

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	1

Contact

Name: Montserrat Rodríguez Parrón
Email: Montserrat.Rodriguez@uab.cat

Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

We recommend reviewing content about research methodology applied in education to understand some of the content of the course. Also, it is recommended to have taken the course in the second year "Research in Education" for their links and complement the course content.

Objectives and Contextualisation

This subject is to provide knowledge for future graduates regarding the possibilities of applied research in the field of social education as a tool for continuous improvement to their practice professional. L'assignatura has links with the practicum fourth year, since students can incorporate a research dimension to their involvement in social education center. Equally important word is the subject for students who intend to pursue a master research.

The student must meet, organize and interpret data from various documentary sources, in order to transfer and / or compare the results of the research in different contexts where the future socio / a graduate / to develop its intervention . This knowledge should allow him critical analysis of socio-educational problems, providing innovative proposals for action, social and educational improvements and generate new scientific knowledge.

The analysis of social research applied to education should enable the future / to graduate / improve action from the use, understanding and assessment of research reports published in journals.

Skills

Social Education

- Critically analyse personal work and use resources for professional development.
- Develop processes to obtain, record, analyse and make decisions for educational action.
- Generate innovative and competitive proposals in research and professional activity.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Know and apply information collection, analysis, processing and evaluation processes, to improve professional practice itself and the foundation of professional action.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.

Learning outcomes

1. Analyse and create innovative solutions based on research in the field of social education.
2. Apply the systems and mechanisms of criteria-based, cultural and critical decision.
3. Comprehensively analyse and review international experiences in the field of social education to improve their reality.
4. Comprehensively and critically analyse research models and evaluate their contribution to improving the profession.
5. Construct valid assessment instruments for data measurement and collection.
6. Learn and master the different sources of disciplinary knowledge.
7. Performing institutional diagnostics capable of promoting change in management processes and systems.
8. Recording both qualitative and quantitative data for its systematic analysis.
9. Self-analyse ones own professional performance as a social educator.
10. Specify proposals for institutional improvement through demonstrated and guaranteed mechanisms and processes.

Content

block 1

1. Access to scientific information in social education

1.1. Documentary sources of information access

1.2. Organizations, specialized agencies and documentation centers

2. Organisation and management of documentation

2.1. Databases (Theseus, Dialnet)

2.2. The automated documentation. The digital repository of documents (DDD)

2.3. Resources for research: RefWorks (bibliographic reference manager) Trobador (gateway to electronic resources from the UAB).

block 2

3. Analysis of social research on education

3.1. Phases of research socio

3.2. The research reports

3.3. Scientific articles

4. The transfer of knowledge and improvement of professional practice in social education

Methodology

Large group:

- Exhibitions by teachers for the contents of the syllabus. It is done with the whole group class and allows exposure of the main content through an open and active participation by students.

- Presentations of students; participatory work and discussion on research articles in relation to aspects of current professional course and other related research projects associated with the practicum in the fourth year.

Supervised activity:

- Work Guided based on guidelines provided by the teacher.

Autonomous activity:

- Own work to acquire skills so self-regulated.

Activity assessment:

- Activities aimed at verification and qualification of the profits from work and written tests

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Activities Evaluation	0	0	1, 2, 5
Classes in large group	45	1.8	
Type: Supervised			
Class work	30	1.2	
Type: Autonomous			
Own work	75	3	

Evaluation

Practical activities will be distributed throughout the course start date in timed practice and the delivery date. The refund and monitoring activities as part of the qualification will be less than one month. Practical activities may have links with the practicum in the fourth year.

Students who have completed the course proper monitoring of the course and still remains some way not achieved will be given the opportunity to pass the subject remaking the activity or activities not overcome.

The copying or plagiarism of material, both for work, training or examinations involves a final mark of the course suspended.

The final grade for the course will be the average of the notes of the different blocks. It will average from a minimum score of 4 in each assessment activity. Approved the course with a score of 5.

Class attendance is mandatory: the student must attend at least 80% of classes, otherwise it will be considered absent.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Individual practical	40	0	0	2
Try to control the contents of block 1 and 2	10	0	0	4, 3, 2, 6, 7
Work group	50	0	0	1, 9, 10, 5, 8

Bibliography

Albert, M.J. (2006). La investigación educativa. Claves teóricas. Madrid: Mc. Graw Hill.

Arnal, J., Latorre, A. y Rincón, D. (1992). Investigación Educativa. Fundamentos y Metodología. Barcelona: Labor.

Best, J.W. (1972). Cómo investigar en educación. Madrid: Morata.

Boza, A., Méndez, J.M, Monescillo, M, Toscano M. de la O (Coords).(2010). Educación, investigación y desarrollo social. Madrid: Narcea

Cohen, M. y Manion, L. (1990). Métodos de investigación educativa. Madrid: La Muralla.

Contreras, J. y Pérez de Lara, N. (comps.) (2010). Investigar la experiencia educativa. Madrid : Morata

Del Rincón, D., Arnal, J.,Latorre, A. y Sans, A. (1995). Técnicas de investigación en ciencias sociales. Madrid: Dykinson.

Dendaluce, I. (Coord) (1988). Aspectos metodológicos de la investigación educativa. Madrid: Narcea.

Hernández Sampieri, R., Fernández-Collado, C., y Baptista, P. (2006). Metodología de la investigación. México: McGraw-Hill

Hernández Sampieri, R., Fernández-Collado, C., y Baptista, P. (2007). Fundamentos de metodología de la investigación. México: McGraw-Hill

Jariot, M, Merino, R. I Sala, J. (Coords) (2004): Les pràctiques d'educació social. Eines pel seu desenvolupament. Cerdanyola del Vallès. UAB

Latorre, A., Del Rincón, D., Arnal, J. (1996). Bases metodológicas de la investigación educativa. Barcelona: Hurtado.

Martínez Bonafé, J. (1988). El estudio de casos en la investigación educativa. Revista Investigación en la escuela, 6. Madrid: Mondadori.

McMillan, J. (2010). Research in education : evidence-based inquiry. Boston: Pearson

McMillan, J.H. y Schumacher, S. (2005). Investigación educativa. Madrid: Pearson

Miles, M.B. y Huberman, A.M. (2003). Analyse des données qualitatives. Paris : De Boeck.

Pérez Serrano, G. (1994). Investigación cualitativa. Retos e interrogantes. I. Métodos. Madrid: La Muralla.

Pérez Serrano, G. (1994). Investigación cualitativa. Retos e interrogantes. II. Técnicas y análisis de datos. Madrid: La Muralla.

Tójar, J.C. (2006). Investigación cualitativa. Comprender y actuar. Madrid: La Muralla.