



Teaching Guide

Teaching Guide				
Identifying Data				2019/20
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	
Lecturers	Arias Rodriguez, Maria Alicia	E-mail	alicia.arias.rodriguez@udc.es	
Web	https://www.udc.es/es/centros_departamentos_servizos/departamentos/departamento/?codigo=D162			
General description	The reality partner-educational of the social educator is complex, diverse and difficult to analyze, describe and interpret, hence is necessary, that along the his academic training, purchase a series of competitions that allow him develop his back professional activity. By such circumstance, the learning and application of dirversas methodologies of investigation, that schedule in this subject, will allow in one future to the social educator seleccionar to more suitable to solve the problems that will find in the his next labour field. Without forgetting that the social educator inside the his labour field will have to investigate for power attach possible solutions that improve the context in the that develop his labour activity. The diversity of conceptions epistemolóxicas applicable to the distinct social situations will be source of information stop the social researcher, allowing to determine which is the most suitable to solve the problem to the that confronts. No it intends establish a prelación or an order of importance between them varied ways of investigation, but that is the problem of investigation what will determine the election of a methodology or another, doing of her to more valid stop this type of problem. The development of the investigation intends, in addition to solving existing problems in the social context, be source of information and training stop the responsible professionals to develop his activity in this field of work, allowing to take part with more guarantees of quality and, especially, be able to anticipate to the problems and the needs of the field.			

Study programme competences

Code	Study programme competences
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	
Get to know the terminoloxía; the various phases of the invesatigación plantexamento and the various methodologies in both quantitative and qualitative socio-educational intervention us		A5	B4 C2
		A6	
		A7	
		A8	
		A11	
		A13	
		A14	
		A21	
Analyze the information collected in the socio-educational intervention processes, using the appropriate analysis techniques			B1
			B2
			B5
			B6
Critically assess the knowledge, technology and the information available to resolve the problems that must be addressed from various perspectives and of course the gender perspective			C1
			C3
			C4
			C6
			C8

Contents	
Topic	Sub-topic
BLOCK I-FUNDAMENTALS OF WOOL RESEARCH IN EDUCATION	THEME 1.-EDUCATIONAL RESEARCH.
	1.1 Definition and characteristics of the scientific research.
	1.2 Definition and characteristics of the educational research.
	1.3.Types of research.
	THEME 2.-RESEARCH PARADIGMS.
BLOCK II-RESEARCH IN THE EDUCATIONAL AND SOCIAL FIELDS.	2.1. Basic issues.
	2.2. Characteristics of the paradigms.
	2.3 Positions given the diversity paradigmatica.
	THEME 3.-PROCESS RESEARCH-GENERAL.
	3.1. Approach of the problem.
	3.2 Review of the literature.
	3.3 Hypothesis and variables.
	3.4 Research designs.
	3.5 Population and sample.
	3.6 Data collection techniques.
	3.7. The research report.
	3.8 Differences of the research process from quantitative and/or qualitative perspective.



BLOCK III-QUANTITATIVE AND QUALITATIVE METHODOLOGY IN EDUCATIONAL RESEARCH	THEME 4.-RESEARCH FROM A QUANTITATIVE PERSPECTIVE. 4.1. Introduction. 4.2 Experimental research 4.3. Non-experimental research.
	THEME 5-RESEARCH FROM A QUALITATIVE PERSPECTIVE. 5.1 Research action, research collaborative and participatory research. 5.2 Evaluation research 5.3. Other qualitative methods: biographical, ethnographical, Phenomenology, ethnomethodology, and case studies. THEME 6-A STATISTIC AS A RESEARCH TOOL.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Collaborative learning	A7 A8 A11 A13 A14 A21 B4 C1 C6 C8	0	48	48
Document analysis	C4	0	12	12
Directed discussion	A5 B1 C1	4	4	8
Workshop	B2 C1 C2	14	14	28
Mixed objective/subjective test	A5 A6 A11 A13 B1 B2 B5 B6 C1 C2 C3 C4 C6 C8	4	4	8
Guest lecture / keynote speech	A6 B5 C4 C6 C8	20	20	40
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 combines with other methodologies how the discussion directed, obradoiro, analysis of documentary sources, diagrams, readings, conceptual maps, solution of problems, etc. All these procedures will be guided of FORM PRESENCIAL and/or supported with technologies gives information and gives communication. Stop his realization configured small groups (no more of 5 people). And carry during all to the interactive kinds of the subject. Like this the professor/will present it in said kinds the practices that will realize with the students (practical that are in moodle). These will be collected pole professor when finalizing the kind, to justify the presencialidade of the students, and will be given back to the students in the following interactive kind. How what realizes in the interactive kinds are practise them of the contained of the kinds expositivas will ask them to the students that, of an interactive kind it another, brought reviewed to the practises previous for power, during a part of the interactive kind, answer questions that the professor elaborate. Said questions under has the meaning of afianzar learnings and solve possible doubt. All this methodology is included in the pilot program for teaching in Galician in the Degree of Social Education
Document analysis	Methodology that supposes the utilization of audiovisual documents and/or bibliographic (articles, educational texts, databases, etc.) relevantes Stop the thematic of the subject with activities specifically designed for it analysis of these. This methodology can be employed: how introduction it a subject, how instrument of application, to explain processes that no can observe directly, stops the presentation of complex situations or how synthesis of contents of theoretical or practical character.



Directed discussion	Dynamic methodology of groups in the that the members of each group argue of free form, informal and spontaneous on concepts presented in the kind expositiva. The moment in the that carry will be in the interactive kinds of the subject. The devandita discussion will be moderated pole professor. Specifically, the subject 2 and the subject 5 of the contained of the subject will be worked of this way. Although they work said subjects in the interactive kinds are considered concepts of the kinds expositivas, therefore, his evaluation will be in the part of the examen termed pure theory All this methodology is included in the pilot program for teaching in Galician in the Degree of Social Education
Workshop	Proof used stop the evaluation of learnings so much of the kinds expositivas how interactive. Account of three parts: pure theory (will be what the professor/presents it in the kinds expositivas); theory texts (will be what the professor/works it with the students in the interactive kinds)and, the last part, the statistical part (will be only what the professor exposes and work with the students in the subject 6 of the apartado content of this subject). The questions of these parts can be direct or incomplete statements, even questions with varied options or alternative of answer that provide possible solutions. But only one and it but correct. IN THIS PROOF The INCORRECT ANSWERS WILL SUBTRACT To The CORRECT. The subject surpasses when surpasses all the parts and never will save any of the parts stop other announcements. All this methodology is included in the pilot program for teaching in Galician in the Degree of Social Education
Mixed objective/subjective test	Kind imparted pole professor, in the kinds expositivas, envelope the already quoted contents in the teaching guide . This methodology uses exclusively the word how road of transmission of the information it all the group. But the professor/will facilitate it to the material students in power point (through moodle) to facilitate him the tracking of the exhibition. In this material in power point the students/will have it bibliographic references to consult or, also, to complete or follow the exhibition of the professor/it
Guest lecture / keynote speech	Class given by professor on the content already cited in the teaching guide. This methodology is used exclusively in the word as a way of transmitting information to the whole group.

Personalized attention

Methodologies	Description
Directed discussion Guest lecture / keynote speech Workshop Collaborative learning Document analysis Mixed objective/subjective test	In the attention customized the professor will resolve the doubts that have the student envelope the different subjects to work in the subject. But besides any doubt that can arise stop the solution of problems, in the readings, in the obradorio, in the collaborating learning, the analysis of documentary sources how in the discussion directed. During these sessions, will realize a tracking of the work of the student, supervising and guiding more directly the process to follow in each of the activities realized. This attention customized will realize in the dispatch of the teaching staff (P1To18) in the time of tutorias. This schedule is hanged in the board that is in the dispatch of the professor, in the page web of the department how of the Faculty of Sciences of the Education. The ATTENTION CUSTOMIZED WILL REALIZE HEAD-TO-HEAD GO IN The STUDENT And PROFESSOR POLE THAT The VIRTUAL ATTENTION NOT TO BE IT TO ME SPLIT NEITHER WILL REALIZE IN THIS SUBJECT. The EMAIL OF The PROFESSOR NO OWES USE HOW: ELEMENT TO REQUEST APPOINTMENT NEITHER TO REALIZE QUERIES.

Assessment

Methodologies	Competencies	Description	Qualification
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Directed discussion	A5 B1 C1	To realize this task owes to take into account the following: it-will form small group no more of 5 people. The subjects of the contained of the subject that works with this methodology are the subject 2 and the subject 5 of the contained of the subject; b-it will work with materials that will present the professor through moodle. This material will be present at least with the 15 days of advance to interactive kind in the that works dictate methodology (also with 15 says of advance the professor/will indicate it in moodle the date in that will carry out dictate methodology so that the students schedule it). This material will be power point and documents; c-he material always will be supplement of concepts presented in the kinds expositivas; d-each group will choose a spokesman. The function of the devandita figure is to present and defend the ideas of the group. The professor will watch that every time that it realize the devandita methodology was not always the same spokesman; and-the figure of moderador realized it the professor, Specifically, will realize of the discussions directed in the interactive kinds. But it has any discussion realized, automatically, the students will not be able to assist the discussion directed that it was missing him and can not realize (always that it carry out the eliminatory proofs of subject). The evaluation of this activity will realize in the part of the examination termed pure theory. This delivery always is at the end of the kinds in the that realize this methodology, never will deliver this activity: in the casilleiro of the professor, neither by mail electronic, neither in the dispatch of the professor was of the time of kind. The POINTS OF The EVALUATION OF THIS METHODOLOGY UNDER WILL SERVE SO THAT The STUDENTS PODA PRESENTED (ALWAYS THAT it HAVE The 8 POINTS) The ELIMINATORY PROOF OF The SUBJECT (THERE WILL BE TWO PROOFS ONE OF The INTERACTIVE KINDS TIE The SUBJECT 6 (always that they realize)and ANOTHER ELIMINATORY PROOF ONLY OF The SUBJECT 6). The students with metes out academic can realize this metodología by moodle and will supplement a survey envelope the same in one period of tiempo marked pole professor/it. If in this period of time does not have the esquisa realized will have the same norms that the students that assists the kind and can not assist.	8
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Workshop	B2 C1 C2	This task is destined it an only content of the subject (Subject 6). With the same tried that the students/combine it other methodologies how for example, oral exhibitions, solutions of problems, practices guided, etc. But having present that with her the student develops tasks purely practical envelope this subject with the support and supervision of the teaching staff. All this under will carry out when explain the subject 6 (will be roughly to first of April). The professor/will present it to the students aim them of this fear (through moodle); in the kinds expositiva will explain with solutions of problems said aim; in the interactive kinds the professor/will present it practise guided so that the student/to wings realize and, besides, the student/will owe it expose oralmente those practise guided. STOP ALL ESTO The STUDENTS/OWES IT BRING AIM THEM REVIEWED. The students every time that it realize one practises of the interactive kinds the professor will collect it (the students with metes out academic can realize practise them by Moodle and reenvíalas to the professor in a marked period same pole). The students that assists the kind how it of metes out academic for power presented the eliminatory proof of this part owes to have all practise them of this part. The professor/it before the eliminatory proof, that always coincides with the last day of kind of the month of May, will realize a simulation of said proof, in the time of kind of the subject. The questions of this simulation will be the disposal of the students enrolled in this subject in moodle. The assistance it this simulation in the is mandatory and the students can go in and go out during the same.	15
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Collaborative learning	A7 A8 A11 A13 A14 A21 B4 C1 C6 C8	In this methodology wants to observe the learning of the students and power identify doubt for power solved. Stop this, this methodology only realized in the interactive kinds. The professor/will present it to the diverse students practise of some of the contained presented in the kinds expositivas (said practise are in moodle), will collect them when finalizing the kind and will give them back to the students in the following interactive kind (practise them will be reviewed pole professor with the anotacións pertinentes and the students if it does not understand any of these anotacións owes to spend by the titoría) To evaluate this methodology owes to fulfilled the following requirements: the capacity of individual work, capacity of work in team, basic general knowledges, capacity of syntheses and analysis, capacity to apply the knowledges of the sessions maxistras to the practical, capacity to generate new ideas (innovation and creativity), critical capacity and autocrítica, takes of decisions, oral communication and writing and skills of investigation. The evaluation of said requirements will be by three roads: one and when the professor/it to the each practises, realized in the interactive kind correspondent, assigns a point (in addition to the points that corresponds him when in an interactive kind in addition to are learning applied the methodology of analysis of documentary source for example); another road and the possibility to present join it eliminatory proof of subject (this proof remains conditioned the one who the professor/explain it all the practical concepts of all the contents of the subject, in the kinds expositivas, the exception of the subject 6 that would remain evaluated in the methodology obradoiro. Besides, the this proof only can present the students that has achieved a total of 6 points of the interactive kinds (less them of the subject 6) and have the points of the methodology of analysis of sources and of the methodology of discussion directed) and the last road and the proof termed theory texts. The questions of this proof are worked in the interactive kinds pole professor/it and the students and, besides, are in the application moodle (included are the same questions of an of the parts of the examen of the different announcements). LIKE THIS, The 20 POINTS OF The EVALUATION OF THIS METHODOLOGY ALCANZANSE WHEN The STUDENT SURPASS The WELL The ELIMINATORY PROOF OF SUBJECT (ALWAYS THAT it REALIZE) OR WELL IN The EXAMINATIONNN OF The CORRESPONDING ANNOUNCEMENT. ALWAYS THAT it WAS STUDENTS PRESENCIAL (OR STUDENTS THAT ASSISTS The KIND) OR STUDENTS WITH METES OUT ACADEMIC	20
Document analysis	C4	Inside the educational investigation, the student has to know and familiarizarse with the databases in the that allow them the search of information. Included the normative APA. Stop this, the professor/to it first day of kinds will point out to the students the concrete days in the that will realize dictate activity. Stop this, the students will owe to bring computer for power follow the explanations of the professor. How all practise them of the interactive kinds will be in moodle. During the session will propose a series of activities that will be delivered to the professor or professor when finalizing each session with each interactive group. The 3 POINTS OF THIS METHODOLOGY ONLY WILL REACH The STUDENTS THAT ASSIST The KIND OR STUDENTS THAT HAVE METES IT OUT ACADEMIC (THAT REALIZE DICTATE METHODOLOGY in the interactive kind pertinente) ALWAYS that they approve OR WELL The PROOF	3



Mixed objective/subjective test	A5 A6 A11 A13 B1 B2 B5 B6 C1 C2 C3 C4 C6 C8	The examination of the announcements of June or July is what does reference to evaluation of this methodology and features of two parts: 1-theoretical Part divided in turn in two parts: it)join first, termed "Teoria pure", will feature of a number of ítem of open answer; or of brief answer or of true and fake but justifying (the type of questions will determine it the professor/it). A question with an incorrect answer subtracts a question with a correct answer. This part approves when reaches a punctuation of 10 on 18 points that is the maximum punctuation that reaches here. b)Second wool part, termed "practical Theory", will feature of one sum up of one articulate of qualitative or quantitative investigation in the that the student owes to answer the a series of questions of multiple answer. This proof will feature of a scale that will be presented to the students to the even time that realizes the examination. The questions of this examination are the same that works in the interactive kinds and appear in moodle. This part approves when reaches a punctuation of 10 on 18 points that is the maximum punctuation that reaches here. IMPORTANTE THIS THEORETICAL PART (with the two proofs) CONSIDERS SURPASSED WHEN SURPASS The TWO PARTS IN EACH OF THEM REACHES A 10 ON 18. IF it SUSPENDS ONE OF THESE PARTS SUSPENDS The THEORETICAL PART (no save note of any part, in any announcement, if it suspends). 2-statistical Part. This part features of varied statistical problems or questions of brief answers or questions of true and fake (the professor/will be it what decide the type of questions. But always taking into account the questions that appear in moodle low the title of ?Simulation of statistical proof?). This part approves when reaches a punctuation of 10 on 18 points that is the maximum punctuation that reaches here. SENSE ACLARATORIIIT. If it suspends any of the parts (no catches up with minimum punctuation to approve) the students owes to go the following announcement however. NO SAVE PARTS OF ANY EXAMINATIONN OF An ANNOUNCEMENT STOP ANOTHER OR OTHER ANNOUNCEMENTS To DATE DOS EXAMÉNS OF The CONVOCARTOLAUGH ARE MARKED BY TOGETHER OF FACULTY THEREFORE NO MOVE SCALE THAT FOLLOW IN BOTH SPLIT, To TAKE INTO ACCOUNT: it)10 POINTS To 12 POINTS AMOUNTS IT ONE APPROVED (5-6). Specifically, 10 and 11 points amounts it a five; 12 points amounts it a six. b)13 POINTS To 15 POINTS AMOUNTS IT ONE REMARKABLE (7-8). Specifically, 13 and 14 points amounts it a seven; 15 points amounts it an eight. c)16 POINTS To 18 POINTS AMOUNTS IT ONE PROJECTED (9-10). Specifically, 16 and 17 points amounts it a nine; 18 points amounts it one 10	54
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Assessment comments



In the evaluation of the subject (exposed in the apartado of the teaching guide, termed "Step 7: Evaluation") take before at all the following:

It)ESTUDIANTES THAT ASSIST ALWAYS The KIND (or students with metes out academic) consider that assist a 80%, this amounts to not having more of 3 fouls without justifying. It justifies the medical fouls (with xustificante correctly covered by a medical colexiado) and the fouls by a work (with xustificante correctly covered in the work where justify that in hours of kind is to work). Never will be able to realize the activities out of classroom (the exception of the students with metes out academic). Stop this the professor in kinds will request to the students that sign a leaf so much to the entrance of kinds how to the exit or that indicate the following data: name, surnames, identity card and signature in the practise of the interactive kinds. Wool evaluation gave students takes into account the following: 1-The "participation in kind", in the measure that the active intervention in kind allow to the professor did a better idea of the knowledges, the doubts and restlessnesses of the students. The information purchased, by part of the professor, with this procedure integrates with the obtained pole rest of procedures used, and with this intends to achieve an assessment more individualizada and complete; 2-through the following methodologies: "discussion directed" (8 on 100points), "obradoiro" (15 on 100points), "collaborating learning" (20 on 100points) and "analysis of documentary sources" (3 on 100 points) the student will reach a punctuation of 46 on 100. b-To catch up with maximum punctuation of each methodology no will take into account only delivers the material or no. Take several factors how: the capacity of individual work, capacity of work in team, basic general knowledges, capacity of syntheses and analysis, capacity to apply the knowledges of the sessions maxistrais to the practical, capacity to generate new ideas (innovation and creativity), critical capacity and autocrítica, takes of decisions, oral communication and writing and skills of investigation. ALL THIS OBSERVED The PROFESSOR ALONG The INTERACTIVE KINDS (there is not that forget that many of these methodologies elaborated and developed in the devanditas kinds). By such reason in these kinds the professor will take the observations pertinentes 3-The examination of the announcements of June or July. The punctuation that can reach is of 54 points: it-theoretical Part divided in turn in two parts: a first, termed "pure Theory" approves when reaches a punctuation of 10 on 18 points that is the maximum punctuation that reaches here. The second part, termed "practical Theory" approves when reaches a punctuation of 10 on 18 points that is the maximum punctuation that reaches here IMPORTANTE THIS THEORETICAL PART CONSIDERS SURPASSED WHEN SURPASS The TWO PARTS WITH A TEN IN EACH OF THEM. IF it SUSPENDS ONE OF THESE PARTS SUSPENDS The THEORETICAL PART. b-Statistical part. This part approves with a 10, therefore, this part marks on 18 points.

STOP The STUDENTS THAT ASSIST The KIND (or with metes out academic)And HAVE CAUGHT UP WITH FINALS OF The MONTH OF May A PUNCTUATION OF The INTERACTIVE KINDS OF 46 POINTS. They CAN PRESENTED the eliminatory proofs (OF The TEORIT OF TEXTS And STATISTICAL PART (important detail to present the this last eliminatory proof account the points before the eliminatory proof of theory of texts how practise them of the interactive kinds correspondent to the subject 6)). Both test WILL REALIZE WHEN FULFIL (ALL) los FOLLOWING SITUATIONS: IT-The subject that would go in in the theoretical part and that corresponds to the that imparts in the kinds expositivas finish to explain in kind to first of April. b- The subject that would go in in the part of texts and that corresponds to the that works in the interactive kinds finish to explain in kind to first of April. c- Wool subject that would go in in the part practises and that explains in kind in the last week of April and the weeks that correspond of May (second academic calendar) finish off the last day of kinds of this study academic. The professor to finals of April will comment in kinds that students have reached the 46 points and fulfils all the previous conditions (through moodle or if the student asks it in titorías).

b) STUDENTS THAT DO not ASSIST ALWAYS The KIND consider that they do not assist when are missing more of a 80%, is to say, has more of three fouls without justifying. It justifies the medical fouls (with xustificante correctly covered by a medical colexiado) and the fouls by a work (with xustificante correctly covered in the work where justify that in hours of kind is to work). These students will present the proofs of the announcements of June or July. The PUNCTUATION ACHIEVED in this EXAMINATIONN BY ESTOS STUDENTS WILL MARK ON 100 POINTS. This wants to say, los students owe to catch up with following punctuation: it)theoretical Part, includes wool part termed "pure Theory" y wool part termed "Theory Texts" wool maximum punctuation are of 10 in each join of wools parts. Both split will approve with a 5. Yes any of wools parts in the approves with a five, considers that the student suspends all wool theoretical part. b)Statistical part wool maximum punctuation are of a 10.

Yes it suspends any of the two parts, previously indicated, the student will suspend all the examination (in the save parts ni notes)



Basic	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. Etcheberría, 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
Complementary	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: https://www.uv.mx/rmipe/files/2017/02/Guia-didactica-metodologia-de-la-investigacion.pdf (consultado: 03/07/2018) Sierra, R. (1987). Técnicas de Investigación social. Teorías y ejercicios. Madrid: Paraninfo Enlaces WEB: Métodos y técnicas de investigación https://www.gestiopolis.com/metodos-y-tecnicas-de-investigacion/ (consultado: 03/07/2018) Métodos de Investigación social: https://metodoss.com/investigacion-social/ (consultado: 03/07/2018) Metodología de la investigación: https://sites.google.com/site/51300008metodologia/caracteristicas-cualitativa-cuantitativa (consultado: 03/07/2018) Aula virtual: https://educacionadistancia.juntadeandalucia.es/profesorado/autoformacion/mod/book/view.php?id=3847&chapterid=3127 (consultado: 03/07/2018) Uso de los métodos cuantitativos y cualitativos en la investigación https://prezi.com/awtmyv2x2_9a/el-uso-de-los-metodos-cuantitativos-y-cualitativos-en-una-investigacion/ (consultado: 03/07/2018)

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> <http://www.educacion.udc.es> <http://www-ice.up.es/upc/ice/ice.nsf>. <http://dialnet.inicaja.es> <http://www.mec.es> <http://bibloteca.udc.es> <http://www.um.es/~depmda/RIE> <http://www.uv.es/a>
<http://www.bne.es>
<http://aera.net>

Comité Ambiental da Facultade (GREEN CAMPUS) recoméndase:

 -Recoméndase os envíos dos traballos telemáticamente e de non ser posible, no utilizar plásticos, elixir a impresión a dobre cara, empregar papel reciclado e evitar imprimir borradores.

-Débese facer un uso sostible dos recursos e a prevención de impactos negativos sobre o medio natural.

-Débese ter en conta a importancia dos principios éticos relacionados cos valores da sosenibilidade nos comportamentos persoais e profesionais.tamén recomendase utilizar LENGUAXE INCLUSIVO

(*)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.