UNIVERSIDADE DA CORUÑA

Teaching Guide		
Identifying Data		**2022/23**
Subject (*)	Process and Design in Social Research	**Code**	615545002d
Study programme	Máster Universitario en Métodos Avanzados de Investigación e Innovación na Análise Social (a distancia)		
Descriptors					

Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatory	5

Language	SpanishGalician			
Teaching method	Non-attendance			
Prerequisites				
Department	Socioloxía e Ciencias da Comunicación			
Coordinador	Masso Lago, Matilde	**E-mail**	m.masso@udc.es	
Lecturers	Golías Pérez, Montserrat	**E-mail**	montserrat.golias@udc.es	
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Web	http://esomi.es/			
General description	This subject involves an in-depth study of the epistemology of social research, the acquisition of knowledge and tools for the preparation, management and evaluation of an applied research project in the public and private sphere, in accordance with ethical principles.			

Study programme competences	
Code	**Study programme competences**

Learning outcomes		
Learning outcomes		**Study programme competences**
Discriminate between different social research paradigms and be able to combine them in an original, creative and novel way for the design of basic or applied social research and know and apply the main advances recently made in the epistemology of social research and use them to identify emerging social problems and challenges in highly specialised scientific research contexts.		AC31 AC31 AC31 AC31
Know the ethical principles of social research, existing data protection protocols, informed consent forms, as well as the components of a report in this respect. They must be able to select appropriate procedures to ensure that ethical principles are maintained in different social research contexts.		AC31 AC31
They must know the different sources of funding for social research and be able to develop competitive research projects with different designs depending on the object of study. As well as developing the necessary skills to participate in research projects in interdisciplinary contexts.		AC31 AC31

Contents	
Topic	**Sub-topic**
Lesson 1. Evaluation in the context of the design of social projects.	1.1 Planning as a working methodology: the plan, the programme and the project.
	1.2 Context analysis and diagnosis: methodologies and techniques for the diagnosis of social contexts; SWOT matrix and sociograms. The potential of participatory methodologies.
	1.3 General objectives, specific objectives and operational objectives: difference between types of objectives in the project. The link between objectives and evaluation tools.
	1.4 Methodology. The construction of the methodology based on the Logical Framework Approach. The difference between phases in the planned action. The chronogram. The communication plan.
	1.5 Project evaluation: key concepts, political ethics and evaluation quality.

Lesson 2. Evaluation phases: needs assessment, process development, final evaluation, monitoring and control.	2.1. Types of evaluation. According to their temporal location. According to its purpose. By who carries it out. By its instruments. 2.2. Strategic analysis and the evaluation process. Programming in evaluation and the Terms of Reference. Moments in the execution of the evaluation. Actors in evaluation. ?Stakeholders?.
Lesson 3. Types of evaluation systems and methodologies.	3.1. The methodological design of evaluation. Types of design (qualitative, quantitative and participatory). Evaluation criteria (LFA): efficiency, effectiveness, impact, relevance, feasibility and coverage. Operationalisation: evaluation indicators.
Lesson 4. Evaluation tools in social programmes/projects.	4.1. The main evaluation techniques: advantages and disadvantages. Quantitative techniques: the survey. Qualitative techniques: interview, focus group , direct observation. Participatory methodology.
Lesson 5. Ethics in social research.	5.1. Ethical principles governing social research, existing regulations and main protocols applicable in different scientific disciplines in Spain and the European Union. 5.2. Keys for the preparation of a report on the maintenance of ethical principles in social research and practical questions on ethics in the approach to projects and the application of research techniques.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Workshop	A5 A11 A12 A16 A19 A20 A23	6	12	18
Oral presentation	A11 A16 A19 A23	4	12	16
Guest lecture / keynote speech	A10	16	16	32
Supervised projects	A5 A11 A12 A16 A19 A20 A23	11	44	55
Personalized attention		4	0	4
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Workshop	Practical activities in which different tests are combined: readings, debates, analysis of secondary sources, problem solving, roll play, these are practices carried out with the support and supervision of the teacher of the subject, which will go through all the phases of the development of a research project, and therefore will serve as a guide for the correct completion of the Supervised projects. For online students, these activities will be adapted to be carried out and monitored remotely through the tools provided for this purpose in the Virtual Classroom. Attendance will be taken into account by means of logging in and participating in the tools provided in the Virtual Classroom, complementary to the practical part: workshop, supervised project and oral presentation.
Oral presentation	The research project (tutored work) must be presented orally, through the telematic channels indicated by the lecturers. In the case of online students, attendance will be taken into account by means of logging in and participating in the tools provided in the Virtual Classroom, complementary to the practical part: workshop, supervised project and oral presentation.

Guest lecture / keynote speech	The Guest lecture is also known as "lecture", "expository method" or "master class". This last modality is usually reserved for a special type of lesson given by teachers on special occasions, with a content that involves an original elaboration and based on the almost exclusive use of the spoken word as a means of transmitting information to the audience.
	The session will be complemented by the use of audiovisual media and the combination with workshop activities, with the aim of transmitting knowledge and facilitating learning. Students' participation will be motivated and valued, through questions and/or debates.
	The lecturers will introduce the different contents of the subject in lecture sessions, the content of which will be made available to students online in the Virtual Classroom of the subject. Support documents (textual, audiovisual, etc.), together with the presentations used, will be available on the virtual platform.
	In order to assess the presence of students in the lecture sessions in distance mode, the consultation of the materials in the virtual classroom will be taken into account, as well as the participation in the asynchronous tools complementary to this methodology.
Supervised projects	Methodology designed to promote students' autonomous learning, under the supervision of teachers and in a variety of scenarios (academic and professional). It is primarily concerned with learning "how to do things". It is an option based on students taking responsibility for their own learning.
	This teaching system is based on two basic elements: independent learning by students and monitoring of this learning by teachers.
	The tutored work consists of the elaboration of a complete applied social research project, taking into account all the phases, as well as the ethical issues for its elaboration.
	For students in distance mode, or with recognition of part-time dedication and academic dispensation of exemption from attendance, the work will be done individually, and must also be submitted in writing (through the system enabled for this purpose in the virtual classroom) and exposed through telematic means. Students in this modality will have precise instructions and rubric for its elaboration, different from those of face-to-face students, which will be published in the Virtual Classroom of the subject.
	The monitoring and guidance by the teachers will be done through forums for doubts about the development of work, as well as group or individual tutorials through the Teams platform, as stated in the section on "personal attention" of this teaching guide. Attendance will be taken into account by means of logging in and participating in the tools provided in the Virtual Classroom, complementary to the practical part: workshop, supervised project and oral presentation.

Personalized attention	
Methodologies	Description
Supervised projects Workshop Guest lecture / keynote speech	For online students, the teaching staff offers tutorials for all subject methodologies. Group tutorials will be held for distance learning students, which will be carried out through the Teams tool, recorded and uploaded to the Virtual Classroom, so that students with incompatible timetables can consult them asynchronously. Individual virtual tutorials will be held at the students' request, preferably through the institutional tool Teams (prior appointment request in the case of students who cannot attend due to incompatibility with the teaching staff's tutoring timetable). Students will be able to make queries to the teachers of the subject, through the forums of doubts enabled for non-attendance students. Although please use the personal attention channels indicated above, the teaching staff will also be available by e-mail.

Assessment

Methodologies	Competencies	Description	Qualification
Supervised projects	A5 A11 A12 A16 A19 A20 A23	The supervised project consists of the elaboration of a complete applied social research project, taking into account all the phases, as well as the ethical issues for its elaboration. For on-site students, the work will be carried out in a group, and must be presented in writing (through the system provided for this purpose in the virtual classroom) and orally. For distance learning students, or students with recognition of part-time dedication and academic dispensation of exemption from attendance, the work will be done individually, and must also be submitted in writing (through the system provided for this purpose in the virtual classroom) and presented via telematic means. Both on-site and distance learning students will have different instructions and rubrics for its preparation, which will be published in the Virtual Classroom of the subject.	90
Oral presentation	A11 A16 A19 A23	The research project (supervised project), must be presented orally, through the channels indicated by the teachers. The grade obtained in the presentation will be individual.	10

Assessment comments

Online students have the same assessment system as on-site students, but with specific instructions for the development of the tutored work that they will have to do individually.

In the 2nd opportunity, the evaluation criteria (supervised project and oral presentation) will be the same as those proposed for the 1st call.

It is compulsory to solve the activities in a reasoned way, supporting and arguing on the basis of the documents of the subject and others that may be considered of interest.

The improper use of quotations and bibliographical references may result in a penalty in the final grade and plagiarism in the failure of the course.

The delivery of the work to be done in this subject will be done through the tool provided for it in the virtual classroom, in digital format and on the dates indicated by the teachers.

Sources of information

Basic	- Aguilar Idánez, M.J.; Ander-Egg (1992). Evaluación de servicios y programas sociales. Madrid : Siglo XXI
	- Ander-Egg, E.; Aguilar Idánez, M.J. (2005). Cómo elaborar un proyecto : guía para diseñar proyectos sociales y culturales. Buenos Aires : Lumen/Humanitas
	- Casal Otero, L. (2006). Gestión de proyectos elementos básicos a tener en cuenta como punto de partida para realizar eficazmente su proyecto. Vigo : Ideaspropias
	- Cohen,E.; Franco, R. (1993). Evaluación de proyectos sociales. Madrid : Siglo XXI
	- García Herrero, G.A.; Ramírez navarro, J.M. (1996). Diseño y evaluación de proyectos sociales.. Zaragoza: Ed. Libros Certeza.
	- García Roldán, J.L. (1995). Cómo elaborar un proyecto de investigación. Alicante : Universidad
	- Instituto Universitario de Desarrollo y Cooperación (2012). El enfoque del marco lógico : manual para la planificación de proyectos orientada mediante objetivos.. Madrid : Los Libros de la Catarata
	- Martí, J. (2000). "La investigación acción participativa: estructura y fases". En, Villasante, T.R.; Montañes, M; Martí, J. La investigación social participativa. Construyendo ciudadanía. Vol I.. Barcelona : El Viejo Topo
	- Nirenberg, O.; Brawerman,J.; Ruiz, V. (2000). Evaluar para la transformación innovaciones en la evaluación de programas y proyectos sociales. Buenos Aires : Paidós
	- Pérez Serrano, G. (1996). Elaboración de proyectos sociales. Madrid: Narcea S.A. de Ediciones.
	- Santana Leitner, A. (2013). Fundamentos para la investigación social. Madrid: Alianza Editorial
	- VV.AA. (2001). Manual de Gestión del Ciclo de Proyecto. COMISIÓN EUROPEA
	NOTA: Esta bibliografía é susceptible de ser modificada a medida que avanza o curso académico co fin de adecuarse ás necesidades formativas do alumnado
Complementary	- Baca Urbina, G. (2006). Evaluación de proyectos. México: McGraw-Hill
	- Camacho, H.; Càmara, L.; Cascante, R.; Sainz, H. (2001). El enfoque del marco lógico: 10 casos prácticos.. Madrid: CIDEAL-ADC.
	- Cordoba Padilla, M. (2006). Formulación y evaluación de proyectos. Madrid: ECOE Ediciones
	- Guinea-Martín, D. [coord.] (2012). Trucos del oficio de investigador : casos prácticos de investigación social. Barcelona : Gedisa
	- Martínez, J.L.; Aparicio, R. (eds.) (2005). El ciclo del proyecto diseño, gestión y evaluación de proyectos de inserción social de inmigrantes. Madrid : Universidad Pontificia Comillas

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus

Master`s Dissertation/615545013

Work Placement/615545012

Quantitative and Mixed Methods Research Techniques/615545005

Qualitative, Prospective and Participatory Research Techniques/615545004

Other comments

As it is a compulsory subject, all students enrolled in the master's degree will take it. The access requirements are the general requirements for admission to the master's degree.Students must regularly check the virtual platform and consult the proposed documents and activities.The lecturers will communicate with students through the Virtual Classroom or the UDC email.Communication with the lecturer should be carried out through institutional channels and using the university's email.In this subject:A sustainable use of resources and the prevention of negative impacts on the natural environment must be made.The importance of ethical principles related to the values of sustainability in personal and professional behaviour will be taken into account.In accordance with the different regulations applicable to university teaching, the gender perspective must be incorporated into this subject (non-sexist language will be used, bibliography of male and female authors will be used, the intervention of all students in class will be encouraged, etc.). This will be done in order to identify and modify sexist prejudices and attitudes, and will have an impact on the environment in order to modify them and promote values of respect and equality. Likewise, the right to gender identity will be respected.The full integration of students who, for physical, sensory, mental or socio-cultural reasons, experience difficulties in gaining adequate, equal and profitable access to university life will be facilitated.The principle of democratic debate will be upheld, listening to and respecting all the different opinions on the subjects dealt with, both on the part of the teaching staff and the students.