidade, de exclusión e de discriminación social que dificulten a inclusión social, escolar e laboral de persoas e colectivos.
A11	Observar, analizar, interpretar procesos de mediación social, cultural e educativa.
A13	Deseñar e levar a cabo proxectos de investigación elementais aplicables aos diferentes campos de intervención.
A14	Identificar e emitir xuízos razoados sobre problemas socioeducativos para mellorar a práctica profesional.
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.
B4	Deseñar e impulsar espazos socioeducativos en contextos de diversidade atendendo á igualdade de xénero, á equidade e respecto aos dereitos humanos, favorecendo o empoderamento das persoas e colectivos ubicados en situacións de desvantaxe social.



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 A7 A8 A11 A13 A14 A21	B1 B4	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.	<ul style="list-style-type: none"> <li>1. Conceptual Determination</li> <li>2. Sample selection               <ul style="list-style-type: none"> <li>2.1 Selection of the sample in the quantitative approach</li> <li>2.2. Sample selection in the qualitative approach</li> </ul> </li> </ul>
I. TECHNICAL COLLECTION OF INFORMATION	<ul style="list-style-type: none"> <li>1. Instruments collection of quantitative information               <ul style="list-style-type: none"> <li>1.1. scales</li> <li>1.2. Questionnaire</li> </ul> </li> <li>2. Instruments collection of qualitative information               <ul style="list-style-type: none"> <li>2.1. Observation</li> <li>2.2. interviews</li> <li>2.3. Discussion Groups</li> </ul> </li> </ul>
II. TECHNICAL INFORMATION ANALYSIS	<ul style="list-style-type: none"> <li>1. Analysis of data categóricos or nominales.               <ul style="list-style-type: none"> <li>1,1, Análisis descriptivo</li> <li>1.2 Theory of the probability</li> <li>1.3. Tables of contingencia</li> <li>1.4. Inference</li> <li>1.5. Coefficient chi-square</li> </ul> </li> <li>2. Analysis of data ordinales               <ul style="list-style-type: none"> <li>2.1. Analysis descriptivo</li> <li>2.2. Comparison between groups in a variable ordinal</li> <li>2.3. Relation and comparison between variables ordinales</li> </ul> </li> <li>3. Analysis of metric data</li> <li>4. Analysis and construcción of nets familiares</li> </ul>

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A5 A7 A14 B1 C4 C6 C8	10	15	25
ICT practicals	A6 C3	10	10	20
Field trip	A6 A13 A21 C1	0	5	5
Problem solving	A19 B2 C1	10	15	25
Document analysis	B1	0	15	15
Workshop	B5 B6 C1	10	15	25
Collaborative learning	A6 A8 A11 A13 A19 A21 B1 B2 B4 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	Kind imparted pole professor, in the kinds expositivas, envelope the already quoted contents in the teaching guide . This methodology uses exclusively the word how road of transmission of the information it all the group. But the professor/will facilitate it to the material students in power point (through moodle) to facilitate him the tracking of the exhibition. In this material in power point the students/will have it bibliographic references to consult or, also, to complete or follow the exhibition of the professor/it
ICT practicals	Analysis of the information computerized. Employment of programs informáticos so much quantitative how qualitative so much stop the diseño of the instrument how collected and analysis of the information This methodology is part of the Pilot Program for teaching in Galician in the Degree in Social Education
Field trip	The students in small group and for cumprimentar the methodology of obradoiro owes to collect information using an instrument envelope a subject agreed pole group (always since the perspective of gender). Stop such end, the subjects used for it collected of the information can be tighten student enrolled in qualifications of the university; administrative or teaching staff. Even it can be subject of any institution where work a social educator This methodology is part of the Pilot Program for teaching in Galician in the Degree in Social Education
Problem solving	This methodology used only stop the subject 3 of the contained of the subject. Besides, only it will apply in the interactive kinds since the professor/will present it problems to the students/them through practise that it will collect when finalizing each kind. This methodology is part of the Pilot Program for teaching in Galician in the Degree in Social Education
Document analysis	Metodología That supone wool utilization of documents audiovisuales y/the bibliographic (artículos, educational texts, databases, etc.) relevantes For thematic wool of wool subject with activities específicamente diseñadas for lo análisis of estos. This metodología puede emplear: how introducción it a subject, how instrument of application, to explain processes that in the pueden observe directly, for wool presentation of situaciones complejas it how síntesis of contenidos of theoretical character the práctico
Workshop	This task is destined únicamente to the contained of the subject of the subject 2 and the subject 3. With the same tried that the students/combine it other methodologies how for example, oral exhibitions, solutions of problems, practices guided, etc. But having present that with her the student develops tasks purely practical envelope this subject with the support and supervision of the teaching staff. All this under will carry out when explain said subjects. The professor/will present it to the students aim them of this fear (through moodle); in the kinds expositiva will explain with solutions of problems said aim; in the interactive kinds the professor/will present it practise guided so that the student/to wings realize and, besides, the student/will owe it expose oralmente those practise guided. STOP ALL ESTO The STUDENTS/OWES IT BRING AIM THEM REVIEWED. This methodology is part of the Pilot Program for teaching in Galician in the Degree in Social Education
Collaborative learning	This methodology combines with other methodologies how the discussion directed, obradoiro, analysis of documentary sources, diagrams, readings, conceptual maps, solution of problems, etc. All these procedures will be guided of FORM PRESENCIAL and/or supported with technologies gives information and gives communication. Stop his realization configured small groups (no more of 5 people). And carry during all to the interactive kinds of the subject. Like this the professor/will present it in said kinds the practises that will realize with the students (practical that are in moodle). These will be collected pole professor when finalizing the kind, to justify the presencialidade of the students, and will be given back to the students in the following interactive kind. This methodology is part of the Pilot Program for teaching in Galician in the Degree in Social Education
Mixed objective/subjective test	Proof used stop the evaluation of learnings so much of the kinds expositivas how interactive. Account of two parts: pure theory (will be what the professor/presents it in the kinds expositivas, besides, of the that the professor/works it with the students in the interactive kinds, and, the last part, the statistical part (will be only what the professor exposes and work with the students in the subject 3 of the apartado content of this subject). The questions of these parts can be direct or incomplete statements, even questions with varied options or alternative of answer that provide possible solutions. But only one and it but correct. IN THIS PROOF The INCORRECT ANSWERS WILL SUBTRACT To The CORRECT. The subject surpasses when surpasses all the parts and never will save any of the parts stop other announcements.



Personalized attention

Methodologies	Description
Problem solving ICT practicals Mixed objective/subjective test Field trip Guest lecture / keynote speech Workshop Collaborative learning	<p>In the attention customized the professor will resolve the doubts that have the student envelope the different subjects to work in the subject. But besides any doubt that can arise stop the solution of problems, in the readings, in the obradorio, in the collaborating learning, the analysis of documentary sources how in the discussion directed. During these sessions, will realize a tracking of the work of the student, supervising and guiding more directly the process to follow in each of the activities realized.</p> <p>This attention customized will realize in the dispatch of the teaching staff (P1To18) in the time of titorias. This schedule is hanged in the board that is in the dispatch of the professor, in the page web of the department how of the Faculty of Sciences of the Education.</p> <p>The ATTENTION CUSTOMIZED WILL REALIZE HEAD-TO-HEAD GO IN The STUDENT And PROFESSOR POLE THAT The VIRTUAL ATTENTION NOT TO BE IT TO ME SPLIT NEITHER WILL REALIZE IN THIS SUBJECT. The EMAIL OF The PROFESSOR NO OWES USE HOW: ELEMENT TO REQUEST APPOINTMENT NEITHER TO REALIZE QUERIES..</p>

Assessment

Methodologies	Competencies	Description	Qualification
Problem solving	A19 B2 C1	<p>This task is destined it an only content of the subject (Subject 3). With the same tried that the students/combine it other methodologies how for example, solutions of problems, practices guided, etc. But having present that with her the student develops tasks purely practical envelope this subject with the support and supervision of the teaching staff. All this under will carry out when explain the subject 3. The professor/will present it to the students aim them of this fear (through moodle); in the kinds expositiva will explain with solutions of problems said aim; in the interactive kinds the professor/will present it practise guided so that the student/to wings realize and, besides, the student/will owe it expose oralmente those practise guided. STOP ALL ESTO The STUDENTS/OWES IT BRING AIM THEM REVIEWED.</p> <p>The students every time that it realize one practises of the interactive kinds the professor will collect it (the students with metes out academic can realize practise them by Moodle and reenvíalas to the professor in a marked period same pole). The students that assists the kind how it of metes out academic for power presented the eliminatory proof of this part owes to have all practise them of this part.</p> <p>The professor/it before the eliminatory proof will realize a simulation of said proof, in the time of kind of the subject. The questions of this simulation will be the disposal of the students enrolled in this subject in moodle. The assistance it this simulation in the is mandatory and the students can go in and go out during the same.</p>	5



ICT practicals	A6 C3	<p>This task is destined it an only content of the subject (Subject 3). With the same tried that the students/combine it other methodologies how for example, solutions of problems, practices guided, etc. But having present that with her the student develops tasks purely practical envelope this subject with the support and supervision of the teaching staff. All this under will carry out when explain the subject 3. The professor/will present it to the students aim them of this fear (through moodle); in the kinds expositivas will resolve problems to traves of TIC; in the interactive kinds the professor/will present it practise guided so that the student/to wings realize and, besides, the student/will owe it expose oralmente those practise guided. STOP ALL ESTO The STUDENTS/OWES IT BRING AIM THEM REVIEWED.</p> <p>The students every time that it realize one practises of the interactive kinds the professor will collect it (the students with metes out academic can realize practise them by Moodle and reenvíasalas to the professor in a marked period same pole). The students that assists the kind how it of metes out academic for power presented the eliminatory proof of this part owes to have all practise them of the same.</p> <p>The students assistant to kind how the students with metes out academic owes to have all estos points of this practises to present the eliminatory proof termed statistical Part, There Is that have present days things; the assessment of this methodology under is requirement for power presented to the eliminatory proof (senon have estos points no can present you the this proof) and yes surpasses the proof eliiminatoria no has to present the part estadística of the announcement of June (under this announcement would be exempted no for it of July)</p>	5
Mixed objective/subjective test	A5 A6 A13 A19 A21 B1 B2 B5 B6 C1 C3 C4 C6 C8	<p>The examination of the announcements of June or July is what does reference to evaluation of this methodology and features of two parts:</p> <p>1-theoretical Part divided will feature of a number of ítem of open answer; or of brief answer or of true and fake but justifying (the type of questions will determine it the professor/it). A question with an incorrect answer subtracts a question with a correct answer. This part approves when reaches a punctuation of 10 on 18 points that is the maximum punctuation that reaches here (no save note of any part, in any announcement, if it suspends ).</p> <p>2-statistical Part. This part features of varied statistical problems or questions of brief answers or questions of true and fake (the professor/will be it what decide the type of questions. But always taking into account the questions that appear in moodle low the title of ?Simulation of statistical proof?). This part approves when reaches a punctuation of 10 on 18 points that is the maximum punctuation that reaches here.</p> <p>SENSE ACLARATORIIIT.</p> <p>If it suspends any of the parts (no catches up with minimum punctuation to approve) the students owes to go the following announcement however. NO SAVE PARTS OF ANY EXAMINATIONN OF An ANNOUNCEMENT STOP ANOTHER OR OTHER ANNOUNCEMENTS</p> <p>To DATE DOS EXAMÉNS OF The CONVOCARTOLAUGH ARE MARKED BY TOGETHER OF FACULTY THEREFORE NO MOVE</p> <p>SCALE THAT FOLLOW IN BOTH SPLIT, To TAKE INTO ACCOUNT:</p> <p>it)10 POINTS To 12 POINTS AMOUNTS IT ONE APPROVED (5-6). Specifically, 10 and 11 points amounts it a five; 12 points amounts it a six.</p> <p>b)13 POINTS To 15 POINTS AMOUNTS IT ONE REMARKABLE (7-8). Specifically, 13 and 14 points amounts it a seven; 15 points amounts it an eight.</p> <p>c)16 POINTS To 18 POINTS AMOUNTS IT ONE PROJECTED (9-10). Specifically, 16 and 17 points amounts it a nine; 18 points amounts it one 10</p>	75



Field trip	A6 A13 A21 C1	<p>This task is destined it an only content of the subject (Subject 2) and supplements the methodology of obradoiro. To realize this methodology the student that assists the kinds how it of metes out academic owe to form groups. Estos Groups teran that collect information after elaborating a low instrument the perspective of gender. Stop are will have to go looked for it information where esten the subjects. They can be people of the faculty or see people of other faculties. You are yes what realize in the methodology of obradoiro and complementary with this methodology (one can not resolved and presented without it another). The valoracion of this methodology estña subject the same that explains in the methodology obradoiro</p>	5
Workshop	B5 B6 C1	<p>This task is destined it an only content of the subject (Subject 2 and 3). With the same tried that the students/combine it other methodologies how for example, oral exhibitions, solutions of problems, practices guided, etc. But having present that with her the student develops tasks purely practical on estos subjects with the support and supervision of the teaching staff. All this under will carry out when explain the subject 2 and/or 3. The professor/will present it to the students practise so that the student/to wings realize in low group the perspective of gender and, besides, the student/will owe it expose oralmente those practise guided (through tutorias oficiales planiicadas put professor and of assistance obrigaotria stop this the professor propondrá diverse possibilities of appointments). STOP ALL ESTO The STUDENTS/OWES IT REVIEW AIM THEM THAT The PROFESSOR EXPLAIN IN The KINDS EXPOSITIVAS And INTERACTIVE (that besides estan in moodle)</p> <p>The professor will schedule this methodology of two ways: on the one hand, it join interactive kind will be scheduled only stop the development of this methodology (in this kind the students assistant to kinds how it of metes out academica will be able to gathered in group to work a low subject the perspective of gender and culprit lizará a series of practise that wrath elaborating in draft. Also the professor will devote, only, this kind to be in the dispatch and receive to the students in tutorias. These tutorias only will be destined the this methodology); on the other hand, planificaráse each 15 days a tutoria oficial (the students can not be missing the said tutoria under it of metes out academic that would look for another form of meeting). In this tutoria official the professor will ask to the students of the group on them practise and they will indicate that they are working envelope the same. Recomedase That all the students traiga the work individually but that sepan ones of the work of the others because the professor will ask it all the group envelope all the aspects to treat in this tutoria. It join time that the students salga of this tutoria the subject worked in the same can not go back to be treaty.</p> <p>In the month of January (before the examen of the announcement of February)the students owes to present all practise them of this methodology in addition to the practise of the methodology of the exit of field (ahi that have present that no presents this work neither takes into account the assessments of the other methodologies of this mateira and eliminatory proofs)</p>	5



Collaborative learning	A6 A8 A11 A13 A19 A21 B1 B2 B4 C1 C3	<p>In this methodology wants to observe the learning of the students and power identify doubt for power solved. Stop this, this methodology only realized in the interactive kinds. The professor/will present it to the diverse students practise of some of the contained presented in the kinds expositivas (said practise are in moodle), will collect them when finalizing the kind and will give them back to the students in the following interactive kind (practise them will be reviewed pole professor with the anotacións pertinentes and the students if it does not understand any of these anotacións owes to spend by the titoría)</p> <p>To evaluate this methodology owes to fulfilled the following requirements: the capacity of individual work, capacity of work in team, basic general knowledges, capacity of syntheses and analysis, capacity to apply the knowledges of the sessions maxistras to the practical, capacity to generate new ideas (innovation and creativity), critical capacity and autocrítica, takes of decisions, oral communication and writing and skills of investigation. The evaluation of said requirements will be by three roads: one and when the professor/it to the each practises, realized in the interactive kind correspondent, assigns a point (in addition to the points that corresponds him when in an interactive kind in addition to are learning applied the methodology of analysis of documentary source for example); another road and the possibility to present join it eliminatory proof of subject (this proof remains conditioned the one who the professor/explain it all the practical concepts of all the contents of the subject, in the kinds expositivas, the exception of the subject 3 that would remain evaluated with other methodologies and another eliminatory proof. Besides, the this proof only can present the students that has achieved a total of points of the interactive kinds (less them of the subject 3) and have the points of the methodology of exits of the field, practices through TIC, solution of problems) and the last road and the proof of the announcement. The questions of this proof are worked in the interactive kinds pole professor/it and the students and, besides, are in the application moodle (included are the same questions of an of the parts of the examen of the different announcements).</p> <p>LIKE THIS, The POINTS OF The EVALUATION OF THIS METHODOLOGY ALCANZANSE WHEN The STUDENT SURPASS The WELL The ELIMINATORY PROOF OF SUBJECT (ALWAYS THAT it REALIZE ) OR WELL IN The EXAMINATIONNN OF The CORRESPONDING ANNOUNCEMENT. ALWAYS THAT it WAS STUDENTS PRESENCIAL (OR STUDENTS THAT ASSISTS The KIND) OR STUDENTS WITH METES OUT ACADEMIC</p>	5
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Assessment comments





In the evaluation of the subject (exposed in the apartado of the teaching guide, termed "Step 7: Evaluation") take before at all the following:

it)ESTUDIANTES THAT ASSIST ALWAYS The KIND (or students with metes out academic) consider that assist a 80%, this amounts to not having more of 3 fouls without justifying. It justifies the medical fouls (with xustificante correctly covered by a medical colexiado) and the fouls by a work (with xustificante correctly covered in the work where justify that in hours of kind is to work). Never will be able to realize the activities out of classroom (the exception of the students with metes out academic). Stop this the professor in kinds will request to the students that sign a leaf so much to the entrance of kinds how to the exit or that indicate the following data: name, surnames, identity card and signature in the practise of the interactive kinds. The evaluation gave students takes into account the following: 1-The "participation in kind", in the measure that the active intervention in kind allow to the professor did a better idea of the knowledges, the doubts and restlessnesses of the students. The information purchased, by part of the professor, with this procedure integrates with the obtained pole rest of procedures used, and with this intends to achieve an assessment more individualizada and complete; 2-through the methodologies that appears in the teaching guide in the apartado Methodology. b-To catch up with maximum punctuation of each methodology no will take into account only delivers the material or no. Take several factors how: the capacity of individual work, capacity of work in team, basic general knowledges, capacity of syntheses and analysis, capacity to apply the knowledges of the sessions maxistrais to the practical, capacity to generate new ideas (innovation and creativity), critical capacity and autocritica, takes of decisions, oral communication and writing and skills of investigation. ALL THIS OBSERVED The PROFESSOR ALONG The INTERACTIVE KINDS (there is not that forget that many of these methodologies elaborated and developed in the devanditas kinds). By such reason in these kinds the professor will take the observations pertinentes 3-The examination of the announcements of June or July. The punctuation that can reach is of 74 points: it-theoretical Part and b-statistical part. This part approves with a 10, therefore, this part marks on 18 points.

STOP The STUDENTS THAT ASSIST The KIND (or with metes out academic)And have to have realized all methodologies CAN PRESENTED the eliminatory proofs (OF The TEORIT And STATISTICAL PART (important detail to present the this last eliminatory proof account the points before the eliminatory proof of theory of texts how practise them of the interactive kinds correspondent to the subject 2 and 3)).

b) STUDENTS THAT DO not ASSIST ALWAYS The KIND consider that they do not assist when are missing more of a 80%, is to say, has more of three fouls without justifying. It justifies the medical fouls (with xustificante correctly covered by a medical colexiado) and the fouls by a work (with xustificante correctly covered in the work where justify that in hours of kind is to work). These students will present the proofs of the announcements of June or July. The PUNCTUATION ACHIEVED in this EXAMINATIONN BY ESTOS STUDENTS WILL MARK ON 100 POINTS. This wants to say, los students owe to catch up with following punctuation: it)theoretical Part, the maximum punctuation are of 10 and b)statistical Part wool maximum punctuation are of a 10.

Yes it suspends any of the two parts, previously indicated, the student will suspend all the examination (in the save parts ni notes)

Sources of information

<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- ALVIRA, F. (2011). La encuesta: una perspectiva general metodológica. Madrid: CIS (Cuadernos Metodológicos, 35)</li> <li>- AZOFRA, M.J. (1999). Cuestionarios. Madrid: CIS (Cuadernos Metodológicos, 26)</li> <li>- ETXEBERRIA, J. y TEJEDOR, F.J. (2005). Análisis descriptivo de datos en educación. Madrid: La Muralla</li> <li>- GRIMA, P. (2010). La certeza absoluta y otras ficciones. Los secretos de la estadística. Barcelona: RBA Libros</li> <li>- MARTÍNEZ MEDIANO, C. (Coorda.) (2004). Técnicas e instrumentos de recogida y análisis de datos. Madrid: UNED</li> <li>- RUBIO, MJ y VARAS, J. (2011). El análisis de la realidad en la intervención social. Madrid: CCS</li> <li>- TEJEDOR, F.J. y ETXEBERRIA, J. (2006). Análisis inferencial de datos en educación. Madrid: La Muralla</li> <li>- VISAUTA, B. (1989). Técnicas de investigación Social. Barcelona: PPU</li> <li>- VALLES, M. S. (2002). Entrevistas cualitativas. Madrid: CIS (Cuadernos Metodológicos, 32)</li> <li>García, M (coord.) (2015). El análisis de la realidad social: métodos y técnicas de investigación. Madrid: Alianza</li> </ul>
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<b>Complementary</b>	<p>- BRIONES, G. (2003). Métodos y técnicas de investigación para las Ciencias Sociales . México: Trillas, 4a.</p> <p>- DE KETELE, J.M. y ROEGLERS, X. (1995). Metodología para la recogida de información. Madrid: La Muralla</p> <p>- ESCUDERO PÉREZ, J. (2004). Análisis de la realidad local. Madrid: Narcea</p> <p>- CORBETTA, P. (2003). Metodología y Técnicas de Investigación Social. Madrid: McGraw-Hill</p> <p>Ad-ECOS (2015). Como elaborar los indicadores de un proyecto social paso a paso. Recuperado de: <a href="http://www.ad-ecos.com/blog-de-formacioacuten/como-elaborar-los-indicadores-de-un-proyecto-social-paso-a-paso">http://www.ad-ecos.com/blog-de-formacioacuten/como-elaborar-los-indicadores-de-un-proyecto-social-paso-a-paso</a> (consultado 03/07/2018)</p> <p>Ander-EGG, E. y Aguilar, M.J. (2017). Como elaborar un proyecto: guía para diseñar proyectos sociales y culturales. Recuperado de: <a href="http://abacoenred.com/wp-content/uploads/2017/05/Como-elaborar-un-proyecto-1989-Ed.1-Ander-Egg-Ezequiel-y-Aguilar-Id%C3%A1%C3%B1ez-MJ.pdf.pdf">http://abacoenred.com/wp-content/uploads/2017/05/Como-elaborar-un-proyecto-1989-Ed.1-Ander-Egg-Ezequiel-y-Aguilar-Id%C3%A1%C3%B1ez-MJ.pdf.pdf</a> (consultado 03/07/2018)</p> <p>Camison et al. (2006). Gestión de la calidad: conceptos, enfoques, modelos y sistemas. Madrid. Pearson</p> <p>Club de excelencia (2003). Guía práctica para desarrollar, implantar y revisar la Autoevaluación de mi organización. Madrid: EFQM</p> <p>Desler, G. (2001). Administración del personal. México. Perason.</p> <p>Junta de Andalucía (2010). Manual de proyectos. Junta de Andalucía: Conserjería de Gobernación. Recuperado de: <a href="http://fapacordoba.org/wp-content/uploads/2010/10/manualdeproyectos-voluntariado.pdf">http://fapacordoba.org/wp-content/uploads/2010/10/manualdeproyectos-voluntariado.pdf</a> (consultado 03/07/2018)</p> <p>Losada, S (2016). Metodología de la Intervención Social. Madrid: Editorial Síntesis</p> <p>Recuperado de: <a href="https://www.sintesis.com/data/indices/9788490773550.pdf">https://www.sintesis.com/data/indices/9788490773550.pdf</a> (consultado 03/07/2018)</p> <p>Ministerio de Administración Pública (2006). Guía de autoevaluación para la administración pública. MAP</p> <p>Recuperado de: <a href="http://www.aeval.es/es/difusion_y_comunicacion/publicaciones/Guias/Guias_Marco_General_Mejora_Calidad/guia_iberoamericana.html">http://www.aeval.es/es/difusion_y_comunicacion/publicaciones/Guias/Guias_Marco_General_Mejora_Calidad/guia_iberoamericana.html</a> (consultado 03/07/2018)</p> <p>Ministerio de Administración Pública (2006). Guía de evaluación. Modelo EVAM. MAP</p> <p>Recuperado de: <a href="http://www.aeval.es/es/difusion_y_comunicacion/publicaciones/Guias/Guias_Marco_General_Mejora_Calidad/evam.html">http://www.aeval.es/es/difusion_y_comunicacion/publicaciones/Guias/Guias_Marco_General_Mejora_Calidad/evam.html</a> (consultado 03/07/2018)</p> <p>Ministerio de Administración Pública (2009). Guía para el desarrollo de cartas de servicio. MAP</p> <p>Recuperado de: <a href="http://www.aeval.es/export/sites/aeval/comun/pdf/calidad/guias/Guia_CARTAS_2009.pdf">http://www.aeval.es/export/sites/aeval/comun/pdf/calidad/guias/Guia_CARTAS_2009.pdf</a> (consultado 03/07/2018)</p> <p>Pérez, O (coord.) (2007). Plan Estratégico del Tercer Sector de Acción Social. Guía de evaluación de programas y proyectos sociales</p> <p>Recuperado de: <a href="https://www.msssi.gob.es/ssi/familiasInfancia/ongVoluntariado/docs/evaluaciondeprogramasyproyectosociales.pdf">https://www.msssi.gob.es/ssi/familiasInfancia/ongVoluntariado/docs/evaluaciondeprogramasyproyectosociales.pdf</a> (consultado 03/07/2018)</p> <p>Enlaces web: Diseño de estrategias</p> <p><a href="http://www.juntadeandalucia.es/agriculturaypesca/development/documentos/manual_61.pdf">http://www.juntadeandalucia.es/agriculturaypesca/development/documentos/manual_61.pdf</a> (consultado 03/07/2018)</p> <p>Elaboración de proyectos sociales.</p> <p><a href="http://nevada.ual.es/decahuma/REL_INTER/archivos/comoelaborarproyectos.pdf">http://nevada.ual.es/decahuma/REL_INTER/archivos/comoelaborarproyectos.pdf</a> (consultado 03/07/2018)</p> <p>Gestión de proyectos sociales</p> <p><a href="https://www.diba.cat/c/document_library/get_file?uuid=f067d455-fe09-488b-a2a0-04656503eed0&amp;groupId=527890">https://www.diba.cat/c/document_library/get_file?uuid=f067d455-fe09-488b-a2a0-04656503eed0&amp;groupId=527890</a> (consultado 03/07/2018)</p> <p>Métodos y técnicas más útiles en la gestión de proyectos</p> <p><a href="http://www.eoi.es/blogs/pedroismaelvegazo/2011/11/24/metodos/">http://www.eoi.es/blogs/pedroismaelvegazo/2011/11/24/metodos/</a> (consultado 03/07/2018)</p> <p>Plataforma de ONG de acción social: <a href="https://www.plataformaong.org/plan-estrategico-tercer-sector.php">https://www.plataformaong.org/plan-estrategico-tercer-sector.php</a> (consultado 03/07/2018)</p>
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**Recommendations**

**Subjects that it is recommended to have taken before**

Research Methods /652G03019

**Subjects that are recommended to be taken simultaneously**

**Subjects that continue the syllabus**

Evaluation Methods for Socio-Educational Programmes and Services/652G03023

Evaluation and Diagnosis in Socio-Educational Needs/652G03039

**Other comments**



It recommends the envío of the works telemáticamente and of not being possible, in the utilizar plastic, choose the impression to doble expensive, employ paper recycled and avoid print drafts. It owes to do a sustainable use of the resources and the prevention of negative impacts envelope the natural means. It owes to take into account the importance of the ethical principles related with the values of the sosenibiliade in the personal and professional behaviours. &nbsp;If recomienda los envío of los trabajos telemáticamente y yes in the are possible, when using plastic, elegir wool impression to doble expensive, emplear paper recycled y avoid print drafts. It owes &nbsp;hacer an use sostenible of los resources y wool prevention of negative impacts envelope he half natural. It owes &nbsp;tener in cuenta wool importance of los ethical principles related with los values of wool sostenibilidad in los comportamientos personales and profesionales.

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