



## Teaching Guide

Identifying Data					2024/25
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	Face-to-face				
Prerequisites					
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
Coordinador	Arias Rodriguez, Maria Alicia	E-mail	alicia.arias.rodriguez@udc.es		
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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, throughout their academic training, to 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 planned 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 the social educator in his/her field of work will have to investigate in order to find possible solutions to improve the context in which he/she will develop his/her work activity. 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 is the most adequate to solve the problem he/she is facing. It is not intended to establish a priority or an 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. In addition to solving existing problems in the social context, the development of research aims 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 guarantees of quality and, above all, to be able to anticipate the problems and needs of the field.</p>				

## 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.
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 / results		
To know the terminology; the different phases of the research approach and the different methodologies both in the quantitative and qualitative fields of socio-educational intervention.	A5 A6 A7 A8 A11 A13 A14 A21	B4	C2
Analyse the information collected in the processes of socio-educational intervention, using appropriate analysis techniques.	A6 A7 A8 A11 A13 A21	B1 B2 B5 B6	C1 C2 C3 C6 C8
Critically appraise the knowledge, technology and information available to solve the problems they have to deal with from different perspectives, one of them being the gender perspective.	A5 A6 A7 A8 A11 A21	B1 B2 B5 B6	C1 C3 C4 C6 C8

Contents	
Topic	Sub-topic
BLOCK I-FUNDAMENTALS OF RESEARCH IN THE EDUCATIONAL AND SOCIAL FIELD.	<p>THEME 1.-RESEARCH IN THE EDUCATIONAL AND SOCIAL FIELD.</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 IN THE EDUCATIONAL AND SOCIAL FIELD</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 FIELD.	<p>THEME 3.- THE GENERAL PROCESS OF RESEARCH IN EDUCATIONAL AND SOCIAL RESEARCH (quantitative and qualitative).</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 AND SOCIAL 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 / Results	Teaching hours (in-person & virtual)	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
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	8	8	16
Problem solving	A5 A6 A7 A11 A13 A14 B1 B2 B5 C1 C2 C3 C4 C6 C8	10	18	28
Case study	A6 A7 A11 A14 B1 B2 B4 B5 B6 C1 C2 C3 C4 C6 C8	8	18	26
Guest lecture / keynote speech	A6 B5 C4 C6 C8	10	18	28
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: analysis of documentary sources, diagrams, readings, concept maps, problem solving, etc. All these procedures will be guided PRESENTLY and/or supported with information and communication technologies. Small groups (no more than 2 people) will be formed to carry them out. They are carried out during all the interactive classes of the subject.



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.
Mixed objective/subjective test	<p>Test used for the evaluation of learning in both expository and interactive classes. It consists of two parts:</p> <p>a) Theoretical part: it will be what the teacher presents in the lectures and the corresponding dossier. All the contents of the teaching guide.</p> <p>b) Analysis part: it will be only what the teacher presents and works on with the students in topic 6 of the content section of this subject and the corresponding dossier.</p> <p>The questions in these parts can be straightforward 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 FROM THE CORRECT ANSWERS. The subject is passed when all parts are passed and no part will be kept for other exams.</p> <p><b>IMPORTANT INFORMATION:</b></p> <p>The on-site student must sit the mixed test (if the continuous assessment is failed, the mixed test will be the same as for any other student). If the continuous assessment is passed (the face-to-face student) must present himself/herself for the qualification of that continuous assessment to be real. BUT IF A STUDENT SUSPENDS THE MIXED TEST (even if he/she HAS PASSED THE CONTINUOUS ASSESSMENT) HE/she will SUSPEND THE COURSE. The continuous assessment of the on-site students will ONLY count in the June exam.</p> <p>Non-attendance students, the qualification of the mixed test of the June and/or July exam will be the final qualification of the subject (they do not have to take the continuous assessment).</p>
ICT practicals	This methodology will be used in the analysis of the information (subject 6 of the contents). Use of both quantitative and qualitative computer programmes for the analysis of information. The development of this analysis activity will be complementary to the problem-solving methodology.
Problem solving	This methodology is only used for topic 6 of the contents of the subject. 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 be called "Research methods" and which will be handed in on the date stipulated by the teacher (it will constitute one of the dossiers for continuous assessment).
Case study	This methodology will be used to carry out the practical exercises corresponding to topics 2, 3, 4 and 5 of the contents of the subject. Students will be presented with one exercise per group and will have to apply the theoretical knowledge acquired in the lectures to solve it. 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 "Research Methods", which will be handed in on the date stipulated by the teacher (it will constitute one of the dossiers for continuous assessment).
Guest lecture / keynote speech	<p>Class given by the teacher, in the lecture classes, on the contents already mentioned in the "contents" section of this teaching guide. This methodology uses exclusively the word and sight as a way of transmitting information to the whole group.</p> <p>The lectures will be PRESENT. Therefore, Power Point material is presented to the students one week in advance on the Virtual Campus. In this material, the students will have bibliographical references to consult, also, to complete the lecturers' exposition.</p>

## Personalized attention

Methodologies	Description
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<p>ICT practicals          Problem solving          Guest lecture /          keynote speech          Collaborative learning          Document analysis          Mixed          objective/subjective          test          Case study</p>	<p>In the personalised attention, the teachers will resolve any QUESTIONS (QUESTIONS) that the 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.</p> <p>This personalised attention will take place in the teacher's office (P1A16) during the tutorial timetable. This timetable is posted on the board in the lecturers' office, on the department's website, on the virtual campus and in the Faculty of Education Sciences.</p> <p>Personalised attention will be provided face-to-face between students and teachers (PRESENT). 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 attended. Remember that the teacher is the one who will set the timetable for this tutoring. If students do not request tutoring through this means, the teacher will not attend them under any circumstance.</p>
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Assessment			
Methodologies	Competencies / Results	Description	Qualification
Problem solving	A5 A6 A7 A11 A13 A14 B1 B2 B5 C1 C2 C3 C4 C6 C8	<p>This task is intended for one single content of the subject (Topic 6). 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 subject, students develop purely practical tasks on this topic with the support and supervision of the teaching staff. All this will only take place when topic 6 is explained.</p> <p>The teacher will present to the students the notes of this topic (through the Virtual Campus); in the expository classes she will explain with solutions of problems of those notes; in the interactive classes the teacher will present guided practices for the student to carry them out FOR ALL THIS THE STUDENT MUST BRING THE REVISED NOTES.</p> <p>Students must carry out all the proposed practices and incorporate them into a single document, as a dossier, which will be handed in to the teacher by the established deadline, under the name "Research Methods".</p>	25



Mixed objective/subjective test	A5 A6 A11 A13 B1 B2 B5 B6 C1 C2 C3 C4 C6 C8	<p>The exam of the 1st and 2nd exam sessions (XUNE and JULY) is what refers to the evaluation of this methodology and consists of two parts:</p> <p>1-PART METHODS (theoretical. Contents of the subject corresponding to topics 1,2,3,4 and 5 (even)) 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 teachers). 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 (the mark for this part will not be kept, in any exam session, if it is failed).</p> <p>2-PART ANALYSIS (practical. The content of the subject corresponding to topic 6)). 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 (no marks will be kept for this part in any exam session, if it is failed).</p> <p>EXPLANATORY NOTES:</p> <p>a) In both parts (Methods part and Analysis part) questions answered incorrectly will be subtracted.</p> <p>b) The teachers, before the end of the school term, MAY carry out a mock test during the class timetable of the subject. Attendance at this mock test is not compulsory.</p> <p>c) The exam (the theoretical and practical parts) must be passed in order to be taken into account for continuous assessment.</p> <p>In order to pass, it is essential that both of the following requirements are met: a) 5 points or more are obtained in the mixed test (in each of the parts (theoretical and practical); and (b) at least half of the value of each of the parts (methods part and analysis part) is reached.</p> <p>d) If any of the parts is failed (the minimum passing score is not reached) or if the continuous assessment (dosiseres) is not passed, the student must take the exam with everything (as a non-attending student).</p> <p>NO PARTS OF ANY EXAM FROM ONE EXAM SESSION WILL BE KEPT FOR ANOTHER OR OTHER EXAM SESSIONS. Neither the DOSSIER QUALIFICATIONS, nor the CONTINUOUS EVALUATION.</p> <p>e) The dates of the exams of the calls (June and July) are set by the Faculty Board so they do not move.</p>	50
Case study	A6 A7 A11 A14 B1 B2 B4 B5 B6 C1 C2 C3 C4 C6 C8	<p>This task is intended for the contents of the subject (Topic 2, 3, 4 and 5). The aim is for students to combine other methodologies such as, for example, 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 be carried out when these topics are explained.</p> <p>The teachers will present the students with the notes on this subject (through the Virtual Campus); in the expository classes they will explain with cases from these notes; in the interactive classes the teachers will present guided practices (guided worksheets) so that the students can carry them out.</p> <p>Students must carry out all the proposed practices and incorporate them into a single document, as a dossier, which will be handed in to the teacher by the established deadline, under the name "Research Methods".</p>	25



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 THAT ALWAYS ATTEND THE CLASS** (or students with academic dispensation (approved by the corresponding University service) (face-to-face students) 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 in the work where it is justified that the student is working during class hours) or any other absence, always with the approved documentation. It will not be possible to have more than two absences in each of the parts of the subject (1st Part (subjects 1,2,3,4 and 5) and 2nd Part (subject 6).

The evaluation of these students takes into account the following: 1-The mixed test; 2-Case studies (dossier 1 and interactive classes) and 3-Problem solving (dossier 2 and interactive classes). The evaluations of part 2 and 3 will take place in the evening after the delivery of the dossier.

The final mark of the subject of these students will be: the mark of the mixed test if they pass it and the mark of the continuous assessment (an average is made), this will always be the case if they pass the mixed test. If the mixed test is not passed, the continuous assessment is not used to pass the subject (this means that even if you pass the continuous assessment you have not passed the subject and you have not passed 50% of the subject). The teacher can use the continuous assessment to enable the student to pass the combined test (e.g. if in one part of the combined test a minimum is reached and in another part the minimum is not reached, then the teacher counts the assessment for the student to have a pass mark (5)).

The mixed test for these students, as well as the classes are **PRESENT. VERY IMPORTANT STUDENTS MUST EJECT THIS MODALITY NOT VIRTUAL CAMPUS**, for this the teacher will send emails, through the virtual campus, for students to do this task and other tasks). **IF THIS TASK AND OTHER TASKS ARE NOT DONE WITHOUT THE PERIOD ESTABLISHED BY THE NON-VIRTUAL CAMPUS TEACHER, STUDENTS AUTOMATICALLY BECOME NON PRESENT OR NON ATTENDING** (see the following section b).

b) **STUDENTS WHO DO NOT ATTEND CLASSES** (non-attending students) are considered to be non-attending when they miss more than 80% of their classes, i.e. they have more than three unexcused absences, or they have more than two absences in one of the parts of the subject. Medical absences are excused (with a correctly filled in proof from a registered doctor) and absences due to work (with a correctly filled in proof from the work where it is justified that the student is working during class hours). It can also be those students who choose this option from the beginning of the course (on the first day of class the teachers will present this option that the students can choose). Or who do not do any of the tasks planned by the teacher at the beginning of the course and who communicate this to the students through the virtual campus.

These students will sit the exams of the 1st and/or 2nd call (June and July). It is recommended that students complete the two dossiers of the subject independently, as these will be assessed in the final exam of the subject (40%), together with the theoretical contents of the mixed exam (60%). These students must pass both parts (theoretical and practical, with the questions of the dossiers) of the mixed test to pass the subject (they will pass both parts





with a 5 in each of them).



## Sources of information

<p><b>Basic</b></p>	<p>Arnal, J., Del Rincón, D. y Latorre, A. (1992). Investigación educativa. Fundamentos y metodología. Barcelona: Labor. Bisquerra, R. (2004). Metodología de la investigación educativa. Madrid: La Muralla. Colás, P. y Buendía, A. (1992). Investigación educativa. Sevilla: Alfar. De La Orden, A. (1985). Investigación educativa. Diccionario de Ciencias de la Educación. Madrid: Anaya. De la Herrán (Coord.) (2005). Investigar en educación. Fundamentos, aplicaciones y nuevas perspectivas. Madrid: Dilex. Dendaluze, I. (Coord.) (1988). Aspectos metodológicos de la investigación educativa. (II Congreso Mundial Vasco). Madrid: Narcea. Etxeberria, J. y Tejedor Tejedor, F. J. (2005). Análisis descriptivo de datos en educación. Madrid: La Muralla. García, V. (1994). Problemas y métodos de investigación en educación personalizada. Madrid: Rialp. García, M. (2000). Socioestadística. Introducción a la Estadística en Sociología. Madrid: Alianza. García, M (coord.) (2015). El análisis de la realidad social: métodos y técnicas de investigación. Madrid: Alianza. Hernández, R., Fernández, C. y Baptista, P. (2003). Metodología de la investigación. (3ª. Edic.). México: McGraw-Hill. Latorre, A. (2003). La investigación-acción. Conocer y cambiar la práctica educativa. Barcelona: Graó. León, O. y Montero, I. (1993). Diseño de investigaciones. Introducción a la lógica de la investigación en Psicología y Educación. Madrid: McGraw-Hill. Losada, J. L. y López, R. (2003). Métodos de investigación en Ciencias Humanas y Sociales. Madrid: Thomson. Orfelo, L (2015). Métodos de Investigación en Psicología y educación: las tradiciones cualitativas y cuantitativa. Madrid: McGrawHill. Pérez, G. (Coord.). (2001). Modelos de investigación cualitativa en Educación Social y Animación Sociocultural. Aplicaciones Prácticas. Madrid: Narcea. Rodríguez, G., Gil, J. y García, E. (1996). Metodología de la investigación cualitativa. Málaga: Aljibe. Verd, J.M. (2016). Introducción a la investigación cualitativa: fases, métodos y técnicas: Madrid: Síntesis</p>
<p><b>Complementary</b></p>	<p>Almazán, A et al. (2011). Análisis estadístico para la investigación social. Madrid: Garceta Bisquerra, R (1987). Introducción a la estadística aplicada a la investigación educativa. Barcelona: Promociones y Publicaciones Universitarias. Bisquerra, R. (2004). Metodología de la investigación educativa. Madrid: La Muralla. De Lara, E. y Ballesteros, B (2001). Métodos de investigación en educación social. Madrid: Universidad Nacional de Educación a Distancia. De la Herrán (Coord.) (2005). Investigar en educación. Fundamentos, aplicaciones y nuevas perspectivas. Madrid: Dilex. Fox. D.J. (1987). El proceso de investigación en educación. Pamplona: Eunsa. Grim, P. (2010). La certeza absoluta y otras fricciones. Los secretos de la estadística. Barcelona: RBA Libros 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) Sierra, R. (1987). Técnicas de Investigación social. Teorías y ejercicios. Madrid: Paraninfo 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) Métodos de Investigación social: <a href="https://metodoss.com/investigacion-social/">https://metodoss.com/investigacion-social/</a> (consultado: 03/07/2018) 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) Aula virtual: <a href="https://educacionadistancia.juntadeandalucia.es/profesorado/autoformacion/mod/book/view.php?id=3847&amp;chaptedirid=3127">https://educacionadistancia.juntadeandalucia.es/profesorado/autoformacion/mod/book/view.php?id=3847&amp;chaptedirid=3127</a> (consultado: 03/07/2018) Uso de los métodos cuantitativos y cualitativos en la investigación <a href="https://prezi.com/awtmv2x2_9a/el-uso-de-los-metodos-cuantitativos-y-cualitativos-en-una-investigacion/">https://prezi.com/awtmv2x2_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/ide/RIE>&nbsp;<http://www.uv.es/a> <http://www.bne.es> <http://aera.net>

Recomienda cumplir con la perspectiva de género para utilizar un lenguaje inclusivo. Comité Ambiental de la Facultad (CMPUS VERDE):-Se recomienda enviar los trabajos de forma telemática y, si esto no es posible, utilizar plástico, optar por la impresión a doble cara, utilizar papel reciclado y evitar la impresión de borradores.-Se debe tener en cuenta el uso sostenible de los recursos y la prevención de impactos negativos sobre el medio natural.&nbsp;-La importancia de los principios éticos relacionados con los valores de la sostenibilidad debe tenerse en cuenta en el comportamiento personal y profesional.&nbsp;NOTA MUY IMPORTANTE En las clases se mantendrá el principio de debate democrático, escuchando y respetando todas las diferentes opiniones sobre los temas tratados, tanto por parte del profesorado como del alumnado.

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