Teaching Guide				
Identifying Data				2022/23
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 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.			

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		
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 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. 2.1. Basic issues. 2.2. Characteristics of the paradigms. 2.3 Positions given the diversity paradigmatica.

BLOCK II-RESEARCH IN THE EDUCATIONAL AND SOCIAL FIELDS.	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	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, schemes, 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. And 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	Test used for the evaluation of learning in both expository and interactive classes. It consists of two parts: a) Theoretical part: it will be what the teacher presents in the lectures and the corresponding dossier. All the contents of the teaching guide. 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. The questions in these parts can be direct 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 THE CORRECT ANSWERS. The subject is passed when all parts are passed and no part will be kept for other exams. IMPORTANT INFORMATION: The student must present the mixed test (if the continuous assessment is suspended the mixed test will be like any non-attending student. If the continuous assessment is passed, the student must present him/herself so that the qualification of this assessment is real. BUT IF A/AN STUDENT SUSPENDS THE MIXED TEST (IF HE/she HAS PASSED THE CONTINUOUS ASSESSMENT) HE/SHE WILL SUSPEND THE SUBJECT. The continuous assessment of the on-site students will only count in the June exam. The non-attendance student will have the qualification of the mixed test of the June call in July as the final qualification of the subject (he/she does not have to take the continuous assessment).
ICT practicals	This methodology will be used in the analysis of computerised information. Use of both quantitative and qualitative computer programmes for the analysis of the 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 will be handed in on the date stipulated by the teacher.
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.
Guest lecture / keynote speech	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. The lectures will be face-to-face. 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 and also to complete the lectures given by the teachers.

Personalized attention	
Methodologies	**Description**

ICT practicals Problem solving Guest lecture / keynote speech Collaborative learning Document analysis Mixed objective/subjective test Case study	In the personalised attention, the teachers will resolve any doubts 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. This personalised attention will take place in the teacher's office (P1A15) during the tutorial timetable. This timetable is posted on the board in the teacher's office, on the department's website and in the Faculty of Education Sciences. Personalised attention will be provided face-to-face between students and teachers. 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 make it easier to be called. Remember that the teacher is the one who will set the timetable for this tutoring. If the student does not request tutoring through this means, the teacher will not attend under any circumstances..

Assessment			
Methodologies	Competencies	Description	**Qualification**
Problem solving	A5 A6 A7 A11 A13 A14 B1 B2 B5 C1 C2 C3 C4 C6 C8	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, the student develops purely practical tasks on this topic with the support and supervision of the teaching staff. All this will only be carried out when topic 6 is explained. 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 @dito notes; in the interactive classes the teacher will present guided practices so that the student can carry them out FOR ALL THIS THE STUDENT MUST BRING THE REVISED APUNTES. Students must carry out all the proposed practices and incorporate them into a single document, in the form of a dossier, which they will hand in to the teacher by the established deadline, under the name of "Research Methods".	25

Mixed objective/subjective test	A5 A6 A11 A13 B1 B2 B5 B6 C1 C2 C3 C4 C6 C8	The exam of the 1st and 2nd exam sessions is what refers to the evaluation of this methodology and consists of two parts: 1-Technical part 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 teaching staff). 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 any part, in any exam session, if you fail). 2-PART ANALYSIS. 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. EXPLANATORY NOTES: A) In both parts (Technical part and Analysis part), questions answered incorrectly will be subtracted. B) The teachers, before the end of the teaching period, may carry out a mock test, during the class timetable of the subject. Attendance at this mock test is not compulsory. c) The exam must be passed in order to be taken into account for continuous assessment. 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; and (b) at least half of the value of each of the parts (technical part and analysis part) is reached. d) If any of the parts are failed (the minimum pass mark is not reached) or if the continuous assessment (dosiseres) is not passed, the student must take the next exam with everything. NO PARTS OF ANY EXAM FROM ONE EXAM SESSION ARE SAVED FOR ANOTHER OR OTHER EXAM SESSIONS. e) The dates of the exams are set by the faculty board, so they do not move.	50

Case study	A6 A7 A11 A14 B1 B2 B4 B5 B6 C1 C2 C3 C4 C6 C8	This task is aimed at the contents of the subject (Topic 2, 3, 4 and 5). It is intended to enable students to combine other methodologies such as problem solving, guided practice (guided worksheets), etc. But bearing in mind that with it the students develop purely practical tasks on this topic with the support and supervision of the teachers. All this will only take place when these topics are explained. The teacher will present to the students the notes of this subject (through the Virtual Campus); in the expository classes she will explain with cases @dito notes; in the interactive classes the teacher will present guided practices (guided cards) for the students to carry them out FOR ALL THIS THE STUDENTS MUST BRING THE REVISED APUNTES. Students must carry out all the proposed practices and incorporate them into a single document, as a dossier, which they will hand in to the teacher within the established deadline, under the name "Research Methods".	25

Assessment comments

English translator eIn 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 ALWAYS ATTENDING CLASS (or students with academic dispensation) (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 from 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-The case study and 3-Problem solving. The evaluations of part 2 and 3 will take place in the evening after the delivery of the dossier.
All ATTENDING OR PRESENT students must pass the continuous assessment (dossiers) in order to be able to take the mixed test under the conditions explained for this group of students. The continuous assessment is equivalent to 50% of the final mark of the subject (being necessary to reach the minimum of 40% to consider that this part has been passed. It must be taken into account that this is not real as long as the students do not take the mixed test and pass it). Likewise, it is essential to achieve a minimum of 25% out of 50% in the mixed test to consider this assessment passed (taking into account the need to reach a minimum in each part, as specified in the corresponding section in the teaching guide).
The mixed test for these students, as well as the face-to-face classes.
b) STUDENTS WHO DO NOT ATTEND CLASSES (non-attendance students) are considered to be absent when they miss more than 80%, 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). These students will sit the 1st and 2nd exams. It is recommended that the students take the two exams of the subject independently, since these will be evaluated in the final exam of the subject (60%), together with the theoretical contents of the mixed exam (40%).
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 exam; and (b) at least half of the value of each of the parts is reached.spaño

Sources of information

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. Dendaluce, I. (Coord.) (1988). Aspectos metodológicos de la investigación educativa. (II Congreso Mundial Vasco). Madrid: Narcea. Etxeberría, 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: AlianzaHernández, 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. Orfelio, L (2015). Métodos de Investigación en Psicología y educación: las tradiciones cualitativas y cuantitativa. Madrid: McGrawHillPérez, 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 técnioas: 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 d ela 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 d ela 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/~depmide/RIE http://www.uv.es/a
http://www.bne.es
http://aera.net

Comité Ambiental da Facultade (GREEN CMPUS) recoméndase:

 -Recoméndase os envíos dos traballos telemáticamente e de non ser posible, no útilizar plásticos, elixir a impresión a doble 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 sosenibiliade nos comportamentos persoais e profesionais.tamén recomendase utilizar LENGUAXE INCLUSIVO