



## Teaching Guide

Teaching Guide				
Identifying Data			2020/21	
Subject (*)	Research Methods		Code	652G03019
Study programme	Grao en Educación Social			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Second	Basic training	6
Language	Galician			
Teaching method	Hybrid			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación			
Coordinador	Arias Rodriguez, Maria Alicia	E-mail	alicia.arias.rodriguez@udc.es	
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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 socio-educational reality of the social educator is complex, diverse and difficult to analyse, describe and interpret, which is why it is necessary for them to acquire a series of skills throughout their academic training that will allow them to develop their subsequent professional activity. For this reason, the learning and application of diverse research methodologies, which are planned in this area, will allow the educator/social worker to select the most adequate one to solve the problems that he/she will find in his/her next job.</p> <p>Without forgetting that the social educator within his/her work environment will have to investigate in order to be able to approach possible solutions that improve the context in which his/her work activity is carried out. The diversity of epistemological conceptions applicable to the different social situations will be a source of information for the social researcher, allowing him/her to determine which one is the most adequate to solve the problem he/she faces. 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.</p> <p>The development of research aims, in addition to solving existing problems in the social context, to be a source of information and training for the professionals in charge of developing their activity in this field of work, allowing them to intervene with more quality guarantees and, above all, to be able to anticipate the problems and needs of the field.</p>			



Contingency plan

Contingency plan (adapted from addendum Covid19):

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

2. Teaching methodologies that are maintained:

-Mastery session

- Internships through ICT

- Problem solving

- Documentary source analysis

- Obradoiro

- Collaborative learning

- Mixed Test

- Personalized attention

Teaching methodologies that are modified: no changes will be made

3. Mechanisms for personalized attention to students:

-Email: Daily. Used to make queries, request virtual meetings to resolve doubts and monitor the work being done.

- Moodle: Daily. According to the needs of the student. They have "thematic forums associated to 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 session in a large interactive group (as in interactive classes) for the advancement of the contents and of the knowledge cards and tests in the time slot assigned to the subject not calendar of classes approved by the Faculty Board.

B) From 1 to 2 weekly sessions (or more depending on the demand of the students) in a small group (5 people) for follow-up and support in the realization of the guided cards. This dynamic allows for a standardized and adjusted follow-up of the learning needs of the students to develop the subject.

4. Modifications in the evaluation: no changes will be made

Comments:

a) The presence of the students will only be controlled in the interactive classes of the subject through the realization of the knowledge tests that will be done at the end of each session. The students will be considered as being present whenever they attend the interactive classes; they can only be absent three times (without justification), but never more than twice in each of the parts of the subject (part texts and part analysis). Students may present proof of absence from class, as long as 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 knowledge tests will be carried out.

b) Non-attendance students can follow the subject through Moodle, although they will not be able to participate in the knowledge tests nor will they be called by TEAMS for the interactive classes. A student will be considered as a non-attending student if, due to a new confinement situation, he/she has chosen that option (on the first day of class) or has already passed the three absences in total (or in any part of the subject); in this last option, students will automatically pass the modality. The evaluation of this student body will be maintained as stated in the Teaching Guide, in the specific section on "observations".

c) The evaluation will be entirely through Moodle, with the differences presented in the teaching guide between face-to-face and non- face-to-face students.

d) The lectures will continue under the non-presential modality. A Power Point with the recorded voice of the explanation will be presented one week in advance to the student in Moodle (the exposition classes will be on Mondays from 9 to 10:30) or through a stream video (the link will appear in Moodle).

e) The interactive classes will move to the non-presential mode, maintaining the format of working groups that had been specified in the hybrid mode. The work groups will be created by TEAMS, which will be the means through which the cards and the knowledge test will be followed by the teachers (these classes will always be in the schedule approved by the Xunta de Faculty).



f) The evaluation of the subject will be, in all possible modalities, virtual (due to health circumstances) and the same weighting of the grades will be maintained, regardless of the teaching modality. It will be as follows: the mixed test will be done by Moodle (on the date and time approved by the Xunta de Facultad for the January or July exam); the knowledge tests will be within each interactive class (in this case, at the end of the interactive class by TEAMS). The tests will not be enabled until the interactive classes begin each interactive group (each interactive group will have a different knowledge test); the cards to be taken will be presented in two documents and will be posted in Moodle on the date established by the teachers on the first day of the class. It is important to remember that the student must take each of the tests to pass the course, and must take the mixed test and the knowledge tests (the qualification of these tests is always conditioned to the delivery of the documents of the Moodle practices). Non-attendance students will have to take the mixed test only (see the assessment section of the teaching guide).

g) Individual and virtual afternoon-evening tutorials. 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
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.
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.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
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	
Knowing the terminology; the various phases of the research approach and the various methodologies in both the quantitative and qualitative fields of socio-educational intervention		A5	B4 C2
		A6	
		A7	
		A8	
		A11	
		A13	
		A14	
		A21	
Analyze the information collected in the socio-educational intervention processes, using the appropriate analysis techniques		B1	B2 B5 B6
		B2	
		B5	
		B6	
Critically assess the knowledge, technology and the information available to resolve the problems that must be addressed from various perspectives and of course the gender perspective			C1
			C3
			C4
			C6
			C8



Topic	Sub-topic
BLOCK I-FUNDAMENTALS OF WOOL RESEARCH IN EDUCATION	<p>THEME 1.-EDUCATIONAL RESEARCH.</p> <p>1.1 Definition and characteristics of the scientific research.</p> <p>1.2 Definition and characteristics of the educational research.</p> <p>1.3.Types of research.</p> <p>THEME 2.-RESEARCH PARADIGMS.</p> <p>2.1. Basic issues.</p> <p>2.2. Characteristics of the paradigms.</p> <p>2.3 Positions given the diversity paradigmatica.</p>
BLOCK II-RESEARCH IN THE EDUCATIONAL AND SOCIAL FIELDS.	<p>THEME 3.-PROCESS RESEARCH-GENERAL.</p> <p>3.1. Approach of the problem.</p> <p>3.2 Review of the literature.</p> <p>3.3 Hypothesis and variables.</p> <p>3.4 Research designs.</p> <p>3.5 Population and sample.</p> <p>3.6 Data collection techniques.</p> <p>3.7. The research report.</p> <p>3.8 Differences of the research process from quantitative and/or qualitative perspective.</p>
BLOCK III-QUANTITATIVE AND QUALITATIVE METHODOLOGY IN EDUCATIONAL RESEARCH	<p>THEME 4.-RESEARCH FROM A QUANTITATIVE PERSPECTIVE.</p> <p>4.1. Introduction.</p> <p>4.2 Experimental research</p> <p>4.3. Non-experimental research.</p> <p>THEME 5-RESEARCH FROM A QUALITATIVE PERSPECTIVE.</p> <p>5.1 Research action, research collaborative and participatory research.</p> <p>5.2 Evaluation research</p> <p>5.3. Other qualitative methods: biographical, ethnographical, Phenomenology, ethnomethodology, and case studies.</p> <p>THEME 6-A STATISTIC AS A RESEARCH TOOL.</p>

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Collaborative learning	A7 A8 A11 A13 A14 A21 B4 C1 C6 C8	2	24	26
Document analysis	C4	0	12	12
Workshop	B2 C1 C2	9	9	18
Mixed objective/subjective test	A5 A6 A11 A13 B1 B2 B5 B6 C1 C2 C3 C4 C6 C8	4	4	8
ICT practicals	A5 A6 A7 B1 C3 C6 C8	10	10	20
Problem solving	A5 A6 A7 A11 A13 A14 B1 B2 B5 C1 C2 C3 C4 C6 C8	10	10	20
Case study	A6 A7 A11 A14 B1 B2 B4 B5 B6 C1 C2 C3 C4 C6 C8	10	10	20
Guest lecture / keynote speech	A6 B5 C4 C6 C8	10	10	20
Personalized attention		6	0	6



(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Collaborative learning	This methodology is combined with other methodologies such as workshops, analysis of documentary sources, outlines, readings, concept maps, problem solving, etc. All these afternoon-evening procedures are guided in a PRESENTIAL way (or virtually, through the TEAMS platform) and/or supported with information and communication technologies. Small groups (no more than 2 people) are set up to carry them out. And they are carried out during all to the interactive classes of the matter. This methodology is part of the "Pilot Program for Teaching in Galician in the Degree in Social Education".
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. 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. This methodology is part of the "Pilot Program for teaching in Galician in the Degree in Social Education".
Workshop	This methodology is intended only for the contents of the subject of theme 2, theme 3, theme 4, theme 5 and theme 6. It is intended that the students combine other methodologies such as problem solving, practice through ICT, etc. But bearing in mind that with it the students develop purely practical tasks on this subject with the support and supervision of the teachers. All this will only be done when these topics are explained. The teacher had presented to the students the notes of these topics (through moodle); in the expository classes she will explain with solutions of problems of these notes; in the interactive classes the teacher will present guided cards (guided practices) so that the student carries them out. FOR ALL THIS THE STUDENT MUST BRING THE REVISED NOTES. For the delivery of this methodology to the teacher they will plan a delivery date in moodle. This methodology is part of the "Pilot Program for Teaching in Galician in the Degree in Social Education".
Mixed objective/subjective test	Test used for the evaluation of the learning of both the expository and interactive classes. It has two parts: a) Theoretical part: this is what the teacher presents in the lectures. All the contents of the teacher's guide. b) Analysis part: it will be only what the teacher presents and works with the students in topic 6 of the content section of this subject. The questions in these parts 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. The matter is overcome when all the parts are overcome, and no part will ever be saved for other calls.
ICT practicals	This methodology will be used for two types of activities: a) Online testing of each theoretical content addressed in the exhibition sessions. A test will be carried out at the end of each interactive session, where students will be able to put to the test the learning acquired in the theoretical sessions and applied in the interactive sessions. These tests will be part of the final evaluation of the subject. b) Analysis of the computerized information. Use of both quantitative and qualitative computer programs for the analysis of information. The development of this analysis activity will be complementary to the problem-solving methodology. This methodology is part of the "Pilot Program for teaching in Galician in the Degree in Social Education
Problem solving	This methodology is only used for topic 6 of the subject contents. The students will have the interactive classes to carry out the assigned activities and will have to incorporate them all together in a single document (which will constitute the methodology of the Obradoiro), which will be called "Research Methods" and will be delivered on the date stipulated by the teacher. This methodology is part of the "Pilot Program for teaching in Galician in the Degree in Social Education



Case study	<p>This methodology will be used to carry out the practices corresponding to themes 2, theme 3, theme 4 and theme 5 of the contents of the subject. Students will be presented with one exercise per group and must apply the theoretical knowledge acquired in the presentation sessions to the resolution of the same. The students will have the interactive classes to carry out the assigned activities and they will have to incorporate them all together in a document (which will constitute the methodology of the Obradoiro) unique that will call "Methods of Investigation", and that will be given in the date stipulated by the teacher</p> <p>This methodology is part of the 'Pilot programme for teaching Galician in the degree in Social Education'.</p>
Guest lecture / keynote speech	<p>Class given by the teacher, in the exhibition classes, on the contents already mentioned in the "contents" section of this teaching guide. This methodology uses exclusively the word and the sight as a way of transmitting the information to the whole group.</p> <p>The lectures, during the 2020-2021 academic year, will not be held in person, due to the number of students enrolled in the subject. Therefore, we will present one week in advance to the students in Moodle (the exposition classes will be from 9 to 10:30 on Fridays) the material in Power Point with the recording of their voice (through Moodle and Stream) for them to follow the exposition. In this material, the students will have bibliographical references to consult it, also, to complete the following wool exhibition of teachers.</p>

Personalized attention	
Methodologies	Description
ICT practicals Problem solving Guest lecture / keynote speech Workshop Collaborative learning Document analysis Mixed objective/subjective test Case study	<p>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, in the readings, in the workshop, in the collaborative learning, the analysis of documentary sources as in the practices through ICT. 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.</p> <p>This personalized attention will be given 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.</p> <p>PERSONALISED ATTENTION WILL BE PROVIDED ON A VISIT BASIS BETWEEN THE STUDENT AND THE TEACHER. THIS CARE MUST BE INDIVIDUAL (TO COMPLY WITH THE RECOMMENDATIONS ORIGINATED BY THE COVID-19). THEY CAN BE GROUP BUT THROUGH TEAMS (these for the student in attendance)</p> <p>IN ORDER TO ORGANIZE SUCH CARE. The STUDENT MUST COMMUNICATE FIRST WITH THE PROFESSOR VIA EMAIL (IN THAT EMAIL YOU WILL REQUEST INDIVIDUAL OR GROUP TUTORING). REMEMBER THAT THE PROFESSOR IS THE ONE WHO WILL SET THE TIME FOR THIS TUTORIAL. IF THE STUDENT DOES NOT SEND THIS EMAIL, THE TEACHERS WILL NOT ATTEND TO HIM UNDER ANY CURRICUMSTANCES.</p>

Assessment			
Methodologies	Competencies	Description	Qualification
ICT practicals	A5 A6 A7 B1 C3 C6 C8	<p>This methodology will be used only to evaluate the progress of the students in the understanding of the theoretical contents of the subject (expository classes). Brief tests of knowledge (of that developed during the corresponding expository and interactive session) will be carried out. The last 30 minutes of the interactive classes will be used (the student must connect by moodle to make these evaluations). IT IS IMPOSSIBLE THAT EACH STUDENT BRINGS IN THE INTERACTIVE CLASSES HIS COMPUTER AND ALL THE MATERIALS THAT THE STUDENT NEEDS TO CARRY OUT THESE PRACTICES</p>	20



Problem solving	A5 A6 A7 A11 A13 A14 B1 B2 B5 C1 C2 C3 C4 C6 C8	<p>This task is aimed at a single subject content (Theme 6). It is intended that students combine other methodologies such as problem solving, guided practice (guided cards), etc. But bearing in mind that with it the student develops purely practical tasks on this subject with the support and supervision of the teaching staff. All this will only take place when topic 6 is explained. The teacher will present the students with the notes of this topic (through moodle); in the expository classes she will explain with problem solutions these notes; in the interactive classes the teacher will present guided practices so that the student can carry them out FOR ALL THIS THE STUDENT MUST BRING THE REVIEWED NOTES. Students must carry out all the proposed practices and incorporate them into a single document, as a dossier, which will be given to the teacher within the established period, under the name of "Research Methods" (which will be the Obradoiro methodology). Before the end of the academic period, the teacher will carry out a simulation of this test, in the class schedule of the subject. The simulation questions will be available to students enrolled in this subject in moodle. Attendance at this simulation is not compulsory</p>	20
Mixed objective/subjective test	A5 A6 A11 A13 B1 B2 B5 B6 C1 C2 C3 C4 C6 C8	<p>The examination of the June or July calls is what refers to the evaluation of this methodology and consists of two parts:</p> <p>1-Theoretical part will consist of a number of open answer items, or short answer 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 approved when a score of 10 out of 20 points is reached which is the maximum score achieved here (no score is kept from any part, in any call, if it is suspended).</p> <p>2-Part ANALYSIS. This part consists of various statistical problems or short answer questions or true and false questions (the teacher will decide the type of questions). This part is approved when a score of 10 out of 20 points is reached which is the maximum score reached here.</p> <p>EXPLANATORY NOTE:</p> <p>If any of the parts is suspended (the minimum score to pass is not reached) the student must go to the next convocation with everything. NO PARTS OF ANY EXAM ARE KEPT FROM ONE CONVOCATION TO ANOTHER OR OTHER CONVOCATIONS. The DATES OF THE EXAMS OF THE CALLS ARE MARKED BY FACULTY MEETINGS, THEREFORE THEY ARE NOT MOVED.</p> <p>The BAREMO that is followed in each of the parties, to be taken into account:</p> <p>(a) 10 points to 13 points EQUALS ONE APPROVAL (5-6). Specifically, 10 and 11 points equals a five; 12-13 points equals a six.</p> <p>(b) 14 points to 17 points is equivalent to one grade (7-8). Specifically, 14 and 15 points equals a seven; 16-17 points equals an eight.</p> <p>(c) 18 points to 20 points equals one over-achiever (9-10). Specifically, 18 and 19 points equals a nine; 20 points equals a 10</p>	40



Case study	A6 A7 A11 A14 B1 B2 B4 B5 B6 C1 C2 C3 C4 C6 C8	<p>This task is aimed at the contents of the subject (theme 2, theme 3, theme 4 and theme 5). It is intended that the students combine other methodologies such as problem solving, guided practice (guided sheets), etc. But bearing in mind that with it the student develops purely practical tasks on this subject with the support and supervision of the teaching staff. All this will only be done when the topics are explained. The teachers will present the students with the notes on this topic (through moodle); in the expository classes they will explain with cases these notes; in the interactive classes the teachers will present guided practices (guided cards) so that the students can do them FOR ALL THIS THE STUDENTS MUST BRING THE REVIEWED NOTES.</p> <p>Students must carry out all the proposed practices and incorporate them into a single document, as a dossier, which will be given to the teacher within the established period, under the name of "Research Methods" (called Obradoiro methodology).</p> <p>Before the end of the academic period, the teacher will carry out a simulation of this test, in the class schedule of the subject. The simulation questions will be available to students enrolled in this subject in moodle. Attendance at the simulation is not compulsory</p>	20
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## 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 an academic dispensation) (face-to-face students) are considered to attend 80%, this is equivalent to having no 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 online tests planned for the end of each interactive session must be taken in the classroom; under no circumstances (with the exception of students with academic dispensation) may they be taken outside the classroom. Attendance at the interactive classes will be counted from the answers to the online tests. It is not possible to have more than two absences in each part of the subject (collection techniques and analysis techniques). The scores of the knowledge tests that are taken in the real interactive classes not late-night until the dossier is delivered (Obradoiro methodology)

The evaluation of these students takes into account the following: 1-The mixed test; 2-The practice through ICT; 3-Case study and 4-Problem solving. Evaluations from 2 to 4, both including the afternoon-evening effective delivery of the dossier (methodology Obradoiro)

Explanatory note:

These students will continue to be face-to-face (in the same circumstances or lose that category) if, due to the health crisis, the classes are virtual.

Since the presentations are always virtual, the interactive classes will follow the same rules but through teams. For this link, the teaching staff will set up the interactive groups in teams and will have classes at the same time that was approved by the faculty board. The evaluation, in these circumstances (health crisis), will always be by moodle. The mixed test for these students, as well as the interactive classes whether they are face-to-face or virtual, will always be by moodle.

b) **STUDENTS WHO DO NOT ATTEND THE CLASS** (non-presential students) are considered to be absent when they miss more than 80%, that is to say, they have more than three unjustified absences, or they have more than two absences in one of the parts of the subject (techniques for collecting and/or analysing information). 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 work is being done), although in no case will these proofs mean the possibility of taking the tests online after the deadline. Students who choose this option from the beginning of the course may also do so (on the first day of class the teachers will present this option which the student may choose). These students will take the tests in June or July. It is recommended that the students do both tasks of the subject independently, since they are evaluated in the final test of the subject (60%), along with the theoretical content of the mixed test (40%). In this sense these students will only take the mixed test through moodle



## Sources of information

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

## Recommendations

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

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

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

Information Gathering and Analysing Techniques /652G03026

### Other comments



Se pueden consultar las siguientes

fuentes:<http://www.udc.es/dep/fam>&nbsp;<http://www.educacion.udc.es>&nbsp;<http://www-ice.up.es/upc/ice/ice.nsf>.&nbsp;<http://dialnet.inicaja.es>&nbsp;<http://www.mec.es>&nbsp;<http://bibloteca.udc.es>&nbsp;<http://www.um.es/~dep mide/RIE>&nbsp;<http://www.uv.es/a>  
<http://www.bne.es>  
<http://aera.net>

Comité Ambiental da Facultade (GREEN CMPUS) recoméndase:

&nbsp;-Recoméndase os envíos dos traballos telemáticamente e de non ser posible, no utilizar plásticos, elixir a impresión a dobre cara, empregar papel reciclado e evitar imprimir borradores.

-Débese facer un uso sostible dos recursos e a prevención de impactos negativos sobre o medio natural.

-Débese ter en conta a importancia dos principios éticos relacionados cos valores da sosenibilidade nos comportamentos persoais e profesionais.tamén recomendase utilizar LENGUAXE INCLUSIVO

(\*)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.