Universitat Autònoma de Barcelona

2022/2023

Research in Education

Code: 101655
ECTS Credits: 12

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

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 requirments.

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.

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.
- Develop a research project in the context of a working group

Competences

Social Education
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Education Studies
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Manage information related to the professional environment for decision-making and reporting.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse a situation and identify points for improvement.
3. Communicate using language that is not sexist or discriminatory.
4. Develop descriptive studies by producing strategies and tools to obtain and record quantitative and qualitative information.
5. Explain the explicit or implicit code of practice of one's own area of knowledge.
6. Identify situations in which a change or improvement is needed.
7. Produce reports based on results received
8. Properly formulate research problems and hypotheses in real or simulated contexts.
9. 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 and 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

Teaching in large group: 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 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.

The recommendations on gender perspective and inclusion will be pursued.

The teaching staff will allocate approximately 15 minutes of some class to allow students to respond to the evaluation surveys of the teaching and evaluation of the corresponding block.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Large group	60	2.4	2, 1, 3, 5, 6
Seminars and Laboratory	30	1.2	3, 4, 7, 5, 8, 9
Type: Supervised			
Activities supervised	60	2.4	3, 4, 7, 5, 8, 9

Type: Autonomous			
Activity autonomy	150	6	2, 1, 3, 4, 7, 5, 8, 6, 9

Assessment

To pass the subject, the minimum final grade of each block will be no less than 5. The average will be calculated from a minimum score of 5 in each evaluation activity of each block. 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 an average is 5.
- Regarding the block B, the minimum grade must be a 5. The minimum grade of every assignment to form an average is 5.
- Regarding the final work, given the continuous monitoring that will be made of it (through seminars or individualized tutorials), the grade must be 5 and it is not re-assessable.

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.

It is needed to submit every activity proposed by the professor, it is a mandatory requirement to be assessed. 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. The date of revaluation of the failed activities will be agreed according to the calendar provided by the Faculty.

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. The requirement to do so is that 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. Similarly, the teacher may require a minimum grade of 3.5.

The final presentation of research project will happen after the completion of the course, although there will be partial presentations at the end of each block. The final presentation of the research project cannot be recovered. Professors will establish the dynamization, follow-up and evaluation of the group work appropriate for each moment.

The rest of activities, practices and study cases will be distributed along the subject. Each will be temporized with a submitting 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. These dates will be specified in the course program that will be accessible on the first day of class.

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

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

The return and follow-up of the activities that are part of the qualification will be given in less than one month. The student who wants to review the mark must do so within 15 days of its publication in the tutoring schedule that the teaching staff has established for this subject and that is part of the program of this subject.

Total or partial plagiarism of any exercise, project, practice, or test will imply the failure of the subject. Any activity will be considered "plagiarized" when a part of an author's text is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format. An activity or exam will be considered as "copied" when it reproduces all or part of the work of another colleague.

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 cell phone, etc.

It is also necessary for the student to show a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that appear in the teaching guide. Therefore, in all activities (individual or in group), linguistic correction, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or failed if the teaching staff considers that it does not meet these requirements. In addition, before submitting any activity or exam, the student must verify that he or she has correctly written the sources, notes, citations and bibliographic references following the APA regulations.

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence 1. THEORY. Exam Block A (individual)	15%	0	0	2, 1, 3, 7, 5, 8, 6, 9
Evidence 1. THEORY. Exam Block B (individual)	35%	0	0	2, 1, 3, 4, 7, 5, 8, 6, 9
Evidence 2. PRACTICE. Compilation of the practices of Block A and B (group)	10%	0	0	2, 1, 3, 4, 7, 5, 8, 6, 9
Evidence 3. Research project that will be developed throughout the academic year referred to Blocks A and B	35%	0	0	4, 7, 8, 9
Evidence 4. Poster presentation	5%	0	0	3, 9

Bibliography

Methodology

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Mertens, D. M. (2015). Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods (5th ed.). SAGE.

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Data analysis

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Rodríguez Parrón, M. (2010). L'anàlisi qualitativa. In Jariot, M., Merino, R., & Sala, J. (Coord.), Les pràctiques d'educació social. Eines per al seu desenvolupament (pp. 153-159). Servei de publicacions UAB.

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

Software

The following software will be used for Block B: R and Nvivo.