



Teaching Guide

| Teaching Guide | | | | |
|---------------------|---|--------|-------------------------------|-----------|
| Identifying Data | | | | 2022/23 |
| 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 | Spanish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación | | | |
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| Web | https://www.udc.es/es/centros_departamentos_servizos/departamentos/departamento/?codigo=D162 | | | |
| General description | The socio-educational reality of social educators is complex, diverse and difficult to analyse, describe and interpret. Thus, it is necessary that throughout their academic training, they acquire a series of competences that will enable them to develop their subsequent professional activity. | | | |
| | By learning and applying different research methodologies in this subject, social educator will be able to select the most appropriate one to solve the problems they will encounter in his/her future working environment, without forgetting that this agent, within his/her working environment, will have to research to find possible solutions to improve the context in which hi/she carry out his/her work activity. | | | |
| | The diversity of epistemological conceptions applicable to different social situations will be a source of information for the social researcher, allowing him/her to determine which is the most appropriate for solving problems. It is not intended to establish 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. All this is meaningless if we do not ask and answer the question: What do we want to achieve? | | | |
| | There are many instruments that they can use to obtain data and, therefore, it is necessary to be aware of the wide range of possibilities. A good professional will be the one who knows how to choose, in each circumstance, the techniques and instruments that best suit the situation. It is necessary to deepen their knowledge and mastery of the different tools at their disposal. Thus, this subject will analyse the main techniques and instruments that can be applied to the socio-educational field, indicating their fundamental characteristics, the advantages and disadvantages they present and the most appropriate circumstances to put them into practice. | | | |

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. |



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| 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 | | |
| To 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 |
| To design instruments of data collection of processes of social and educational intervention, applying different techniques. | A5 A6 A13 A21 | B1 B2 | C1 C4 C6 |
| To schedule data collection and analysis in processes of social and educational intervention. | A5 A6 A13 A19 A21 | B1 B2 | C6 C8 |
| To perform collecting relevant information from a process of socio-educational intervention. | | B1 B2 B5 B6 | C1 C6 |
| To know the main technical of data analysis in the processes of social and educational intervention. | A6 A13 | B1 | C3 C6 C8 |
| To 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 |



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|--------------------------------------|---|
| Topic I. INTRODUCTION. | 1. Conceptual Determination 2. Sample selection 2.1 Sample selection in the quantitative approach 2.2. Sample selection in the qualitative approach |
| Topic II. DATA COLLECTION TECHNIQUES | 1. Quantitative data collection instruments 1.1. Scales 1.2. Questionnaire 2. Qualitative data collection instruments 2.1. Observation 2.2. Interviews (e.g.: Life stories) 2.3. Focus Groups |
| Topic III. DATA ANALYSIS TECHNIQUES | 1. Qualitative analysis (conceptual maps, reliability and validity) 2. Quantitative analysis 2.1 Reliability and Validity 2.2. Categorical or nominal data analysis. 2.3 Ordinal data analysis 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 | 9.5 | 9.5 | 19 |
| Case study | A6 A13 A21 C1 | 8.5 | 29.75 | 38.25 |
| Problem solving | A19 B2 C1 | 2.5 | 8.75 | 11.25 |
| Document analysis | B1 | 0 | 9 | 9 |
| Collaborative learning | A6 A8 A11 A13 A19 A21 B1 B2 B4 C1 C3 | 9.5 | 19 | 28.5 |
| 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 | <p>Lecture classes given by the teachers on the contents already mentioned in the "contents" section of this teaching guide. The information is transmitted to the whole group by means of a methodology based on the word and sight. In some cases, it may be complemented with practical examples and/or audiovisual resources.</p> <p>In this subject, students will have the bibliographical references to consult or, also, to complete or follow the lectures.</p> |
| ICT practicals | The methodology used will be the analysis of computerised information. That is, the use of quantitative and qualitative computer programmes for both the design of the instrument and the data collection and analysis. The development of this analysis activity will be complementary to the problem-solving methodology. |



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| Case study | This methodology will be used to carry out the practicals corresponding to topics 1 and 2 of the contents of the subject. Students will be presented with one practical case study per group and will have to apply the theoretical knowledge acquired in the lectures to the resolution of the different parts of a case. 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 "Information Gathering Techniques", which will be handed in on the date stipulated by the teachers. |
| Problem solving | This methodology is only used for topic 3 of the contents of the subject. Students will have the interactive classes and independent work to carry out the assigned activities and will have to incorporate them all together in a single document, which will be called "Information Analysis" and will be delivered on the date stipulated by the teachers. |
| Document analysis | Methodology that involves the use of audiovisual and/or bibliographic resources (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. |
| Collaborative learning | This methodology is combined with other methodologies such as document analysis, case studies, problem solving, ICT practices, etc. All these procedures will be guided in person and/or supported by information and communication technologies. Small groups (between 5-6 people. NO OTHER POSSIBILITIES ARE ALLOWED) will be set up to carry them out, and they are read during all the interactive classes of the subject. |
| Mixed objective/subjective test | <p>Test used for the evaluation of learning in both expository and interactive classes. It has two parts:</p> <p>a) Technical part: it refers to the theoretical contents (expository sessions) dealt with by the teachers throughout themes 1 and 2 of the contents of the teaching guide.</p> <p>b) Analysis part: it will only be what the teacher explains and works with the students in topic 3 of the content section of this subject.</p> <p>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.</p> <p>Given that there are two parts (Techniques and Analysis), it will be IMPERATIVE to pass the mixed test to achieve at least half of the mark in each of the parts (e.g., if each part has a value of 5 points, you must achieve a minimum in each of the parts).</p> <p>The subject is passed when all the parts are passed and NEVER any of the parts will be saved for other opportunities (i.e. if the student does not pass the test in the 1st opportunity, he/she must sit the final exam with a weight of 100% and, therefore, the qualification of the continuous assessment dossier will not be taken into account).</p> |

| Personalized attention | |
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| Methodologies | Description |
| Problem solving ICT practicals Mixed objective/subjective test Case study Guest lecture / keynote speech Collaborative learning | <p>In the personalised attention, the teachers will resolve any doubts students may have about the topics in the subject. But also any doubts that may arise for problem solving, collaborative learning, document analysis, case studies and ICT practices.</p> <p>During these sessions, students' work will be monitored, supervising and guiding more directly the process to be followed in each of the activities carried out.</p> <p>This personalised attention will be given in the teaching staff's office (P1A15 and P1A19) during the tutorial timetable. This timetable is posted on the board in the lecturers' office, on the department's website and in the Faculty of Education Sciences.</p> <p>Personalised attention will be provided face-to-face between students and teachers. Students must first communicate with the teachers via the Virtual Campus, through the platform provided for this purpose and where they must specify their full name. If students do not request tutoring through this means, the teachers will not attend to them under any circumstances.</p> |



| Assessment | | | |
|-----------------|------------------------|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Problem solving | A19 B2 C1 | <p>This task is intended for one single content of the subject (Topic 3). 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 theeres the student develops purely practical tasks on this subject with the support and supervision of the teaching staff. All this will only be carried out when topic 3 is explained. IT IS MANDATORY FOR STUDENTS HAVE REVIEWED THE TEACHERS' NOTES.</p> <p>The teachers will present the notes of this topic (through the Virtual Campus); in the lectures they will have an explanation of these notes with problem solutions; in the interactive classes they will present guided practices for the student to carry out. IT IS MANDATORY FOR STUDENTS HAVE REVIEWED THE TEACHERS' NOTES.</p> <p>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 teachers by the established deadline, under the name of &quot;Data analysis&quot;.</p> | 25 |



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| Mixed objective/subjective test | A5 A6 A13 A19 A21 B1 B2 B5 B6 C1 C3 C4 C6 C8 | <p>The exam of the 1st and 2nd opportunities (June and July) is what refers to the evaluation of this methodology and consists of two parts:</p> <p>1-TECHNIQUES PART: it 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).</p> <p>2-ANALYSIS PART: it 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.</p> <p>In both parts (Techniques part and Analysis part) incorrectly answered questions will be deducted. Before the end of the teaching period, teachers may take a mock test during the class timetable of the subject. Attendance at this mock test is not compulsory.</p> <p>EXPLANATORY NOTES:</p> <p>The exam must be passed in order to be taken into account for continuous assessment. In order to pass the exam, it is essential that both of the following requirements are met:</p> <p>(a) 5 points or more are achieved in the mixed test;</p> <p>(b) at least half of the value of each of the parts (technical part and analysis part) must be reached.</p> <p>If any of the parts is failed (the minimum passing score is not reached) or if the continuous assessment is not passed (doseres), the student must take the next exam with everything. NO PARTS OF ANY EXAM FROM ONE EXAM SESSION WILL BE KEPT FOR ANOTHER OR OTHER EXAM SESSIONS.</p> <p>The dates of the exams are set by the Faculty Board, therefore, they do not move.</p> <p>Translated with www.DeepL.com/Translator (free version)</p> | 50 |
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| Case study | A6 A13 A21 C1 | <p>This task is aimed at the contents of the subject (Topic 1 and 2). 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 subject with the support and supervision of the teachers. All this will only take place when topic 1 and 2 are explained.</p> <p>The teachers will present the students with the notes of this subject (through the Virtual Campus); in the lectures they will explain with cases notes; in the interactive classes, the teachers will present guided practices (guided worksheets) for the students to carry out. IT IS MANDATORY FOR STUDENTS HAVE REVIEWED THE TEACHERS' NOTES.</p> <p>Students must carry out all the proposed practices and include them in a single document, in the form of a dossier, which they will hand in to the teacher by the established deadline, under the name "Data collection techniques".</p> | 25 |
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Assessment comments

First of all, evaluation of the subject (exposed in the section of the teaching guide, called "Step 7: Evaluation") shall be regulated by the following:

a) STUDENTS WHO ATTEND THE 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 excuse from a registered doctor) and absences due to work (with a correctly covered excuse in the work where it is justified that the student is working during class hours) or any other absence, always with the approved documentation.

The evaluation of these students takes into account the following: 1-The mixed test; 2-The case study and 3-Problem solving.

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 (it is necessary to reach the minimum of 25% to consider that this part has been passed). 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, techniques and analysis, as specified in the corresponding section in the teaching guide).

b) STUDENTS WHO DO NOT ALWAYS 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 (techniques for collecting and/or analysing information). Medical absences are excused (with a correctly covered excuse from a registered doctor) and absences due to work (with a correctly covered excuse in the work where it is justified that the student is working during class hours). These students will sit the 1st and 2nd exams. It is recommended that the students carry out the two assignments of the subject ("Data collection techniques" and "Data analysis") independently, as these will be assessed in the final exam of the subject (50%), together with the theoretical contents of the mixed exam (50%).

Sources of information

| | |
|-------|---|
| Basic | <ul style="list-style-type: none"> - Alvira, F. (2011). La encuesta: una perspectiva general metodológica. CIS (Cuadernos Metodológicos, 35). - Azofra, M.J. (1999). Cuestionarios. CIS (Cuadernos Metodológicos, 26). - Etxeberria, J., & Tejedor, F.J. (2005). Análisis descriptivo de datos en educación. La Muralla. - García, M. (2015). El análisis de la realidad social: métodos y técnicas de investigación.. Alianza. - Grima, P. (2010). La certeza absoluta y otras ficciones. Los secretos de la estadística. RBA Libros. - Martínez Mediano, C., & Galán González, A. (2014). Técnicas e instrumentos de recogida y análisis de datos (2ª ed). UNED. - Rubio, M.J., & Varas, J. (2011). El análisis de la realidad en la intervención social. CCS. - Tejedor, F.J., & Etxeberria, J. (2006). Análisis inferencial de datos en educación. La Muralla. - Valles, M.S. (2002). Entrevistas cualitativas. CIS (Cuadernos Metodológicos, 32). - Visauta, B. (1989). Técnicas de investigación Social. PPU. |
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| Complementary | <ul style="list-style-type: none"> - Ander-EGG, E. y Aguilar, M.J. (2017). Como elaborar un proyecto: guía para diseñar proyectos sociales y culturales (18ª ed.).. Lumen Humanitas - Briones, G. (2003). Métodos y técnicas de investigación para las Ciencias Sociales (4ª ed.). Trillas. - Club de excelencia (2003). Guía práctica para desarrollar, implantar y revisar la Autoevaluación de mi organización. EFQM - Corbetta, P. (2003). Metodología y Técnicas de Investigación Social. McGraw-Hill. - De Ketele, J.M., & Roegiers, X. (1995). Metodología para la recogida de información. La Muralla. - Desler, G. (2001). Administración del personal. Pearson - Escudero Perez, J. (2004). Análisis de la realidad local. Narcea. - Junta de Andalucía (2010). Manual de proyectos.. Consejería de Gobernación - Losada, S. (2016). Metodología de la intervención social. Síntesis. - Pérez, O. (Coord.). (2007). Plan Estratégico del Tercer Sector de Acción Social. Guía de evaluación de programas y proyectos sociales. Plataforma de ONG de Acción social |
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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

It does recommend sending work telematically and, where possible, using plastic, choosing double-sided printing, using recycled paper and avoiding printing drafts. The sustainable use of resources and the prevention of negative impacts on the natural environment should be taken into account. The importance of ethical principles related to sustainability values should be taken into account in personal and professional behaviour. 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.