

Degree programme	Type	Course
Research in Education	OB	1

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

There is not any

Objectives

This module aims to introduce students to data analysis in educational research and to the use of ICT tools for this purpose. The module seeks to enable students to critically relate research objectives to the most appropriate qualitative and quantitative analysis strategies. It also addresses the interpretation of results and the preparation of research reports.

Learning outcomes

- CA06 (Adopt criteria of methodological quality for data analysis with ICT tools.) Adopt criteria of methodological quality for data analysis with ICT tools.
- KA06 (Understand how methodological paradigms and designs condition data types and analysis.) Understand how methodological paradigms and designs condition data types and analysis.

- SA05 (Analyse different types of data depending on their nature using ICT tools.) Analyse different types of data depending on their nature using ICT tools.
- SA06 (Report a research study by selecting the most appropriate format and level for the recipients (report, article, contribution to congresses, case study, poster, video, etc.).) Report a research study by selecting the most appropriate format and level for the recipients (report, article, contribution to congresses, case study, poster, video, etc.).

Contents

The main contents of this course are as follows:

- Analysis and interpretation of qualitative and quantitative data using ICT tools, specifically:
 - Qualitative data analysis and interpretation with ATLAS.ti: data preparation, project creation, coding, categorisation and interpretation.
 - Quantitative data analysis with Jamovi: data preparation, identification of variables and descriptive analysis.
- Scientific dissemination and communication: research portals and digital journals.
- Interpretation of results and preparation of research reports for communication purposes.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Classroom practice: solving problems/cases/exercises.	20	0.8	
Analysis and discussion of articles and documentary sources	20	0.8	CA06, KA06, SA05, SA06
Lectures by the teacher	16	0.64	CA06, KA06, SA05, SA06
Reading articles and documentaries, case studies and information literacy	94	3.76	CA06, KA06, SA05, SA06

The module combines lectures, practical demonstrations using specialised software, the completion of applied exercises, independent work and progressive assessment activities. The sessions are organised around two main areas: qualitative information analysis and quantitative data analysis. They will also include reflections on the communication of results.

All of this involves a range of learning activities, listed below:

- Lectures / taught sessions.
- Presentation of experiences.
- Reading of articles and documentary sources.
- Practical demonstrations: solving problems, cases and exercises.
- Tutorials.

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Attendance and participation in all sessions	20%	0	0	CA06, KA06, SA05,

SA06				
Report/individual work of MIII	50%	0	0	CA06, SA05, SA06
Activities during the development of the module and research evaluation MIII	30%	0	0	CA06, KA06, SA06

CONTINUOUS ASSESSMENT:

The module will be assessed through the activities indicated. All assessment activities are individual.

The final mark will be the weighted average of the planned activities. In order for this criterion to be applied, students must obtain a minimum mark of 4 in all activities, both those completed during the module and the module report/final assignment.

The submission date for the activities carried out during the module will be agreed with the teaching staff of each group. The submission date for the individual report will be 31 May 2027. The mark for the final assignment may only be recovered if it has been submitted in the first call and if the specific improvement instructions provided for each student are followed. Teaching staff will provide assessment feedback within 20 days of submission.

Attendance is compulsory. In order to obtain a positive final assessment, students must have attended at least 80% of the classes. If a student does not meet the attendance requirement or fails to submit an assessment activity, they will be marked as Not Assessable.

Plagiarism or copying will result in a fail and will be reported to the degree coordination team. The use of generative artificial intelligence tools to replace the student's own learning activity will result in a mark of zero for the course.

The procedure for reviewing assessment tasks will be carried out individually.

No synthesis assessment is offered.

In order to pass this course, students must demonstrate good general communicative competence, both orally and in writing, as well as a good command of the language or languages of instruction specified in the course guide. Therefore, linguistic accuracy, writing quality and formal aspects of presentation will be taken into account in all activities, both individual and group-based. Students must be able to express themselves fluently and accurately, and must demonstrate a high level of comprehension of academic texts. An activity may be returned unassessed or failed if the lecturer considers that it does not meet these requirements.

SINGLE ASSESSMENT:

Single assessment consists of submitting all assessment activities during the week following the last scheduled session of the module, on 31 May 2027. The same conditions regarding class attendance apply to this assessment modality: attendance is compulsory and, in order to obtain a positive final assessment, students must have attended at least 80% of the classes.

Bibliography

Main references:

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- Gibbs, G. (2012). *El análisis de datos cualitativos en investigación cualitativa*. Morata.
- Hamilton, L., Elliott, D., Quick, A., Smith, S., & Choplin, V. (2023). Exploring the use of AI in qualitative analysis: A comparative study of guaranteed income data. *International journal of qualitative methods*, 22, 16094069231201504.
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- Kalpokas, N., & Radivojevic, I. (2022). Bridging the gap between methodology and qualitative data analysis software: A practical guide for educators and qualitative researchers. *Sociological Research Online*, 27(2), 313-341.
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- Martínez-Garrido, C., & Murillo-Torrecilla, F. J. (2012). *Análisis de datos cuantitativos con SPSS en investigación socioeducativa*. UAM.
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http://campus.usal.es/~teoriaeducacion/rev_numero_04/n4_art_revuelta_sanchez.htm
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- Woods, M., Paulus, T., Atkins, D. P., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software (QDAS)? Reviewing potential versus practice in published studies using ATLAS. ti and NVivo, 1994-2013. *Social Science Computer Review*, 34(5), 597-617.

WEBS

- <http://www.atlasti.com/index.html>
- <http://www.eval.org/Resources/QDA.asp> (*Qualitative Software*. American Evaluation. Association).
- <http://www.refworks.com/>
- <http://biblio.universia.es/catalogos-recursos/bases-datos/>
- <http://biblio.universia.es/catalogos-recursos/metabuscadores/>
- <http://biblio.universia.es/catalogos-recursos/revistas-digitales/>
- http://www.qsrinternational.com/other-languages_spanish.aspx

Software

Qualitative data analysis: ATLAS.ti

Quantitative data analysis: Jamovi

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(PAULm) Classroom practices (master)	1	Catalan	second semester	afternoon
(PAULm) Classroom practices (master)	2	Catalan	second semester	afternoon