



Teaching Guide				
Identifying Data				2023/24
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	Espiñeira González, Keina Raquel	E-mail	keina.espineira@udc.es	
Lecturers	Espiñeira González, Keina Raquel	E-mail	keina.espineira@udc.es	
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
A5	C5. Identify the ethical requirements of social research in different multidisciplinary application scenarios, especially those of great complexity or with highly vulnerable groups, and the existing tools to meet these requirements at the level required at the regional, national and international levels.
A10	C10. Acquire advanced knowledge on the theoretical and practical aspects of the challenges of today's societies through the processes of research and social analysis.
A11	H1. Evaluate and select the appropriate methodological paradigm (quantitative, qualitative, mixed, prospective, participatory) to formulate judgments based on incomplete or limited information on phenomena associated with social, economic and political challenges.
A12	H2 Adopt adequate measures for the preservation of the fundamental and advanced ethical principles of social research, as well as for the adequate protection of the data collected.
A16	H6 Develop the ability to plan research, correctly choosing the phases and procedures that guarantee maximum rigor and that are suitable for different contexts within the public or private sphere.
A19	H9 Develop an advanced capacity to evaluate the quality and results of research processes.
A20	CP1. Contrast the importance of the existing methodological diversity for the analysis of the social, political and economic reality, addressing different complex problems of current societies through creative and innovative solutions.
A23	CP4. Develop the ability to apply the theoretical and methodological knowledge acquired to professional activity in interdisciplinary environments.

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.	AC10		
	AC11		
	AC20		
	AC23		
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.	AC5		
	AC12		
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.	AC16		
	AC19		



Contents	
Topic	Sub-topic
Unit 1. Epistemological foundations of social research	1.1. The social research process: from theory to testing. 1.2. Qualitative and quantitative perspectives. Areas of application. 1.3. Research strategies. Levels and units of analysis. 1.4. Data. Types, generation and collection of data. The process of operationalisation. 1.5. Information resources: data sources and their treatment.
Unit 2. Designing social research projects	2.1. Planning as a working methodology: the plan, the programme and the project. 2.2. Context analysis and diagnosis: methodologies and techniques for the diagnosis of social contexts. 2.3. Definition of objectives and differences between types of objectives in the project. 2.4. The construction of the methodology: Selection of research techniques. Articulation and integration. Participatory methodology. 2.5. Sampling. Sample design, size and type. Representativeness and generalisability
Unit 3. Ethics of social research	3.1. Ethical principles governing social research. 3.2. Existing regulations and main protocols applicable within Spain and the European Union. 3.3. Practical questions about ethics in the approach to projects and in the application of research techniques. 3.4. Keys to the preparation of a report on the maintenance of ethical principles in social research.
Unit 4. Evaluation in the context of social project design	4.1. Types of evaluation (location, object, agent, instruments). 4.2. The evaluation phases: needs, process, final, follow-up and control. 4.3. The methodological design of the evaluation. Evaluation criteria (LFA): efficiency, effectiveness, impact, relevance, feasibility and coverage. Operationalisation: evaluation indicators. 4.4. Evaluation instruments in social programmes/projects.
Unit 5. Strategies for presenting results	5.1. Types of output in qualitative and quantitative research. 5.2. Dissemination of results. The communication plan. 5.3. The transfer of knowledge from social science research.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Workshop	A5 A11 A12 A16 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	<p>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.</p> <p>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.</p>
Oral presentation	<p>The research project (tutored work) must be presented orally, through the telematic channels indicated by the lecturers.</p> <p>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.</p>
Guest lecture / keynote speech	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Supervised projects	<p>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.</p> <p>This teaching system is based on two basic elements: independent learning by students and monitoring of this learning by teachers.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Personalized attention

Methodologies	Description
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Supervised projects	For online students, the teaching staff offers tutorials for all subject methodologies.
Workshop	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.
Guest lecture / keynote speech	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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	60
Workshop	A5 A11 A12 A16 A20 A23	<p>The workshops consist of practical activities in which different tests are combined: readings, debates, analysis of secondary sources, problem solving.</p> <p>For students in distance mode, or with recognition of part-time dedication and academic dispensation of exemption from attendance, the activities will be carried out individually and must be delivered in writing (through the system enabled for that purpose in the virtual classroom) following the calendar set by the teachers.</p>	30
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	Os manuais de referencia da asignatura son: Callejo, J. y Viedma, A. (2005): Proyectos y estrategias de Investigación Social: La perspectiva de la intervención. Madrid: McGraw Hill. Della-Porta, Donatella y Michael Keating (2013) Enfoques y metodologías de las ciencias sociales. Una perspectiva pluralista. Madrid: Akal. Hernández Sampieri, R. Fernández Collado, C. y Baptista Lucio, P. (2017). Fundamentos de metodología de la investigación. Madrid: McGraw-Hill. Ruiz-Olabuenaga, Jose I., Iratxe Aristegui y Leire Melgosa (2009) Cómo elaborar un proyecto de investigación social. Bilbao: Universidad de Deusto Santana Leitner, A. (2013). Fundamentos para la investigación social. Madrid: Alianza Editorial. NOTA: Esta bibliografía é susceptible de ser modificada a medida que avanza o curso académico co fin de adecuarse ás necesidades formativas do alumnado
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Complementary	<p>Alvira, Francisco (2011) La encuesta: una perspectiva general metodológica. Madrid: Centro de Investigaciones Sociológicas. Arroyo, M. (2014) ?Análisis multivariantes?. En: Conocer lo Social. (Lucas, A. Noboa, A. Eds). Fundación de Cultura Universitaria de Montevideo. 161-196. Arroyo, M. Finkel, L. (2019). ?Encuestas por internet y nuevos procedimientos muestrales?. Panorama Social Nº 30. Funcas. Madrid.</p> <p>https://www.funcas.es/publicaciones_new/Sumario.aspx?IdRef=4-15030 Arroyo, M. Sádaba, I. (Coordinadores). (2012). Metodología de la investigación social. Técnicas innovadoras y sus aplicaciones. Síntesis. Madrid. Cai?s, Jordi (1997) Metodología del análisis comparativo. Madrid: Centro de Investigaciones Sociológicas. Carrero, Virginia, Rosa Ma. Soriano y Antonio Trinidad (2012). Teoría fundamentada 'Grounded Theory'. El desarrollo de teoría desde la generalización conceptual. Madrid: Centro de Investigaciones Sociológicas. Cordoba Padilla, M. (2006). Formulación y evaluación de proyectos. Madrid: ECOE Ediciones. Cea-D?Ancona, María A?. (2014) [1996] Metodología cuantitativa: estrategias y técnicas de investigación social. Madrid: Síntesis. Cea, M. A?ngeles (2004) Métodos de encuesta. Teoría y práctica, errores y mejora. Síntesis: Madrid. Coller, Xavier (2000) Estudios de casos. Madrid: Centro de Investigaciones Sociológicas. Crespo, Ismael et al. (2016) Manual de herramientas para la investigación de la opinión publica. Valencia: Tirant lo Blanch. Di?az-de- Rada, Vidal (2005) Manual de trabajo de campo con la encuesta. Madrid: Centro de Investigaciones Sociológicas. Díez, J. C. y Moulines, U. (2008). Fundamentos de filosofía de la ciencia. Barcelona: Ariel. Estany, A. (2006). Introducción a la filosofía de la ciencia. Bellaterra: Universidad Autónoma de Barcelona. Font, Joan y Sara Pasadas (2016) Las encuestas de opinión. Madrid: Catarata y CSIC. Garcí?a-Ferrando, Manuel (2014) [1980] Sobre el método. Problemas de la investigación empírica en Sociología. Madrid: Centro de Investigaciones Sociológicas. Garcí?a- Ferrando, Manuel, Francisco Alvira, Luis E. Alonso y Modesto Escobar (coomp.) (2015) [1980] El ana?lisis de la realidad social. Me?todos y te?cnicas de investigacio?n. Madrid: Alianza. Gerring, John (2014). Metodología de las ciencias sociales. Madrid: Alianza Editorial. Gómez Rodríguez, A. (2003). Filosofía y metodología de las ciencias sociales. Madrid: Alianza Editorial. Guinea-Martín, D. [coord.] (2012). Trucos del oficio de investigador: casos prácticos de investigación social. Barcelona : Gedisa. 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. Kerlinger, F. (2002). Investigación del comportamiento. México: McGraw-Hill. King, Gary, Robert O. Keohane y Sidney Verba (2000) El disen?o de la investigacio?n social. Madrid: Alianza. Kincaid, H. (comp.) (2012). The Oxford Handbook of Philosophy of Social Science. Nueva York: Oxford University Press. Lago, Ignacio (2008) La lo?gica de la explicacio?n en ciencias sociales: una introducción metodológica. Madrid: Alianza Editorial. López Roldán, P. y Fachelli, S. (2015) Metodología de la investigación social cuantitativa. Bellaterra: Universidad Autónoma de Barcelona. Marcos, A. (dir.) (2020). Filosofía de la ciencia. Temas de Investigación y Ciencia, Nº 100. 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. Mosterín, J. (2016). Conceptos y teorías en la ciencia. Madrid: Alianza editorial. Nagel, E., & Cohen, M. R. (1983). Introducción a la lógica y al método científico. Buenos Aires: Amorrortu. Nirenberg, O.; Brawerman, J.; Ruiz, V. (2000). Evaluar para la transformación innovaciones en la evaluación de programas y proyectos sociales. Buenos Aires: Paidós. Pujadas, Juan J. (2002) El método biográfico: El uso de las historias de vida en las ciencias sociales. Madrid: Centro de Investigaciones Sociológicas. Ragin, C. (2007). La construcción de la investigación social. Introducción a los métodos y su diversidad. Bogotá: Siglo del Hombre Editores, Universidad de los Andes-Facultad de Derecho. Rodríguez Osuna, Jacinto (2001) Métodos de muestreo. Madrid: Centro de Investigaciones Sociológicas. Sautu, R. et al. (2005). Manual de metodología. Buenos Aires: Clacso. Vallés, Miguel S. (2003) [1997] Técnicas cualitativas de investigación social. Reflexión metodológica y práctica profesional. Madrid: Síntesis. Vallés, Miguel S. (2009) Entrevistas cualitativas. Madrid: Centro de Investigaciones Sociológicas.</p>
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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.

(*)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.