

Research in Education

Code: 101655
ECTS Credits: 12

Degree	Type	Year	Semester
2500260 Social Education	OB	2	A
2500261 Education Studies	OB	2	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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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

Teachers

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Montserrat Martínez Melo
Laura Arnau Sabates

Prerequisites

There are no specific requirements.

Objectives and Contextualisation

The purpose of this subject is to give a basic and applied vision of educational research's approaches and processes and also about the collection, treatment, analysis and interpretation of the data, using specific software.

In the last years, the need and importance of the research in the area of the Sciences of the Education and Social Sciences has increased. Thus, this subject is of prime importance to configure the professional profile of a pedagogue and social educator due to one of the fundamental functions refers to the capacity to research, evaluate and innovate.

On the other hand, is promoted the capacity to analyze, to teamwork, to use specific software and to interpret the data gathered from socioeducational contexts. Among all, the knowledge that will be provided, will be used in many other subjects that also develop or analyze researches.

With all, the contribution of this subject to the professional profiles to whom it is oriented is justified.

The objectives to be achieved, are:

- To help to understand the concepts and basic terminology of the contemporary educational research, so the students will be able to read research reports, published in specialized media and also, in the future, enroll themselves in advance courses of methodology.
- To develop a positive, critic and plural attitude toward the research as a tool to comprehend and improve the educational reality.
- To know and understand the main characteristics of the most common research methods applied in the educational field.
- To assess the advantages and limitations of quantitative, qualitative and mixt approaches.
- To learn the basic characteristics of a research work.
- To develop a wide range of skills and procedures to collect, analyze and interpret data.
- Identify the main software to analyze data.

Competences

Social Education

- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Generate innovative and competitive proposals in research and professional activity.
- Know and apply information collection, analysis, processing and evaluation processes, to improve professional practice itself and the foundation of professional action.

Education Studies

- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Generate innovative and competitive proposals in research and professional activity.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Manage information related to the professional environment for decision-making and reporting.

Learning Outcomes

1. Assessing the strengths and weaknesses of research (reports, articles) based on their sections.
2. Design quantitative and qualitative descriptive studies based on given problems or needs.
3. Develop descriptive studies by producing strategies and tools to obtain and record quantitative and qualitative information.
4. Identifying the methodological perspectives of the research analysed.
5. Produce reports based on results received
6. Properly formulate research problems and hypotheses in real or simulated contexts.
7. Proposing improvements based on studies or published research.
8. Relating research results with processes of innovation.

Content

BLOCK A (4 ECTS)

Construction and development of scientific knowledge in education. Research epistemology and methodology:

- Education as a scientific knowledge.
- Research process in education.
- Paradigms in educational research.
- Research methods and design: quantitative, qualitative and mixed.

BLOCK B (8 ECTS)

Techniques and tools of quantitative and qualitative data collection and registration.

- Main tools to register information.
- Main tools to collect data.

- Construction and validation of instruments.

Quantitative analysis of socioeducational variables:

- Quantitative data analysis software.
- Socioeducational variables: characteristics and measurement.
- Role of statistics in scientific research.
- Descriptive statistics of categorical variables.
- Descriptive statistics of quantitative variables.
- Bivariate analysis.
- Introduction to statistical inference.

Qualitative analysis of socioeducational variables:

- Qualitative research characteristics.
- Models of data analysis.
- Qualitative data analysis research processes.
- Qualitative data analysis software.

Methodology

Virtual in large group: Asynchronous exposure through videos by the teachers of the contents and basic questions of the syllary. It is done for the entire class group and allows the exhibition of the main contents through an open and active participation by the students in different discussion forums.

Seminars and lab practices: Working spaces with reduced groups (1/2 of the whole group) supervised by the professor. Through the data analysis, the analysis of documents, case studies and various activities, the students will examine in depth the contents approached in in-class sessions.

Evaluation activities: Activities to verify and grade the achievements through the works and tests.

Autonomous activities: Self-managed activities to acquire competencies through a self-regulated learning.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Large group	60	2.4	2, 5, 6, 4, 1
Seminars and Laboratory	30	1.2	3, 2, 5, 8
Type: Supervised			
Activities supervised	60	2.4	3, 2, 5, 7
Type: Autonomous			
Activity autonomy	150	6	2, 5, 6, 7

Assessment

To pass the subject the minimum final grade of each block will be no less than 5. The final grade will be the calculation of the weighted mean of each block (block A and block B).

- Regarding the block A, the minimum grade must be a 5. The minimum grade of every assignment to form average is 5.
- Regarding the block B, the minimum grade must be a 5. The minimum grade of every assignment to form average is 5.
- Regarding the final work, the grade must be 5 and it is not re-assessable.

The students who along the subject have been doing a continuous work, and even though, still have an under 5 graded block, will have the chance to be re-assessed within the course period.

At the end of each block, there will be an evaluation test, except for block B for the quantitative part, where there will be 2 tests.

At the end of the course, those students who have not passed any of the tests will be able to demand to be re-examined. Those tests will be graded 6 as a maximum qualification, except in the case of those students with a pass that wish to obtain a better grade.

In order to participate in the recovery the student must have been previously evaluated in a set of activities the weight of which is equivalent to a minimum of two thirds of the total grade of the subject or module.

In order to participate in remedial work, the teacher responsible for the subject or module may require a minimum grade of 3.5

Students who repeat a course may request, at the beginning of the course, only a final summary evaluation

The final presentation of the investigation project will happen the qualitative test, although there will be partial presentations at the end of each block. The final presentation of the research project cannot be recovered

The resto of activities, practices and study cases will be distributed along the subject. Each will be temporized with a submission deadline that will be accurately informed at the beginning of the course. In case any student is willing to review the grade, would have to do so within the following 15 days after the feedback, in tutoring time.

It is needed to submit every activity proposed by the professor, it is a mandatory requirement to be assessed.

Total or partial plagiarism of any exercises, work, practices or tests will be considered "fail" of the subject.

The attendance to the classes is necessary and professors will follow-up.

Professors will establish the dynamization, follow-up and evaluation of the groupal work appropriate for each moment.

It is needed to have a teaching-like attitude to pass the subject. Some of the competences are: active listening, respect, cooperation, empathy, punctuality, non judging attitude, argumentation, appropriate use of the cellphone.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence 1. THEORY. Exam Block A (individual)	10%	0	0	2, 6, 4, 1
Evidence 1. THEORY. Exam Block B (individual)	30%	0	0	3, 2, 5, 7, 8, 1
Evidence 2. PRACTICE. Compilation of the practices of Block A (individual and group)	5%	0	0	2, 5, 6, 4
Evidence 2. PRACTICE. Compilation of the practices of Block B (individual and group)	15%	0	0	3, 2, 5

Evidence 3. Working group that will be developed throughout the academic year referred to Blocks A and B	40%	0	0	3, 2, 5, 6, 8
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Bibliography

Methodology

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Fàbregues, S., Meneses, J., Rodríguez-Gómez, D., & Paré, M. H. (2016). *Técnicas de investigación social y educativa*. UOC.

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Data analysis

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Throughout the course other books, articles and documents will be suggested to expand and/or deepen the different topics addressed.

In each block the teacher can propose compulsory readings