UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				**2021/22**
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	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación			
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Web	https://www.udc.es/es/centros_departamentos_servizos/departamentos/departamento/?codigo=D162			
General description	The socio-educational reality of the social educator is complex, diverse and difficult to analyse, describe and interpret. For this reason, it is necessary that throughout their academic training, they acquire a series of competences that will enable them to develop their subsequent professional activity. For this reason, the learning and application of different research methodologies, which are developed in this subject, will allow the social educator in the future to select the most appropriate one to solve the problems that he/she will encounter in his/her next working environment, without forgetting that this agent, within his/her working environment, will have to research in order to be able to find possible solutions to improve the context in which he/she carries out his/her working activity. The diversity of epistemological conceptions applicable to different social situations will be a source of information for the social researcher, allowing him/her to determine which is the most appropriate for solving the problem he/she is facing. It is not intended to establish a priority or order of importance between the various modes of research, but rather it is the research problem that will determine the choice of one methodology or another, making it the most valid for this type of problem. All this is meaningless if we do not ask and answer the question: What do we want to achieve? There are many instruments that we can use to obtain data and, therefore, it is necessary to be aware of the wide range of possibilities. A good professional will be the one who knows how to choose, in each circumstance, the techniques and instruments that best suit the situation. It is necessary to deepen our knowledge and mastery of the different tools at our disposal. Thus, this subject will analyse the main techniques and instruments that can be applied to the socio-educational field, 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 content: no changes will be made 2. 2. Teaching methodologies to be maintained: -Master classes - ICT practices - Case studies - Problem solving - Analysis of documentary sources - Collaborative learning - Mixed testing - Personalised attention. Methodologies in this contingency plan no changes will be made. 3. Mechanisms for personalised attention to students: E-mail: For use to make specific queries that do not require synchronous tutoring to be resolved. - Virtual Campus: Used to give students access to the material, provide them with relevant information and to request synchronous tutorials to resolve doubts and follow up on tutored work. In addition to synchronous and asynchronous tutorials, students have a consultation forum in which both teachers and students themselves can create new threads associated with the modules or specific activities, to make queries whose answers are useful to the student body as a whole. - Teams: A) weekly session in a large interactive group (as in the interactive classes) for the advancement of the contents and the knowledge sheets and tests in the time slot assigned to the subject in the class calendar approved by the Faculty Board. B) From 1 to 2 sessions per week (or more depending on student demand) in small groups (at least 6 people) for monitoring and support in the completion of the guided worksheets. This dynamic allows for a standardised and adjusted follow-up of the students' learning needs in order to develop the subject. 4. Modifications in the evaluation: no changes will be made. Observations: a) The presence of the students will only be controlled in the interactive classes of the subject through the knowledge tests that will be taken at the end of each session, being essential that the students take and hand them in while they are present in the classroom. Students will be considered to be in attendance as long as 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 (technical part and analysis part). Students may present excuses for missing class, provided they are medical, work, hospitalisation, etc., but they must be approved (they cannot be, for example, a request for a doctor's appointment, etc.). The main resource to be used for the control of student attendance will be the Virtual Campus, where the knowledge tests will take place, as well as some other virtual means of recording attendance (e.g. Forms). b) Non-attendance students can follow the course through the Virtual Campus, although they will not be able to participate in the knowledge tests nor will they be called by TEAMS for the interactive classes. Students who, given a new situation of confinement, have chosen this option (in the first week of class) or who have already exceeded three absences in total (or two in any of the parts of the subject) will be considered non-attendance students; in this last option the students will automatically pass to this modality. The assessment of these students will be maintained as stated in the Teaching Guide, in the specific section "observations". c) The assessment will be entirely through the Virtual Campus, with the differences presented in the teaching guide between face-to-face and non-face-to-face students. d) The expository classes will continue under the non face-to-face modality. A Power Point with the recorded voice of the explanation or through a video stream (the link will appear on the Virtual Campus) will be presented to the students one week in advance on the Virtual Campus (the lectures will be on Mondays from 9:00 to 10:00 a.m.). e) The interactive classes will move to the non-classroom mode, maintaining the format of working groups that had been specified in the hybrid mode. The working groups will be created by TEAMS, which will be the means through which the worksheets and the knowledge test will be monitored by the teachers (these classes will always take place during the

timetable approved by the Xunta de Facultad).

f) The assessment 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 conducted by Virtual Campus (on the date and time approved by the Xunta de Facultad for the exam of the January or July call); 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 start each interactive group (each interactive group will have a different knowledge test); the cards that are made will be presented in two documents and will be posted on the Virtual Campus on the date established by the teachers on the first day of the class. It should be remembered that the on-site student must take each of the forms of evaluation to pass the subject, i.e., he/she 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 practices in the Virtual Campus). Non-attendance students will only have to take the mixed test (see the evaluation section of the teaching guide).

g) The tutorials of the subject will be individual (except in the case of tutorials on the work dossiers) and virtual. Students must request an appointment with the teacher via the Virtual Campus, in the link provided for this purpose. VERY IMPORTANT, THE TUTORIALS WILL ALWAYS BE WITHIN THE SCHEDULE PRESENTED BY THE TEACHERS THAT TEACH THE SUBJECT.

h) Modifications to the bibliography or webgraphy: no changes will be made. All the work materials are already available digitally on the Virtual Campus.

Study programme competences / results	
Code	**Study programme competences / results**
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 / results**		
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**
Topic I.INTRODUCTION.	1. Conceptual Determination 2. Sample selection 2.1 Selection of the sample in the quantitative approach 2.2. Sample selection in the qualitative approach
Topic II. TECHNICAL COLLECTION OF INFORMATION	1. Instruments collection of quantitative information 1.1. Scales 1.2. Questionnaire 2. Instruments collection of qualitative information 2.1. Observation 2.2. Interviews and Life stories 2.3. Discussion Groups
Topic III. TECHNICAL INFORMATION ANALYSIS	1. Qualitative analysis (concept maps, reliability and validity) 2. Quantitative analysis 2.1 Reliability and Validity 2.2. Analysis of categorical or nominal data. 2.3 Analysis of ordinal data 2.4. Metric data analysis

Planning				
Methodologies / tests	**Competencies / Results**	**Teaching hours (in-person & virtual)**	**Student?s personal work hours**	**Total hours**
Guest lecture / keynote speech	A5 A7 A14 B1 C4 C6 C8	10	10	20
ICT practicals	A6 C3	10	10	20
Case study	A6 A13 A21 C1	9	22	31
Problem solving	A19 B2 C1	9	23	32
Document analysis	B1	0	9	9

Collaborative learning	A6 A8 A11 A13 A19 A21 B1 B2 B4 C1 C3	2	12	14
Mixed objective/subjective test	A5 A6 A13 A19 A21 B1 B2 B5 B6 C1 C3 C4 C6 C8	2	12	14
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	Class given by the teachers, in the lecture classes, on the contents already mentioned in the "contents" section of this teaching guide. This methodology uses only words and sight as a way of transmitting information to the whole group. In some cases, the information may be complemented with practical examples and/or audiovisual resources. The lectures, during this academic year 2021-2022, will not be face-to-face, due to the number of students enrolled in the subject. Therefore, students will be presented with a week in advance on Virtual Campus (lectures will be from 9 to 10:00) or Power Point material with voice recording (via Virtual Campus and Stream) to follow the presentation. In this subject, students will have the bibliographical references to consult or, also, to complete or follow the lectures of the teachers.
ICT practicals	This methodology will be used for two types of activities: a) Carrying out online tests of each theoretical content addressed in the expository sessions. A test will be carried out at the end of each interactive session, where students will be able to test the learning acquired in the theoretical sessions and applied in the interactive sessions. These tests will form part of the final assessment of the subject, and will be based fundamentally on the theoretical contents dealt with in the video-exhibition of the previous week and will also have the questions prior to delivery, so that students can start working on these tests in advance of the interactive session in which the delivery corresponds. b) Analysis of computerised information. Use of both quantitative and qualitative computer programmes for both the design of the instrument and the collection and analysis of the information. The development of this analysis activity will be complementary to the problem-solving methodology
Case study	This methodology will be used to carry out the practicals corresponding to topics 1 and 2 of the contents of the subject. Students will be presented with one practical case study per group and will have to apply the theoretical knowledge acquired in the lectures to the resolution of the different parts of a case. Students will have the interactive classes to carry out the assigned activities and will have to incorporate them all together in a single document called "Information Gathering Techniques", which will be handed in on the date stipulated by the teachers.
Problem solving	This methodology is only used for topic 3 of the contents of the subject. Students will have the interactive classes and independent work to carry out the assigned activities and will have to incorporate them all together in a single document, which will be called "Information Analysis" and will be delivered on the date stipulated by the teachers.
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 to analyse them. This methodology can be used: as an introduction to a subject, as an application tool, to explain processes that cannot be observed directly, for the presentation of complex situations or as a synthesis of theoretical or practical content.
Collaborative learning	This methodology is combined with other methodologies such as analysis of documentary sources, case studies, problem solving, practices through ICT, etc. All these procedures will be guided PRESENTLY (or virtually, through the TEAMS platform) and/or supported with information and communication technologies. They are carried out in small groups (no more than 5-6 people). And they are carried out during all the interactive classes of the subject.

Mixed objective/subjective test	Test used for the evaluation of learning in both expository and interactive classes. It has two parts:
	a) Technical part: it refers to the theoretical contents (expository sessions) dealt with by the teachers throughout themes 1 and 2 of the contents of the teaching guide.
	b) Analysis part: it will only be what the teacher explains and works with the students in topic 3 of the content section of this subject.
	The questions in these parts can be direct or incomplete statements, even questions with several answer options or alternatives that provide possible solutions. But only one and only the most correct one. IN THIS TEST INCORRECT ANSWERS WILL SUBTRACT THE CORRECT ANSWERS.
	Given that there are two parts (Techniques and Analysis), it will be IMPERATIVE to pass the mixed test to achieve at least half of the mark in each of the parts (for example, if each part has a value of 5 points, you must achieve a minimum in each of the parts).
	The subject is passed when all the parts are passed and NEVER any of the parts will be saved for other exam sessions (i.e. if the student does not pass the test in the 1st session, he/she must sit the final exam with a weight of 100% and, therefore, the qualification of the continuous assessment dossier will not be taken into account).

Personalized attention	
Methodologies	**Description**
Problem solving ICT practicals Mixed objective/subjective test Case study Guest lecture / keynote speech Collaborative learning	In the personalised attention, the teachers will resolve any doubts students may have about the different topics to be worked on in the subject. But also any doubts that may arise for problem solving, collaborative learning, analysis of documentary sources, case studies and ICT practices. During these sessions, students' work will be monitored, supervising and guiding more directly the process to be followed in each of the activities carried out.

This personalised attention will be given in the teaching staff's office (P1A15 and P1A19) during the tutorial timetable. This timetable is posted on the board in the lecturers' office, on the department's website and in the Faculty of Education Sciences.

Personalised attention will be given vis a vis between the students and the teachers. This attention must be individual (in order to comply with the recommendations of COVID-19). They can be group-based, but through TEAMS (only for face-to-face students), when dealing with issues related to the dossiers carried out in groups. Students must first communicate with the teacher via the Virtual Campus, through the platform enabled for this purpose and where you must specify your full name to facilitate being called. Remember that the teachers are the ones who will set the timetable for @dito tutoring. If students do not request tutoring through this means, the teachers will not attend to them under any circumstances |

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**

Problem solving	A19 B2 C1	This task is intended for one single content of the subject (Topic 3). It is intended to allow students to combine other methodologies, such as problem solving, guided practice (guided worksheets), etc. However, bearing in mind that with the eres the student develops purely practical tasks on this subject with the support and supervision of the teaching staff. All this will only be carried out when topic 3 is explained. The teachers will present the notes of this topic (through the Virtual Campus); in the expository classes they will explain these notes with problem solutions; in the interactive classes they will present guided practices for the student to carry out. FOR ALL THIS, THE STUDENT MUST BRING THE REVISED APPOINTS. Students must carry out all the proposed practices and incorporate them into a single document, in the form of a dossier, which they will hand in to the teachers by the established deadline, under the name of "Information analysis techniques". Before the end of the teaching period, the teachers will carry out a mock @dito test, during the class timetable of the subject. The mock test questions will be available to students enrolled in this subject on the Virtual Campus. Attendance to this mock exam is not compulsory.		20
ICT practicals	A6 C3	This methodology will only be used to assess students' progress in understanding the theoretical content of the subject (lectures). Short knowledge tests will be carried out (of the knowledge developed during the corresponding expository and interactive sessions). The last 30 minutes of the interactive classes will be used for face-to-face classes. Students will have the questions related to each test from the first day of class and will have, one week in advance, the materials with which to answer them. Thus, it is the student's responsibility to manage their own work time and work in the classroom in order to solve and deliver the tests each week. IT IS ESSENTIAL THAT EVERY STUDENT BRINGS TO THE INTERACTIVE CLASSES THEIR COMPUTER AND ALL THE MATERIALS THEY NEED TO CARRY OUT THESE PRACTICES.		20

| Mixed objective/subjective test | A5 A6 A13 A19 A21 B1 B2 B5 B6 C1 C3 C4 C6 C8 | The exam of the 1st and 2nd exam sessions is what refers to the evaluation of this methodology and consists of two parts:

1-TECHNICAL part will consist of a number of open response items, or short answer or true and false but justifying (the type of questions will be determined by the teacher). A question with an incorrect answer subtracts a question with a correct answer. This part is passed when a score of 5 out of 10 points is reached, which is the maximum score that can be reached here (no marks are retained for any part, in any exam session, if you fail).

2-PART ANALYSIS. This part consists of several statistical problems or short answer questions or true/false questions (the teacher will decide the type of questions). This part is passed when a score of 5 out of 10 points is reached, which is the maximum score that can be reached here.

EXPLANATORY NOTES:

The exam must be passed in order to be taken into account for continuous assessment. In order to pass the exam, both of the following requirements must be met: (a) 5 points or more must be achieved in the mixed test; and (b) at least half of the value of each of the parts (technical and analysis parts) must be reached.
If any of the parts is failed (the minimum passing score is not reached) or if the continuous assessment (test plus doses) is not passed, the student must take the next exam with everything. NO PARTS OF ANY EXAM FROM ONE EXAM SESSION WILL BE KEPT FOR ANOTHER OR OTHER EXAM SESSIONS.
The dates of the exams are set by the faculty board, so they do not move. | 40 |
| Case study | A6 A13 A21 C1 | This task is aimed at the contents of the subject (Topic 1 and 2). It is intended to enable students to combine other methodologies such as problem solving, guided practice (guided worksheets), 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 take place when topic 1 and 2 are explained.
The teachers will present the students with the notes of this subject (through the Virtual Campus); in the expository classes they will explain with cases @dito notes; in the interactive classes the teachers will present guided practices (guided worksheets) for the students to carry out.

Students must carry out all the proposed practices and include them in a single document, in the form of a dossier, which they will hand in to the teacher by the established deadline, under the name "Techniques for collecting information".
Before the end of the teaching period, teachers will carry out a mock @dito test, during the class timetable for the subject. The mock test questions will be available to students enrolled in this subject on the Virtual Campus. Attendance to this mock exam is not compulsory. | 20 |

Assessment comments

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

a) STUDENTS WHO ATTEND CLASSES (or students with academic dispensation) (students who attend classes in person) are considered to attend 80%, this is equivalent to not having more than 3 unexcused absences. Medical absences are excused (with a correctly covered receipt from a registered doctor) and absences due to work (with a correctly covered receipt from the work where it is justified that the student is working during class hours) or any other absence, always with the approved documentation. The online tests scheduled for the end of each interactive session must be taken in the classroom; in no case (with the exception of students with academic dispensation) can they be taken outside the classroom. Attendance at the interactive classes will be counted on the basis of the answers to the online tests, and additional virtual means may be used to ask students to register their attendance. No more than two absences in each of the parts of the subject (collection techniques and analysis techniques) will be allowed. The qualifications of the knowledge tests carried out in the interactive classes will not be real until the dossiers are handed in.

The evaluation of these students takes into account the following: 1-The mixed test; 2-The practices through ICT; 3-The case study and 4-Problem solving. The evaluations from the 2nd to the 4th, both inclusive, will take place at the end of the course, effective the delivery of the dossier.

All ATTENDING OR PRESENT students must pass the continuous assessment (test and dossiers) in order to be able to take the mixed test under the conditions explained for this group of students. The continuous assessment is equivalent to 60% of the final grade of the subject (being necessary to reach the minimum of 30% to consider that this part was passed). Likewise, it is essential to achieve a minimum of 20% out of 40% in the mixed test to consider this assessment passed (taking into account the need to reach a minimum in each part, techniques and analysis, as specified in the corresponding section in the teaching guide).

Explanatory note:

These students will continue to be face-to-face (in the same circumstances or will lose this category) if, due to the health crisis, the classes are virtual. Since the lectures are always virtual, the interactive classes will follow the same rules, but through TEAMS. For this, the teachers will set up the interactive groups in TEAMS and will have classes in the same timetable that was approved by the faculty board. The evaluation, in these circumstances (health crisis), will always be by Virtual Campus A mixed test for these students, as well as the interactive classes, whether face-to-face or virtual, will always be by Virtual Campus.

b) STUDENTS WHO DO NOT ALWAYS ATTEND CLASSES (non-attendance students) are considered to be absent when they miss more than 80%, i.e. they have more than three unexcused absences, or more than two absences in one of the parts of the subject (techniques for collecting and/or analysing information). Medical absences are excused (with a correctly completed excuse from a registered doctor) and absences due to work (with a correctly completed excuse from the work where it is justified that the student is working during class hours), although in no case will these excuses imply the possibility of taking the online tests after the deadline. Students may also choose to do so from the beginning of the course (on the first day of the course, the teacher will present this option to the students). These students will sit the 1st and 2nd exams. It is recommended that the students carry out the two assignments of the subject ("Techniques for collecting information" and "Analysis of information") independently, as these will be assessed in the final exam of the subject (60%), together with the theoretical contents of the mixed exam (40%): (a) 5 points or more are reached in the mixed test; and (b) that at least half of the value of each of the parts (technical part and analysis part) is reached

Sources of information	
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	- Azofra, M.J. (1999). Cuestionarios. CIS (Cuadernos Metodológicos, 26).
	- Etxeberria, J., & Tejedor, F.J. (2005). Análisis descriptivo de datos en educación. La Muralla.
	- García, M. (2015). El análisis de la realidad social: métodos y técnicas de investigación.. Alianza.
	- Grima, P. (2010). La certeza absoluta y otras ficciones. Los secretos de la estadística. RBA Libros.
	- Martínez Mediano, C., & Galán González, A. (2014). Técnicas e instrumentos de recogida y análisis de datos (2ª ed). UNED.
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Complementary	- Ander-EGG, E. y Aguilar, M.J. (2017). Como elaborar un proyecto: guía para diseñar proyectos sociales y culturales (18ª ed.).. Lumen Humanitas
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	- Escudero Perez, J. (2004). Análisis de la realidad local. Narcea.
	- Junta de Andalucía (2010). Manual de proyectos.. Consejería de Gobernación
	- Losada, S. (2016). Metodología de la intervención social. Síntesis.
	- Pérez, O. (Coord.). (2007). Plan Estratégico del Tercer Sector de Acción Social. Guía de evaluación de programas y proyectos sociales. Plataforma de ONG de Acción social

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
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 hacer an use sostenible of los resources y wool prevention of negative impacts envelope he half natural.It owes tener in cuenta wool importance of los ethical principles related with los values of wool sostenibilidad in los comportamientos personales and profesionales.IT IS ALSO RECOMMENDED TO USE 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.