UNIVERSIDADE DA CORUÑA

Teaching Guide

Identifying Data				2020/21	
Subject (*)	Information Gathering and Analysing Techniques			Code	652G03026
Study programme	Grao en Educación Social				

Descriptors					
Cycle	Period	Year	Type		Credits
Graduate	1st four-month period	Third	Obligatory		6
Language	Galician				
Teaching method	Hybrid				
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	
	Losada Puente, Luisa			luisa.losada@udc.es	
Web	https://www.udc.es/es/centros_departamentos_servizos/departamentos/departamento/?codigo=D162				
General description	The socio-educational reality of the educator / social is complex, diverse and difficult to analyze, describe and interpret, so it is necessary that throughout their academic training, they acquire a series of competences that allow them to develop their subsequent professional activity. . For this circumstance, the learning and application of various research methodologies, which are planned in this matter, will allow the educator in the future to select the most appropriate one to solve the problems that will be encountered in their next work environment. Without forgetting that the social educator within their work environment will have to investigate in order to come up with possible solutions that improve the context in which their work activity takes place. The diversity of epistemological conceptions applicable to different social situations will be a source of information for the social researcher, allowing them to determine which is the most appropriate to solve the problem they are facing. It is not intended to establish a priority or an order of importance among the various modes of research, but it is the research problem that will determine the choice of one methodology or another, making it more valid for this type of problem. All this has not felt if we do not ask ourselves and answer the question: what we want to achieve. There are many instruments that we can use to obtain data and, by link, it is necessary to have knowledge of the wide range of possibilities. A good / good professional will be one who knows how to choose, in each circumstance, the techniques and instruments that best adapt to the situation. Therefore, it is necessary to deepen the knowledge and mastery of the different tools that we have at our disposal. Thus, in this matter, the main techniques and instruments that can be applied to the socio-educational field will be analyzed, indicating their fundamental characteristics, the advantages and disadvantages they present and the most appropriate circumstances or moments to put them into practice.				

Contingency plan	Contingency plan (example adapted from Addendum Covid19)
	1. Modifications in the contents: No changes will be made
	2. Methodologies Teaching methodologies that are maintained: -Master class - Internships through ICT - Case Studies - Problem Solving - Documentary source analysis - Workshop - Collaborative learning - Mixed Test - Personalized attention Teaching methodologies that change: No changes will be made
	3. Mechanisms for personalized attention to students: -Email: Daily. Used to make queries, request virtual meetings to resolve doubts and monitor the work being done. - Moodle: Daily. According to the needs of the students. They have "thematic forums associated to the modules" of the subject, to formulate the necessary consultations. There are also "specific activity forums", through which the development of theoretical contents of the subject are put into practice. - Teams: A) Weekly session in a large interactive group (as in the interactive classes) to advance in the contents and cards and to carry out the knowledge tests in the time slot assigned to the non-calendar subject approved by the Faculty Board. B) From 1 to 2 weekly sessions (or more, depending on the demand of the students) in a small group (up to 6 people), for the follow-up and support in the realization of the guided cards. This dynamic allows for a standardized follow up, adjusted to the learning needs of the students in order to develop the subject.
	4. Modifications in the evaluation: No changes will be made
	Comments: a) The presence of the students will only be controlled in the interactive classes of the subject, through the realization of the tests of knowledge that will be done at the end of each session. The students will be considered as being present whenever they attend the interactive classes; it is only possible to miss three times (without justification) but never more than twice in each of the parts of the subject (technical and analysis parts). Students can present proof of absence from class, provided that they are doctors, working doctors, hospital staff, etc., but they must be approved (they cannot, for example, request a doctor's appointment, etc.). The main resource used to control student attendance will be the Moodle, where knowledge tests will be carried out. b) Non-attendance students can follow the subject through Moodle, but they will not be able to participate in the knowledge tests nor will they be summoned by TEAMS for the interactive classes. A non-attendance student is considered to be one who, given a new situation of confinement, up to that moment had chosen that option (on the first day of class) or who had already passed the three absences in total (or in some of the parts of the subject); in this last option, the students would automatically pass to this modality. The evaluation of this student body will be maintained as stated in the Teaching Guide, in the specific section on "observations".

c) The evaluation will be entirely through Moodle, with the differences presented in the Teaching Guide between face-to-face and non- face-to-face students.

d) The lectures will continue under the non-presential modality. A Power Point with the recorded voice of the explanation will be presented one week in advance to the students in Moodle (the exposition classes will be from 9-10.30h), or through a Stream video (the link will be in Moodle).

e) The interactive classes will change to the non-presence mode, maintaining the format of working groups that are specified in the hybrid mode. The work groups will be created by TEAMS, which will be the means through which the cards and the knowledge test will be followed by the teachers (these classes will always be in the schedule approved by the Faculty Board).

f) The evaluation of the subject will be, in all possible modalities, virtual (due to health circumstances) and the same weighting of the grades will be maintained, regardless of the teaching modality. It will be as follows: the mixed test will be done by Moodle (on the date and time approved by the Faculty Board for the January and July exams); the knowledge tests will be within each interactive class (in this case, at the end of the interactive class by TEAMS). The tests will not be enabled until the start of the interactive classes of each interactive group will have a different knowledge test); the cards that are made will be presented in two documents that will be posted in Moodle on the dates set by the teachers on the first day of class. It should be remembered that students must take each of the forms of evaluation in order to pass the subject; that is to say,

Translated with www.DeepL.com/Translator (free version)

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.
A19	Asesorar e supervisar programas, planos, proxectos e centros socioeducativos.
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.
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**		
Know the main technical of data collection in the processes of social and educational intervention.	A5 A6 A7 A8 A11 A13 A14 A21	B1 B4	C1 C4 C6
Design instruments of data collection of processes of social and educational intervention, applying different technical.	A5 A6 A13 A21	B1 B2	C1 C4 C6
Schedule data collection and analysis in processes of social and educational intervention.	A5 A6 A13 A19 A21	B1 B2	C6 C8

Perform collecting relevant information from a process of socio-educational intervention		B1 B2 B5 B6	C1 C6
Know the main technical of data analysis in the processes of social and educational intervention.	A6 A13	B1	C3 C6 C8
Analyze the information collected in the process of socio-educational intervention using appropriate analytical techniques	A5 A6 A13 A19	B1 B2	C3

Contents	
Topic	**Sub-topic**
Topic I.INTRODUCTION.	1. Conceptual Determination 2. Sample selection 2.1 Selection of the sample in the quantitative approach 2.2. Sample selection in the qualitative approach
Topic II. TECHNICAL COLLECTION OF INFORMATION	1. Instruments collection of quantitative information 1.1. Scales 1.2. Questionnaire 2. Instruments collection of qualitative information 2.1. Observation 2.2. Interviews and Life stories 2.3. Discussion Groups
Topic III. TECHNICAL INFORMATION ANALYSIS	1. Qualitative analysis (concept maps, reliability and validity) 2. Quantitative analysis 2.1 Reliability and Validity 2.2. Analysis of categorical or nominal data. 2.3 Analysis of ordinal data 2.4. Metric data analysis

Planning				
Methodologies / tests	**Competencies / Results**	**Teaching hours (in-person & virtual)**	**Student?s personal work hours**	**Total hours**
Guest lecture / keynote speech	A5 A7 A14 B1 C4 C6 C8	10	10	20
ICT practicals	A6 C3	10	10	20
Case study	A6 A13 A21 C1	8	16	24
Problem solving	A19 B2 C1	8	16	24
Document analysis	B1	0	9	9
Workshop	B5 B6 C1	3	12	15

Collaborative learning	A6 A8 A11 A13 A19 A21 B1 B2 B4 C1 C3	2	12	14
Mixed objective/subjective test	A5 A6 A13 A19 A21 B1 B2 B5 B6 C1 C3 C4 C6 C8	2	12	14
Personalized attention		10	0	10

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	**Description**
Guest lecture / keynote speech	Class taught by teacher lecturers, in expository classes, on the contents of the aforementioned section of ?contents? of this teaching guide. This methodology uses word and sight exclusively as a transmission channel that gives information to the whole or group. Teachers will provide students with material in Power Point with the recording of their voice (through Moodle and Stream) for the follow-up of the exhibition. Neste material or students will have bibliographical references to consult ou, tamén, to complete ou to follow the exposition of the professors.
ICT practicals	This methodology will be undertaken for two types of activities: a) Carrying out online tests of each theoretical content addressed in expository sessions. A test will be carried out at the end of each interactive session, where the students will be able to test the learning acquired in theoretical sessions and applied in interactive sessions. These tests will form part of the final assessment of the subject. b) Analysis gives computerized information. I carry out both quantitative and qualitative computer programs for both instrument design and collection and analysis of information. The development of this analysis activity will be complementary to the problem solving methodology. This methodology is part of "Pilot Program for Teaching Non-Gradual Galician in Social Education"
Case study	This methodology will be used to carry out the practices corresponding to subjects 1 and 2, two contents of the subject. A practical case will be presented to the students per group and they must apply the theoretical knowledge acquired in expository sessions to solve the case. Or students will give interactive classes to carry out the activities entrusted to them and they will incorporate all of them in a single document (which will constitute the Obradoiro methodology) that will be called "Recollida da Información Techniques", and which will be delivered in the stipulated data by teaching poles. This methodology is part of "Pilot Program for Teaching Non-Gradual Galician in Social Education"
Problem solving	This methodology is used only for topic 3 two contents of the subject. Or students will give interactive classes to carry out the entrusted activities and will incorporate all of them together into a single document (which will constitute the Obradoiro methodology), which will be called "Analysis Techniques of Information" that will be delivered in the stipulated data by teaching poles. This methodology is part of "Pilot Program for Teaching Non-Gradual Galician in Social Education"
Document analysis	Metodología That supone wool utilization of documents audiovisuales y/the bibliographic (artículos, educational texts, databases, etc.) relevantes For thematic wool of wool subject with activities específicamente diseñadas for lo análisis of estos. This metodología puede emplear: how introducción it a subject, how instrument of application, to explain processes that in the pueden observe directly, for wool presentation of situaciones complejas it how síntesis of contenidos of theoretical character the práctico
Workshop	This methodology is only intended for the content of subject 2 and topic 3. As a matter of fact, try to make the student combine other methodologies such as, for example, case studies and problem solving, practices through ICT, etc. But I keep in mind that with her or the students she carries out purely practical tasks on this subject with the support and supervision of teachers. All this will only be carried out when some topics are explained. The teachers will present to the students the notes on this topic (through moodle); nas expository classes will explain with solutions of problems some notes; The interactive classes for the teacher will present guided files (guided practices) for the student to perform. FOR ALL ISTO OR STUDENT MUST BRING REVISED NOTES. For the delivery of this methodology, the teachers will plan a delivery date in moodle This methodology is part of "Pilot Program for Teaching Non-Gradual Galician in Social Education

Collaborative learning	This methodology is combined with other methodologies such as work, analysis of fontes documentais, diagrams, readings, conceptual maps, problem solving, etc. All these procedures will be guided PRESENTLY (ou virtual, through the TEAMS platform) and / or supported by information and communication technologies. For your realization set up small groups (not more than 5-6 people). Take place during all of the interactive subject classes. This methodology is part of "Pilot Program for Teaching Non-Gradual Galician in Social Education"
Mixed objective/subjective test	Test used to assess learners both in expository and interactive classes. Parts count: a) Technical part: it will be or that the teacher will present expository classes. Topics 1 and 2 will be two contents of the teaching guide. b) Part analysis: it will be only that or / or professor / a exposed and work with students not subject 3 of the content section of this subject. As the questions of these parts can be direct or incomplete statements, the same questions with several options or alternative answers that provide possible solutions. But only one more correct. NESTA PROBA AS INCORRECT RESPONSES WILL SUBTRACT CORRECT. The subject is exceeded when all the parts are overcome and some parts will never be saved for other calls.

Personalized attention	
Methodologies	**Description**
Problem solving ICT practicals Mixed objective/subjective test Case study Guest lecture / keynote speech Workshop Collaborative learning	In personalized attention, the teachers will solve the doubts that the student has about the different topics to work on in the subject. But also any questions that may arise for the solution of problems, in the readings, in the workshop, in collaborative learning, the analysis of documentary sources as in the study of cases and practices through ICT. During these sessions, the work of the students will be monitored, supervising and directing more directly the process to be followed in each of the activities carried out. This personalized attention will take place in the teachers' office (P1A15 and P1A19) during the tutoring hours. This schedule is posted on the board in the teachers' office, on the department's website and in the Faculty of Education Sciences. PERSONALIZED ATTENTION WILL BE PERFORMED VIS A VIS BETWEEN THE STUDENT AND THE TEACHER. THIS ATTENTION MUST BE INDIVIDUAL (IN ORDER TO COMPLY WITH THE RECOMMENDATIONS ORIGINATED BY COVID-19). THEY CAN BE GROUP BUT THROUGH TEAMS (these for the face-to-face students) TO BE ABLE TO ORGANIZE SUCH ATTENTION. THE STUDENT MUST COMMUNICATE FIRST WITH THE TEACHER VIA EMAIL (IN THAT MAIL HE WILL REQUEST AN INDIVIDUAL OR GROUP TUTORING). REMEMBER THAT THE TEACHERS ARE THE ONE THAT WILL SET THE SCHEDULE OF THE SAID TUTOR. IF THE STUDENT DOES NOT SEND THAT EMAIL, THE TEACHERS WILL NOT ATTEND UNDER ANY CURCUNSTAN

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**

Problem solving	A19 B2 C1	This task is intended for a single subject content (Topic 3). With the same it is tried that the students combine other methodologies like for example, solutions of problems, guided practices (guided files), etc. But bearing in mind that with you you are the student to carry out purely practical tasks on this subject with the support and supervision of the teaching staff. All this will not take place when topic 3 is explained. The teacher will present the notes of this topic to the students (through moodle); in the expository classes he will explain with solutions of problems of these notes; In the interactive classes, the teacher will present guided practices so that he or the student can carry them out. FOR ALL THESE STUDENTS MUST BRING THE REVISED NOTES. The students must carry out all the proposed practices and incorporate them into a single document, as a dossier, which will be delivered to the teacher within the established period, under the name of "Information analysis techniques" (which will be the Obradoiro methodology). The teachers before the end of the school period will carry out a simulation of this test, during the class hours of the subject. The simulation questions will be available to the students enrolled in this subject in moodle. Attendance at this drill is not mandatory.	20
ICT practicals	A6 C3	This methodology will be used only to assess the progress of the students in understanding the theoretical content of the subject (expository classes). Short knowledge tests (of the one developed during the corresponding expository and interactive session) will be carried out. The last 30 minutes of the interactive classes will be used (the student must connect via moodle to carry out these evaluations). ESSENTIAL THAT EACH STUDENT BRINGS IN THE INTERACTIVE CLASSES YOUR COMPUTER AND ALL THE MATERIAL THAT YOU NEED TO PERFORM THESE PRACTICES	20
Problem solving	A19 B2 C1		20

Mixed objective/subjective test	A5 A6 A13 A19 A21 B1 B2 B5 B6 C1 C3 C4 C6 C8	The examination of the calls for January or July is what makes reference in the evaluation of this methodology and consists of two parts: 1-Part TECHNIQUES will consist of an open response item number, or a short response or true and false but justifying (the type of questions will be determined by the teaching staff). A question with an incorrect answer subtracts a question with a correct answer. This part is approved when a score of 10 out of 20 points is reached, which is the maximum score reached here (no note is kept from any part, in any call, if it is suspended). 2-Part ANALYSIS. This part consists of several statistical problems or short answer questions or true and false questions (the teacher will decide what type of questions). This part is approved when a score of 10 out of 20 points is reached, which is the maximum score achieved here. DISCLAIMER. If any of the parts is suspended (the minimum score to pass is not reached) the student must go to the next call with everything. NO PARTS OF ANY REVIEW OF ONE CALL FOR ANOTHER OR OTHER CALLS ARE KEPT. THE DATE OF THE EXAMS OF THE CALLS ARE MARKED BY THE FACULTY BOARD THEREFORE THEY DO NOT MOVE. THE SCALE THAT IS FOLLOWED IN EACH OF THE PARTIES, TO BE TAKEN INTO ACCOUNT: a) 10 POINTS TO 13 POINTS EQUIVES AN APPROVED (5-6). Specifically, 10 -11 points is equivalent to a five; 12-13 points equals a six. b) 14 POINTS TO 17 POINTS EQUIVES A NOTABLE (7-8). Specifically, 14 -15 points is equivalent to a seven; 16-17 points equals eight. c) 18 POINTS TO 20 POINTS EQUIVALENTS AN OUTSTANDING (9-10). Specifically, 18 - 19 points equals nine; 20 points equals 10	40
Case study	A6 A13 A21 C1	This task is intended for the content of the subject (Topic 1 and 2). With the same it is tried that the students combine other methodologies like for example, solutions of problems, guided practices (guided files), etc. But bearing in mind that with it the students carry out purely practical tasks on this subject with the support and supervision of the teaching staff. All this will not be carried out when topic 1 and 2 are explained. The teaching staff will present to the students the notes on this topic (through moodle); in the expository classes he will explain these notes with cases; In the interactive classes, the teaching staff will present guided practices (guided files) for the students to carry out FOR ALL THIS. THE STUDENTS MUST BRING THE REVISED NOTES. Students must carry out all the proposed practices and incorporate them into a single document, as a dossier, which will be delivered to the teacher within the established period, under the name of "Information Collection Techniques" (called Obradoiro methodology). The teachers before the end of the school period will carry out a simulation of the test, during the class time of the subject. The simulation questions will be available to the students enrolled in this subject in moodle. Attendance at this drill is not mandatory	20

Assessment comments

In the
evaluation of the subject (exposed in the section of the teaching guide, called
"Step 7: Evaluation") the following will be taken into account first
of all: a) STUDENTS WHO ALWAYS ATTEND THE CLASS (or students with academic
dispensation) (face-to-face students) are considered to attend 80%, this is
equivalent to having no more than 3 unexcused absences. Medical absences (with
proof correctly covered by a registered doctor) and absences for a job (with
proof correctly covered at work where it is justified that in hours of work you
are working) or any other absence is always justified with the approved
documentation . The online tests planned for the end of each interactive
session must be carried out in the classroom; In no case (the exception of
students with academic dispensation) can it be done outside the classroom.
Attendance to interactive classes will be counted from the answers to the
online tests. You may not have more than two absences in each part of the
subject (collection techniques and analysis techniques). The qualifications of
the knowledge tests that are carried out in the interactive classes not real
late-night until the dossier is delivered (Obradoiro methodology)
The
evaluation of these students takes into account the following: 1-The mixed
test, 2-Practices through ICT; 3-Case studies and 4-Problem solving.
Evaluations from 2 to 4, both inclusive, will only be effective when the
dossier is delivered (Obradoiro methodology)
Nota explicativa: Estos estudiantes continuarán cara a cara (en las mismas circunstancias o perderán esta categoría) si, debido a la crisis de salud,
las clases son virtuales. Dado que las exposiciones son siempre virtuales, las clases interactivas seguirán las mismas reglas pero a través de
equipos. Para esta tarea, el personal docente configurará los grupos interactivos en equipos y tendrá clases al mismo tiempo que fue aprobado por la
junta de profesores. La evaluación, en estas circunstancias (crisis de salud), siempre será por moodle. La prueba mixta para estos estudiantes, al
igual que las clases interactivas son presenciales o virtuales, siempre será por moodle.

b) ESTUDIANTES QUE NO ASISTEN SIEMPRE La CLASE (estudiantes sin asistencia) se considera que no asisten cuando falta más del 80%, es
decir, tienen más de tres ausencias injustificadas o tienen más de dos ausencias en una de las partes de la asignatura (técnicas para recopilar y / o
analizar información). Las ausencias médicas están justificadas (con la prueba cubierta correctamente por un médico registrado) y las ausencias por
un trabajo (con la prueba cubierta correctamente en el trabajo donde se justifica que en las horas de clase se está trabajando), aunque en ningún
caso estas pruebas suponen la posibilidad de tomar las pruebas en línea después de la fecha límite. También puede ser el alumnado el que elija
desde el comienzo de la asignatura (el primer día de clase, los profesores presentarán esta opción que el alumnado puede elegir). Estos estudiantes
tomarán las pruebas de los exámenes de junio o julio. Se recomienda que los estudiantes realicen los dos trabajos de la asignatura ("Técnicas para
recopilar información" y "técnicas para el análisis de la información") de forma independiente, ya que se evalúan en la prueba final de la asignatura
(60%), junto con El contenido teórico de la prueba mixta (40%). En este sentido, estos estudiantes solo harán la prueba mixta a través de moodle

Sources of information

Basic	- ALVIRA, F. (2011). La encuesta: una perspectiva general metodológica. Madrid: CIS (Cuadernos Metodológicos, 35)
	- AZOFRA, M.J. (1999). Cuestionarios. Madrid: CIS (Cuadernos Metodológicos, 26)
	- ETXEBERRIA, J. y TEJEDOR, F.J. (2005). Análisis descriptivo de datos en educación. Madrid: La Muralla
	- GRIMA, P. (2010). La certeza absoluta y otras ficciones. Los secretos de la estadística. Barcelona: RBA Libros
	- MARTÍNEZ MEDIANO, C. (Coorda.) (2004). Técnicas e instrumentos de recogida y análisis de datos. Madrid: UNED
	- RUBIO, MJ y VARAS, J. (2011). El análisis de la realidad en la intervención social. Madrid: CCS
	- TEJEDOR, F.J. y ETXEBERRIA, J. (2006). Análisis inferencial de datos en educación. Madrid: La Muralla
	- VISAUTA, B. (1989). Técnicas de investigación Social. Barcelona: PPU
	- VALLES, M. S. (2002). Entrevistas cualitativas. Madrid: CIS (Cuadernos Metodológicos, 32)
Complementary	- BRIONES, G. (2003). Métodos y técnicas de investigación para las Ciencias Sociales . México: Trillas, 4a.
	- DE KETELE, J.M. y ROEGIERS, X. (1995). Metodología para la recogida de información. Madrid: La Muralla
	- ESCUDERO PÉREZ, J. (2004). Análisis de la realidad local. Madrid: Narcea
	- CORBETTA, P. (2003). Metodología y Técnicas de Investigación Social. Madrid: McGraw-Hill

Recommendations
Subjects that it is recommended to have taken before
Research Methods /652G03019
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Evaluation Methods for Socio-Educational Programmes and Services/652G03023
Evaluation and Diagnosis in Socio-Educational Needs/652G03039
Other comments
If recomienda los envío of los trabajos telemáticamente y yes in the are possible, when using plastic, elegir wool impression to doble expensive, emplear paper recycled y avoid print drafts.It owes hacer an use sostenible of los resources y wool prevention of negative impacts envelope he half natural.It owes tener in cuenta wool importance of los ethical principles related with los values of wool sostenibilidad in los comportamientos personales and profesionales.IT IS ALSO RECOMMENDED TO USE INCLUSIVE LANGUAGE

(*)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.