

Applied Research Design and Analysis

Code: 44709
ECTS Credits: 6

2025/2026

Degree	Type	Year
Media, Communication and Culture	OB	0

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

The first semester course of the Epistemology Module will be taken as a prerequisite, as a previous conceptual base. This module is linked to the application of method concepts to students' case studies.

The module addresses in a practical and applied way how to familiarize students with the communication research methods they will have to implement. The module also trains them in reflection, expression and dissemination of research results.

Objectives and Contextualisation

To learn to apply the different research methods and techniques. To be initiated in the use of resources and tools for documentation, collection, analysis, presentation and dissemination of research work. To reflect on the critique and ethics of research. Work in the own TFM project.

Competences

- Apply advanced techniques in quantitative and qualitative research to the production and reception of communication.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences
- Continue the learning process, to a large extent autonomously.
- Generate proposals that are innovative and competitive.
- Plan and lead basic and applied research projects in media communication and culture.
- Plan, direct and evaluate media communication strategies to construct complex informational topics.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Apply procedures for data collection and analysis.
2. Assess the appropriateness of techniques of communication research.
3. Carry out fieldwork using quantitative and qualitative research techniques.

4. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences
5. Construct instruments for data collection and analysis.
6. Construct research samples.
7. Continue the learning process, to a large extent autonomously.
8. Direct and edit proposals for social content for mass media
9. Formulate hypotheses, research questions and objectives.
10. Generate proposals that are innovative and competitive.
11. Produce journalistic discourses to facilitate the resolution of conflicts and coexistence.
12. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

- 1.- Structure of a research paper and its parts.
- 2.- Research databases
- 3.- Quantitative analysis: review and critique of cases
- 4.- Qualitative analysis: review and critique of cases
- 5.- Research in networks: tools and case analysis.
- 6.- Scientific discourse. Writing research papers
- 7.- Citation and reference systems
- 8.- Dissemination of research. Types of academic text
- 9.- Research ethics. Responsible research and innovation (RRI)

A detailed schedule outlining the content of each session will be presented on the first day of the course and will be available on the course's Virtual Campus, where students will find all teaching materials and necessary information for effective course monitoring. Should the teaching modality change for reasons of force majeure according to the competent authorities, the teaching staff will inform students of any modifications to the course schedule and teaching methodologies.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Sessions	30	1.2	1, 12, 5, 6, 8, 3, 9, 10, 11, 4, 7, 2
Type: Supervised			
Assessing meetings	15	0.6	12, 8, 9, 10, 4, 2
Type: Autonomous			
Course tasks and final paper	105	4.2	1, 12, 5, 6, 8, 3, 9, 10, 11, 4, 7, 2

1. Sessions
2. Cases study
3. Guided readings
4. Assessment
5. Practical sessions
6. Individual work

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Control reports	30%	0	0	1, 12, 5, 6, 8, 3, 9, 10, 11, 4, 7, 2
Exercises	50%	0	0	1, 12, 5, 6, 8, 3, 9, 10, 11, 4, 7, 2
Score participation in the course	20%	0	0	1, 12, 5, 6, 8, 3, 9, 10, 11, 4, 7, 2

In the evaluation process there will be the possibility of recovering a part of the exercises. The students have to attend and accomplish the 70% of the exercises in order to be evaluated. Students will be entitled to reassessment in the course if they have been evaluated on a set of activities accounting for at least two-thirds of the total course grade.

Any plagiarism detected will be cause for failure and evaluation of report to the coordination of the master. The AI use is only permitted for linguistic and sources purposes.

Bibliography

Cómo se hace una tesis o un trabajo final de máster

Bell, Judith y Stephen Waters. 2014. *Doing your Research Project: A Guide for first-time Researchers*. McGraw Hill.

Blaxter, Loraine; Christina Hugues; Malcolm Tight. 2010. *How to Research*. McGraw Hill.

Codina, Lluís. 2019. *Introducción y conclusiones en una tesis doctoral: componentes, estructura y relación*.

Dunleavy, Patrick. 2013. *Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation*. Macmillan.

James, E. Alana y Tracesea H. Slater. 2014. *Writing your Doctoral Dissertation or Thesis Faster*. Sage.

Oliver, Paul. 2014. *Writing your Thesis*. London. Sage.

Winstanley, Carrie. 2009. *Writing a Dissertation for Dummies*. Wiley.

Cómo se lleva a cabo una revisión sistemática

Boland, Angela; M. Gemma Cherry; Rumona Dickson. 2014. *Doing a Systematic Review: A Student's Guide*. Sage.

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Cooper, Harris. 2016. *Research Synthesis and Meta-Analysis*. Sage.

Fink, Arlene. 2014. *Conducting Research Literature Review*. Sage.

Gouch, David et al. 2012. *An Introduction to Systematics Reviews*. Sage.

Jesson, Jill K.; Lydia Matheson; Fiona M. Lacey. 2011. *Doing your Literature Review: Traditional and Systematic Techniques*. Sage.

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Ridley, Diana. 2012. *The Literature Review*. Sage.

Shkedi, Asher. 2014. *Qualitative Data Analysis*. Contento De Semrik.

Metodologías

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Cavaller, Víctor et al. 2011. Audiencia y Visibilidad en los Medios de Comunicación (3 Vols.). UOC.

Creswell, John W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage.

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Nagy Hesse-Biber, Sharlene (ed.). 2011. Handbook of Emergent Technologies in Social Research Oxford Univ. Press.

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Estudios de caso

Coller, Xavier. 2005. Estudios de Caso. CSIC.

Thomas, Gary. 2011. How to do your Case Study. Sage.

Yin, Robert K. 2014. Study Research. Design and Methods. Sage.

Análisis de datos cualitativos

Auerbach, Carl; Louise B. Silverstein. 2003. Qualitative Data: An Introduction to Coding and Analysis. NYU Press.

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Bazeley, Patricia. 2013. Qualitative Data Analysis: Practical Strategies. Sage.

Bernard, H. Russell; Amber Y. Wutich; Gery W. Ryan. 2016. Analyzing Qualitative Data: Systematic Approaches. Sage.

Cooper, Harris. 2016. Research Synthesis and Meta-Analysis. Sage.

Friese, Sussane. 2014. Qualitative Data Analysis with ATLAS.ti. Sage.

Grbich, Carol. 2012. Qualitative Data Analysis: An Introduction. Sage.

Harding, Jamie. 2013. Qualitative Data Analysis from Start to Finish. Sage.

Howell Major, Claire; Maggi Savin-Baden. 2012. An Introduction to Qualitative Research Synthesis: Managing the Information Explosion in Social Science Research. Routledge.

Saldaña, Johnny. 2015. The Coding Manual for Qualitative Researchers. Sage.

Software

Normal use of word, excel, search engines and database navigation.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.