



Teaching Guide

Teaching Guide				
Identifying Data			2020/21	
Subject (*)	Quantitative Research		Code	652536006
Study programme	Máster Universitario en Dirección, Xestión e Innovación de Institucións Escolares			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatory	3
Language	Spanish			
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	https://www.udc.es/es/centros_departamentos_servizos/departamentos/departamento/?codigo=D162			
General description	The reality is complex, diverse and difficult to analyze, describe and interpret, which is why it is necessary for you to acquire a series of skills throughout your academic training that will allow you to develop your subsequent professional activity. For such circumstance, the learning and application of diverse methodologies of investigation, that are planned in this matter, will allow in one future to select the most suitable one to solve the problems that will be in their next labor scope. Without forgetting that within your work environment you will have to investigate in order to be able to approach possible solutions that improve the context in which your work activity is developed. The diversity of epistemological conceptions applicable to the different social situations will be a source of information for the researcher, allowing him/her to determine which is the most adequate to solve the problem he/she is facing. The aim is not to establish a priority or an order of importance among the various modes of research, but rather it is the research problem that will determine the choice of one methodology or another, making it more valid for this type of problem. All this has not made sense if we do not ask ourselves and answer the question: what do we want to achieve? There are many instruments that we can use to obtain data and, for each link, it is necessary to have knowledge of the wide range of possibilities. A good professional will be one who knows how to choose, in each circumstance, the methodologies that best suit the situation. Therefore, it is necessary to deepen the knowledge and mastery of the various tools at our disposal. Thus, in this area, the main methodologies that can be applied to the educational field will be analysed, indicating their fundamental characteristics, the advantages and disadvantages they present and the most appropriate circumstances or moments to put them into practice.			



Contingency plan

Contingency plan (adapted from addendum Covid19):

1. Modifications to the contents: no changes will be made
2. Methodologies

Teaching methodologies that are maintained:

- Analysis of documentary sources
- Master session
- Mixed test
- Documentary source analysis
- Initial activities
- Personalized attention

Teaching methodologies that are modified: no changes will be made

3. Mechanisms for personalized attention to students:

-Electronic mail: Used to make queries, request virtual meetings to resolve doubts and monitor exercises in classes and the dossier

- Moodle: According to the need of the lighting. They have "thematic forums associated with the modules" of the subject, to formulate the necessary consultations. There are also "specific activity forums", through which the development of theoretical contents of the subject are put into practice.

- Teams:

a) weekly group session to advance the contents and activities in the time slot assigned to the non-calendar subject approved by the academic commission of the master's degree and approved by the Xunta de Faculty (planned for face-to-face students)

b) 1 to 2 weekly sessions (or more as demanded by the students) in a small group for follow-up and support in carrying out the activities. This dynamic allows a standardized and adjusted follow-up of the learning needs of the students to develop the subject (planned for the students)

4. Changes in evaluation: no changes will be made

Comments:

a) The presence of the students will only be controlled in the classes of the subject through the realization of the activities that will be done at the end of each session. Late-night students are considered to be in attendance as long as they attend classes; they may only be absent three times (without justification), but never more than twice. Students can present proof of their absence from class, provided that they are doctors, working doctors, hospital staff, etc., but they must be approved (they cannot, for example, request a doctor's appointment, etc.). The main resource used to control student attendance will be the Moodle, where the activities will take place (if the classes are virtual but in the face-to-face classes).

b) Students who do not attend classes can follow the subject through Moodle, although they will not be able to participate in the activities or late-night classes called by TEAMS. A student will be considered as a non-attending student if, given a new situation of confinement, at that moment he/she would have chosen that option (on the first day of class) or would have already overcome the three absences in total (or in some of the parts of the subject); in this last option the students would automatically pass this modality. The evaluation of this student body will be maintained as stated in the Teaching Guide, in the specific section on "observations".

c) The classes maintain the format of work groups that had been specified in the property if we are in the face-to-face or virtual mode. The work groups will be created by TEAMS, which will be the means through which the activities will be monitored by the teaching staff (these classes will always be in the schedule approved by the academic commission of the master's degree and approved by the Xunta de Faculty). Only for the students who attend the classes.

d) The evaluation of the subject will be virtual (due to health circumstances) and the same weighting of the grades will be maintained, regardless of the teaching modality. It will be in the following way: activities (problem solving) in the evening within each class. The activities will not be enabled until classes begin; they will be presented within the dossier and will be posted in Moodle on the date established by the teaching staff on the first day of class. It is important to remember that the student must present each of the forms of evaluation to overcome the subject, and that is to say, must do mixed test, problem solving and analysis of documentary sources. The non-presential students will have to make only the mixed test and the solution of problems (with the activities that the teacher indicates and that will appear distinctively in moodle)

e) Tutorials on the subject will be individual and virtual. Students will have to request an appointment with the teaching staff via e-mail. VERY IMPORTANT, THE TUTORIALS WILL ALWAYS BE WITHIN THE TIMETABLE PRESENTED BY THE TEACHER GIVING THE MATERIAL.

5. Modifications to the bibliography or webgraphy: no changes will be made. All the working materials are already available in digital form in Moodle



Study programme competences	
Code	Study programme competences
A15	E15: Utilizar e analizar ferramentas e instrumentos dixitais para facilitar a comunicación e a xestión nos centros.
A16	E16: Analizar criticamente o papel das tecnoloxías dixitais na innovación educativa.
A25	E25: Coñecer distintos tipos de metodoloxías que se empregan na investigación educativa, considerando a súa pertinencia para a resolución de problemas concretos.
A26	E26: Recoñecer a investigación aplicada ás ciencias da educación como ferramenta continua de innovación e mellora educativa e social.
A36	E36: Establecer un compromiso ético deontolóxico a través dunha vinculación consecuente cos valores éticos da institución e institucionais e xestionar o centro de acordo cos principios éticos coherentes cun sistema democrático.
A37	E37: Coñecer as políticas, os modelos e as prácticas igualitarias de calidade e innovación educativa, para poder implementalas e promovelas nas institucións educativas.
A38	E38: Analizar e interpretar desde técnicas multinivel os caracteres máis relevantes dos sistemas educativos, desde un contexto transnacional global que permita comparacións complexas no ámbito da dirección e supervisión educativa.
A40	E40: Deseñar un proxecto de dirección/investigación nas liñas temáticas establecidas nas diferentes materias do mestrado.
B1	CB6: Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, en moitas ocasións nun contexto de investigación.
B2	CB7: Que o estudantado saiba aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.
B3	CB8: Que o estudantado sexa capaz de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.
B4	CB9: Que o estudantado saiba comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan a públicos especializados e non especializados dun modo claro e sen ambigüidades.
B5	CB10: Que o estudantado posúa as habilidades de aprendizaxe que lles permitan continuar estudando dun modo que haberá de ser en gran medida autodirixido ou autónomo.
B6	G1: Analizar, organizar, xestionar e interpretar a información e a toma de decisións.
B7	G2: Facilitar a mediación, xestión e resolución de conflitos, fomentando a non violencia, a prevención da conflictividade e a convivencia.
B13	G8: Comunicar obxectivos e estratexias educativas.
B16	G11: Integrar coñecementos e perspectivas para exercer a función directiva de maneira informada, xusta, crítica, comprometida, democrática, distribuída e solidaria.
B17	G12: Adquirir unha formación metodolóxica para realizar investigacións educativas.
B18	G13: Establecer os descritores xerais que caracterizan unha investigación: seleccionar, elaborar, tratar e interpretar os datos, e presentar os resultados de acordo cos propósitos da investigación.
B19	G14: Ensañar e avaliar formulacións de ensino disciplinares ou interdisciplinares en contextos educativos reais, e promover propostas de mellora en relación cos resultados obtidos.
C1	T1: Expresarse correctamente, tanto de forma oral como escrita, nas linguas oficiais da comunidade autónoma.
C3	T3: Empregar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercizo da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	T4: Desenvolverse para o exercizo dunha cidadanía respectuosa coa cultura democrática, os dereitos humanos e a perspectiva de xénero.
C7	T7: Desenvolver a capacidade de traballar en equipos interdisciplinares ou transdisciplinares, para ofrecer propostas que contribúan a un desenvolvemento sostible ambiental, económico, político e social.
C8	T8: 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



To know the terminology; the different phases of the planned research and the different methodologies in the quantitative field of educational intervention	AC25 AC26 AC40	BC2 BC3 BC4 BC17 BC18 BC19	
Analyze the information collected in the processes of educational intervention, using appropriate analysis techniques	AC15 AC38	BC1 BC5 BC16 BC17 BC18 BC19	CC3 CC7 CC8
Critically assess the knowledge, technology and information available to solve the problems they face from various perspectives, one of which is the gender perspective	AC16 AC36 AC37	BC6 BC7 BC13	CC1 CC4

Contents	
Topic	Sub-topic
THEME 1 - EPISTEMOLOGICAL AND METHODOLOGICAL FOUNDATIONS OF KNOWLEDGE AND EDUCATIONAL PRACTICES	1.1-Nature of educational research 1.2-Methodology in educational research.
THEME 2-Educational Research Process. PROCEDURES AND STRATEGIES FOR COLLECTING QUANTITATIVE INFORMATION. ANALYSIS AND INTERPRETATION OF QUANTITATIVE DATA.	2.1-Problems: needs and questions to investigate. 2.2-Sources of documentation: review of the conceptual and research literature 2.3-Variables, hypothesis and sample of a research 2.4-Data collection techniques: test, scales, questionnaires and interview. 2.5- Research report
Theme 3- METHODOLOGICAL DESIGNS FOR QUANTITATIVE RESEARCH	3.1-Experimental research. 3.2-Ex post facto research.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Document analysis	A37 A36 B2 B5 C3 C4	1	3	4
Problem solving	A15 A16 A26 B3 B4 B17 B18 B19 C8 C7	7	13	20
Guest lecture / keynote speech	A26 A25 A36 A37 A38 A40 B1 B7 B16 B17 B18	9	10	19
Mixed objective/subjective test	B2 B3 B4 B5 B6 B13 B16 B17 B18 B19 C1 C3 C4 C7	2	18	20
Introductory activities	A38 A25 B1 B6 B13 C1	2	2	4
Personalized attention		8	0	8
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description



Document analysis	Methodology that involves the use of audiovisual and/or bibliographic documents (articles, educational texts, databases, etc.) relevant to the subject matter with activities specifically designed for their analysis (all by means of moodle) This methodology can be used: as an introduction to a topic, as an application tool, to explain processes that cannot be directly observed, for the presentation of complex situations or as a synthesis of theoretical or practical content (if the classroom is not in session this methodology will be followed in moodle and by teams)
Problem solving	The aim is to solve different problems that are exposed in relation to the contents of the subject, both from the most theoretical and practical point of view. It will be carried out in the classroom either in person or virtually (team groups) and under the supervision of the teacher. In this way, a continuous evaluation is carried out to check the understanding of the explanation in class and the application of the different situations.
Guest lecture / keynote speech	The different topics of the subject will be exposed, explaining the contents included in a way that allows interaction with the students and clarifying any doubts they may have. The bibliography will be presented to allow us to go deeper into the subjects exposed. For this we will use moodle with power point (if the classes become virtual power point will be with the recording of the explanations)
Mixed objective/subjective test	Test used for the evaluation of learning in both classroom and virtual classes (in the latter through the moodle application). The questions can be direct or incomplete statements, even questions with several options or alternative answers that provide possible solutions. But only one and the most correct one. IN THIS TEST INCORRECT ANSWERS WILL REMAIN CORRECT.
Introductory activities	An initial evaluation of the students' knowledge of the contents related to the subject will be carried out in order to introduce what will be taught and done in the class (this methodology will always be carried out by moodle, whether in the classroom or in the virtual classroom)

Personalized attention

Methodologies	Description
Document analysis	In the personalized attention the teacher will solve the doubts that the student has about the different topics to work on. But also any doubt that may arise for the solution of problems, initial evaluation, documentary analysis and master session. During these sessions, the student's work will be monitored, supervising and guiding more directly the process to be followed in each of the activities carried out. This personalized attention will take place in the teacher's office (P1A15) during the tutorial schedule. This schedule is posted on the board in the teacher's office, on the department's website and in the Faculty of Education. PERSONALISED ATTENTION WILL BE PROVIDED ON A VISIT BASIS BETWEEN THE STUDENT AND THE TEACHER. THIS ATTENTION MUST BE INDIVIDUAL (TO COMPLY WITH THE RECOMMENDATIONS ORIGINATED BY THE COVID-19). THEY CAN BE GROUPED BUT THROUGH TEAMS (these are for face-to-face students) IN ORDER TO ORGANIZE @DITO ATTENTION. The STUDENT MUST COMMUNICATE FIRST WITH THE PROFESSOR VIA EMAIL (IN THIS EMAIL YOU WILL REQUEST AN INDIVIDUAL OR GROUP TUTORIAL). REMEMBER THAT THE PROFESSOR IS THE ONE WHO WILL SET THE TIME FOR THE 'TUTORIAL DITO'. IF THE STUDENT DOES NOT SEND THAT EMAIL, THE TEACHERS WILL NOT ATTEND TO HIM UNDER ANY CURRICUMSTANCES.
Problem solving	
Guest lecture / keynote speech	
Mixed	
objective/subjective test	
Introductory activities	

Assessment

Methodologies	Competencies	Description	Qualification
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Document analysis	A37 A36 B2 B5 C3 C4	This methodology will be used only to evaluate the students' progress in understanding the theoretical contents of the subject (see if they are face-to-face or virtual). It will be valued the handling of different sources for the accomplishment of the tasks within the methodology solution of problems IMPRESSIBLE THAT EACH STUDENT BRINGS IN THE INTERACTIVE CLASSES THEIR COMPUTER AND ALL THE MATERIAL THAT THEY NEED TO CARRY OUT THESE PRACTICES Non-attending students will not have this assessment	20
Problem solving	A15 A16 A26 B3 B4 B17 B18 B19 C8 C7	This task is destined to a single content of the whole matter. It is intended that the students combine other methodologies such as guided practices (guided cards), discussion groups, etc. But bearing in mind that the student develops purely practical tasks on this subject with the support and supervision of teachers. The teacher will present to the students the notes of this topic (through moodle); firstly the teacher will present the contents of the subject in the master sessions and will present guided practices for the students to carry out FOR ALL THESE STUDENTS/MUST BRING THE REVISED NOTES (that appear in moodle) The students must carry out all the proposed practices and incorporate them into a single document (the late-night practices proposed in the classroom due to the health crisis this changes late-night presented by Teams to the group of students in attendance, as a dossier, which will be delivered to the teacher within the established time, under the name of "Quantitative Research") Students not attending late-night meetings called by teams to carry out these activities. Even the activities that must be included in their late-night dossier different from the face-to-face students (this material will appear in moodle with the indication activities for non-presential students). It is important to communicate before the second class (once the teaching of the teacher has started) if they are not face-to-face students	40
Mixed objective/subjective test	B2 B3 B4 B5 B6 B13 B16 B17 B18 B19 C1 C3 C4 C7	The examination of the June or July call is what refers to the evaluation of this methodology. It will consist of a number of open answer items, or short answer items or true and false but justifying (the type of questions will be determined by the teaching staff). A question with an incorrect answer subtracts a question with a correct answer. This part is passed when a score of 20 out of 40 points is reached which is the maximum score reached here (no score is kept from any part, in any call, if it is failed). EXPLANATORY NOTE: The DATES OF THE EXAMS OF THE CALLS ARE MARKED BY FACULTY MEETING SO THEY DO NOT MOVE. This examination, if the health crisis situation allows it, will be done in person, if not through moodle All students (present or not) must take this test	40

Assessment comments



In the evaluation of the subject (explained in the section of the teaching guide called "Step 7: Evaluation") the following will be taken into account first:

a) STUDENTS WHO ALWAYS ATTEND THE CLASS (or students with academic dispensation) (students in attendance) are considered to attend 80%, this is equivalent to not having more than 3 unjustified absences. Medical absences are justified (with proof correctly covered by a registered doctor) and absences for work (with proof correctly covered in the work where it is justified that in class hours is being worked) or any other absence always with the approved documentation. The activities carried out in each class must be carried out in the classroom; under no circumstances (with the exception of students with academic dispensation) may they be carried out outside the classroom. Class attendance will be counted from the answers to these activities. No more than two absences will be allowed in each part of the subject (collection techniques and analysis techniques). The grades of the knowledge tests that are carried out in the classes and will not be real until the dossier is delivered (Quantitative Research)

La evaluación de estos estudiantes tiene en cuenta lo siguiente: 1-La prueba mixta; 2-Análisis de fuentes documentales y 3-Resolución de problemas. Las evaluaciones de 2 a 4, ambas inclusive, serán efectivas cuando se presente el expediente (Investigación cuantitativa)

Nota explicativa:

Estos estudiantes permanecerán cara a cara (en las mismas circunstancias o perderán esta categoría) si, debido a la crisis de salud, las clases son virtuales. Ya que las clases serán virtuales pero a través de equipos. Para este enlace, la facultad configurará el grupo en equipos y tendrán clases en el mismo horario que fue aprobado por la junta de la facultad. La evaluación, en estas circunstancias (crisis de salud), siempre será por moodle.

b) Los ESTUDIANTES QUE NO ASISTEN A LA CLASE (estudiantes sin asistencia) se consideran ausentes cuando más del 80% de los estudiantes están ausentes, es decir, tienen más de tres ausencias injustificadas o tienen más de dos ausencias en una de las partes de la asignatura (técnicas para recopilar y / o analizar información). Las ausencias médicas están justificadas (con la prueba cubierta correctamente por un médico registrado) y las ausencias por trabajo (con la prueba cubierta correctamente en el trabajo donde se justifica que en horas de clase se está trabajando), aunque en ningún caso estas pruebas implican la posibilidad de llevar a cabo las actividades de las clases después de la fecha límite. Los estudiantes también pueden elegir esta opción desde el comienzo del curso (el primer día de clase los maestros presentarán esta opción que el estudiante puede elegir). Estos estudiantes se presentarán a los exámenes de junio o julio. Se recomienda que los alumnos hagan el dossier de la asignatura de forma independiente, ya que serán evaluados en la prueba final de la asignatura (60%), junto con el contenido teórico de la prueba mixta (40%).

Sources of information

Basic	Arnal, J., Del Rincón, D. y Latorre, A. (1992).&nbsp;Investigación educativa. Fundamentos y metodología. Barcelona: Labor. Bisquerra, R. (2004). Metodología de la investigación educativa. Madrid: La Muralla. Colás, P. y Buendía, A. (1992). Investigación educativa. Sevilla: Alfar.&nbsp; De La Orden, A. (1985). Investigación educativa. Diccionario de Ciencias de la Educación. Madrid: Anaya. De la Herrán (Coord.) (2005). Investigar en educación. Fundamentos, aplicaciones y nuevas perspectivas. Madrid: Dilex.&nbsp; Dendaluze, I. (Coord.) (1988). Aspectos metodológicos de la investigación educativa. (II Congreso Mundial Vasco). Madrid: Narcea.&nbsp; Etxeberria, J. y Tejedor Tejedor, F. J. (2005). Análisis descriptivo de datos en educación. Madrid: La Muralla.&nbsp; García, V. (1994). Problemas y métodos de investigación en educación personalizada. Madrid: Rialp.&nbsp; García, M. (2000). Socioestadística. Introducción a la Estadística en Sociología. Madrid: Alianza.&nbsp; García, M (coord.) (2015). El análisis de la realidad social: métodos y técnicas de investigación. Madrid: Alianza Hernández, R., Fernández, C. y Baptista, P. (2003). Metodología de la investigación. (3ª. Edic.). México: McGraw-Hill.&nbsp; Latorre, A. (2003). La investigación-acción. Conocer y cambiar la práctica educativa. Barcelona: Graó.&nbsp; León, O. y Montero, I. (1993). Diseño de investigaciones. Introducción a la lógica de la investigación en Psicología y Educación. Madrid: McGraw-Hill. &nbsp; Losada, J. L. y López, R. (2003). Métodos de investigación en Ciencias Humanas y Sociales. Madrid: Thomson.&nbsp; Orfelo, L (2015). Métodos de Investigación en Psicología y educación: las tradiciones cualitativas y cuantitativa. Madrid: McGrawHill Pérez, G. (Coord.). (2001). Modelos de investigación cualitativa en Educación Social y Animación Sociocultural. Aplicaciones Prácticas. Madrid: Narcea.&nbsp; Rodríguez, G., Gil, J. y García, E. (1996). Metodología de la investigación cualitativa. Málaga: Aljibe. Verd, J.M. (2016). Introducción a la investigación cualitativa: fases, métodos y técnicas. Madrid: Síntesis
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Complementary	Almazán, A et al. (2011). Análisis estadístico para la investigación social. Madrid: Garceta Bisquerra, R (1987). Introducción a la estadística aplicada a la investigación educativa. &nbsp;Barcelona: Promociones y Publicaciones Universitarias. &nbsp;Bisquerra, R. (2004). &nbsp;Metodología de la investigación educativa. Madrid: La Muralla. De Lara, E. y Ballesteros, B (2001). Métodos de investigación en educación social. Madrid: Universidad Nacional de Educación a Distancia. &nbsp;De la Herrán (Coord.) (2005). &nbsp;Investigar en educación. Fundamentos, aplicaciones y nuevas perspectivas. Madrid: Dilex. &nbsp;Fox, D.J. (1987). El proceso de investigación en educación. Pamplona: Eunsa. &nbsp;Grim, P. (2010). La certeza absoluta y otras fricciones. Los secretos de la estadística. Barcelona: RBA Libros &nbsp;Monje, C (2011). Metodología de la investigación cualitativa y cuantitativa. Guía didáctica. Recuperado de: &nbsp;https://www.uv.mx/rmipe/files/2017/02/Guia-didactica-metodologia-de-la-investigacion.pdf (consultado: 03/07/2018) Sierra, R. (1987). Técnicas de Investigación social. Teorías y ejercicios. Madrid: Paraninfo Enlaces WEB: Métodos y técnicas de investigación &nbsp;https://www.gestiopolis.com/metodos-y-tecnicas-de-investigacion/ (consultado: 03/07/2018) Métodos de Investigación social: &nbsp;https://metodoss.com/investigacion-social/ (consultado: 03/07/2018) Metodología de la investigación: &nbsp;https://sites.google.com/site/51300008metodologia/caracteristicas-cualitativa-cuantitativa (consultado: 03/07/2018) Aula virtual: &nbsp;https://educacionadistancia.juntadeandalucia.es/profesorado/autoformacion/mod/book/view.php?id=3847&chapterid=3127 (consultado: 03/07/2018) Uso de los métodos cuantitativos y cualitativos en la investigación &nbsp;https://prezi.com/awtmyv2x2_9a/el-uso-de-los-metodos-cuantitativos-y-cualitativos-en-una-investigacion/ (consultado: 03/07/2018)
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Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Action Research and Innovation/652536005

Qualitative Research in Education/652536004

Treatment of Qualitative and Quantitative Information in Research within the Management, Evaluation /652536007

Subjects that continue the syllabus

Leadership and Direction of Schools/652536003

Treatment of Qualitative and Quantitative Information in Research within the Management, Evaluation /652536007

Other comments



Comments

The
following sources can be consulted:

 <http://www.udc.es/dep/fam>

<http://www.educacion.udc.es>

<http://www-ice.up.es/upc/ice/ice>.

<http://dialnet.inicaja.es>

<http://www.mec.es>

<http://bibloteca.udc.es>

<http://www.um.es/>
depmdie/ RIE

<http://www.uv.es/>

<http://www.bne.es>

<http://aera.net>

Faculty

Environmental Committee (GREEN CAMPUS) is recommended:

It

is recommended to send the works telematically and if it is not possible, in the use of plastics, choose double-sided printing, use recycled paper and avoid printing drafts.

 -Sustainable use of resources and prevention
of negative impacts on the natural environment should be made.

 -The importance of ethical principles related
to sustainability values in personal and professional behaviour must be taken
into account.

will

also recommend the use of INCLUSIVE LANGUAGE



(*)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.