

Degree programme	Type	Course
Research in Education	OP	1

Contact lecturer

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Prerequisites

No previous conditions

Group languages

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

Objectives

This module is compulsory in the specialty of Inequalities, Socio-educational Research and Transformation, and is optional in the other specialties.

This module develops the competencies to do research and to evaluate education from the viewpoint of equity . The main programs of training for work as a strategy to promote educational equity are addressed. It analyzes theoretical and methodological resources, evaluation of training programs, educational intervention and their contribution to research on educational inequalities. Special emphasis on design of plans for assessing training programs within the framework of a research project is done.

Descriptors: training for work. Training and gender. educational equity and employment. Evaluation of training for work. Evaluation of educational intervention programs. participatory evaluation

Learning outcomes

- CA26 (Adopt criteria of methodological quality in the design and application of an assessment plan.) Adopt criteria of methodological quality in the design and application of an assessment plan.
- CA27 (Conduct research in socio-educational fields, assessing the social, economic and environmental impact.) Conduct research in socio-educational fields, assessing the social, economic and environmental impact.
- CA28 (Perform socio-educational research while assessing sex/gender based inequalities.) Perform socio-educational research while assessing sex/gender based inequalities.
- KA25 (Identify the methodological paradigms, approaches and designs in socio-educational research.) Identify the methodological paradigms, approaches and designs in socio-educational research.
- KA26 (Identify different lines of research in the various fields of socio-educational research.) Identify different lines of research in the various fields of socio-educational research.
- KA27 (Define problems and respond to socio-educational needs using innovative approaches.) Define problems and respond to socio-educational needs using innovative approaches.
- SA17 (Select the most consistent design and methodology with the study goals in socio-educational research.) Select the most consistent design and methodology with the study goals in socio-educational research.

research.

- SA18 (Design and develop an assessment plan in socio-educational research using different techniques and data collection instruments.) Design and develop an assessment plan in socio-educational research using different techniques and data collection instruments.

Contents

• Education, Work, and Educational Equity

- Modes of education and work: lifelong learning, Vocational Education and Training (VET), dual education and training, vocational training, and continuing education.
- Perspectives for analyzing equity in education: factors affecting equity.
- Studies on education, work, assessment, and equity.

• Socioeducational Intervention Programs as a Tool to Improve Equity

- Educational programs and research: theories and models. Equity, inclusion, and social justice. Politics, ideology, and decision-making in intervention.
- Evaluation of socioeducational interventions: models and purposes of evaluation. Participatory evaluation. Qualitative evaluation models: fourth-generation, responsive, illuminative, and democratic-deliberative evaluation.

• Participatory Research and Equity

- Epistemic injustice: critique of hegemonic research and questioning its social impact.
- Decolonial approach: from research that "gives voice" to research that builds dialogue.
- The personal is political: intersectionality in participatory research.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Supervised	36	1.44	CA27, KA27, SA17, SA18
Autonomous	78	3.12	CA27, KA25, KA26
Directed	36	1.44	CA26, KA26, KA27, SA17, SA18

The training activity, individual or in group, will be:

Master classes / lectures by the teacher

Reading of articles and documentary collections

Analysis and collective discussion of articles and documentary sources

Classroom practices: problem solving / cases / exercises.

Presentation / oral presentation of works.

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
Practice bloc 2: Reflexion evaluation socio-educative intervention	20	0	0	CA26, CA28, KA25, KA27
Practice bloc 3: Individual reflexive assesment	20	0	0	CA26, CA27, KA25, SA17, SA18
Practice bloc 1: Case study individual	60	0	0	CA27, KA26, KA27, SA17

CONTINUOUS ASSESSMENT

The module will be assessed through the activities described above.

The final grade will be the weighted average of the planned assessment activities. To apply this criterion, students must obtain a minimum grade of 4 out of 10 in each of the three assessment activities completed during the module.

Grades for the assignments will be released within approximately 3 weeks.

The review of assessment results will be conducted individually, according to the scheduled office hours.

Resit examination: Individual written assessment. Date: 17/12/2026.

SINGLE ASSESSMENT

Individual theoretical and practical assessment, including written and oral components.

Weight of the final grade: 100%.

Resit examination: Individual theoretical and practical assessment, including written and oral components.

The individual assessment will take place on 10/12/2026. The resit examination will be held on 17/12/2026.

The review of the final grade will follow the same procedure as for continuous assessment.

Students who do not provide sufficient evidence to be assessed will receive a grade of "Not Assessable".

A comprehensive assessment is available for students enrolling in the course for a second time.

Plagiarism will result in failure of the course.

To successfully complete the course, students are strongly encouraged to attend at least 80% of the classes.

Students are also required to demonstrate an attitude consistent with the teaching profession. In addition, they must show good general communication skills, both oral and written, and a good command of the language(s) of instruction specified in the course guide. In all assessment activities (individual and group), linguistic

accuracy, quality of writing, and formal presentation will be taken into account. Students are expected to express themselves fluently and accurately and to demonstrate a high level of comprehension of academic texts. An assignment may be returned without assessment or failed if the instructor considers that these requirements have not been met.

This course incorporates a gender perspective and promotes inclusion through the use of non-sexist language in teaching materials and communications, as well as a balanced bibliography that acknowledges the contributions of both women and men scholars. Active participation by all students is encouraged in safe learning environments that promote respect, non-discrimination, and diversity of perspectives. Appropriate accommodations will also be made to support students who require them. In addition, the course develops the UAB's cross-curricular competencies related to gender, such as critical thinking and commitment to equality, with the aim of ensuring an inclusive learning environment free from stereotypes.

The use of Artificial Intelligence (AI) technologies is permitted in this course as part of the development of coursework, provided that the final submission reflects a significant personal contribution by the student in terms of analysis and critical reflection. Students must clearly identify which parts of their work have been generated using AI, specify the tools used, and include a critical reflection on how these technologies influenced both the process and the final outcome of the assignment. Failure to disclose the use of AI will be considered a breach of academic integrity and may result in a penalty on the assignment grade or, in serious cases, failure of the assignment. Where academic misconduct is suspected, specific verification procedures may be carried out to confirm authorship and ensure that the required learning outcomes have been achieved.

Bibliography

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Software

No needed

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
(TEm) Theory (master)	1	Catalan/Spanish	first semester	afternoon