UNIVERSIDADE DA CORUÑA

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

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

Language	SpanishGalician		
Teaching method	Face-to-face		
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 / results	
Code	**Study programme competences / results**
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 adequate data protection.
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 theoretical and methodological knowledge to carry out proficient professional activities in interdisciplinary environments.

Learning outcomes			
Learning outcomes	**Study programme competences / results**		
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**
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 / Results**	**Teaching hours (in-person & virtual)**	**Student?s personal work hours**	**Total hours**
Supervised projects	A5 A11 A12 A16 A19 A20 A23	11	44	55
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
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
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 on-site students, the work will be carried out in a group, and must be presented in writing (through the system set up 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 their preparation, which will be published in the Virtual Classroom of the subject.
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 project.
Oral presentation	The research project (tutored work) must be presented orally, through the channels indicated by the lecturers. The grade obtained in the presentation will be individual.
Guest lecture / keynote speech	The Guest lecture is also known as "lecture", "expository method" or "master class". The latter is usually reserved for a special type of lecture given by teachers on special occasions, with a content that is original and based on the almost exclusive use of the spoken word as a means of conveying 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. Student participation will be motivated and valued, through questions and/or discussions.

Personalized attention	
Methodologies	**Description**
Supervised projects Workshop	1. Personalised monitoring of the tutored work will be carried out, both in the work sessions that take place in the classroom and in the official tutoring timetable (in person or via Teams). 2. In the case of students in the online modality or with recognition of part-time dedication and academic exemption from the attendance exemption, tutorials may be carried out virtually (Teams). The work material provided in class will be incorporated into the virtual platform of the subject.

Assessment			
Methodologies	**Competencies / Results**	**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

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 based on the documents of the subject and others that may be considered of interest.
The improper use of citations and bibliographical references may result in a penalty in the final grade and plagiarism in the failure of the subject.
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, E. (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
	NOTE: This bibliography is subject to change as the academic year progresses in order to adapt to the training needs of the students.NOTE: This bibliography is subject to change as the academic year progresses in order to adapt to the training needs of the students.
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
	- 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
	- Guinea-Martín, D. [coord.] (2012). Trucos del oficio de investigador : casos prácticos de investigación social. Barcelona : Gedisa

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.