UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: EDUCATIONAL RESEARCH METHODS

Type: BASIC

Degree: 328 - UNDERGRADUATE DEGREE IN SOCIAL EDUCATION (CU)

Center: 11 - FACULTY OF EDUCATIONAL SCIENCES AND HUMANITIES OF CUENCA

Year: 1

Main language: Spanish

Use of additional languages:

Web site: https://sites.google.com/view/socialeducationresearch

Code: 33306

ECTS credits: 6

Academic year: 2022-23

Group(s): 30

Duration: C2

Second language: English

English Friendly: Y

Bilingual: N

Lecturer: **JOSE SANCHEZ SANTAMARIA** - Group(s): **30**

Building/Office	Department	Phone number	Email	Office hours
Ed. Gil de Albornoz/Despacho 2.07	PEDAGOGÍA	926053861	jose.ssantamaria@uclm.es	Tuesday from 11:00 a.m. to 12:00 p.m. and from 4:00 p.m. to 9:00 p.m.

2. Pre-Requisites

Those stated by the regulations for access to the degree of Social Education at the University of Castilla-La Mancha[1]. Nevertheless, it is recommended, following the proposal of the Verifica Program, to have prior knowledge about the general methods of social research and didactics general concepts and systems (UCLM, 2008, p. 98)[2].

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[1] See more at: https://www.uclm.es/estudios/grados/educacion-social

[2] See more at: https://www.uclm.es/cuenca/educacion-humanidades/titulaciones/gradoeducacionsocial/documentacionoficialtitulo

3. Justification in the curriculum, relation to other subjects and to the profession

JUSTIFICATION IN THE SYLLABUS

According to the current regulatory framework, and following the guidelines of the White Paper on Pedagogy and Social Education (Vila, 2004)[1], the subject, "Methods of Educational Research", is a scientific subdiscipline related to the development of methodologies of analysis and socio-educational intervention, introducing the techniques and tools for data collection and analysis in educational research with quantitative and/or qualitative and /or mixed approaches. All this with the intention of establishing the design of research processes to obtain a scientific description, understanding and/or explanation of the object/subject of study, depending on the purpose of the research (Mertens, 1998; Cubo, Martín and Ramos, 2011)[2], for the sake of a quality socio-educational intervention.

The subject provides the main epistemological issues (concepts and theoretical approaches), but especially emphasizes the methodological aspects (procedures and techniques and instruments for data collection and analysis) of the scientific method, oriented to the professional training of the social educator, thanks to the approach of a series of technical-professional skills and methodological criteria based on quality parameters and critical positioning. These didactic and learning pretensions maintain an internal coherence with the curriculum that we have given ourselves for the professional development of the social educator as established in the Verifica Program of the degree in Social Education (UCLM, 2008, p. 98-99)[3].

All this, trying to lay the foundations to get started in the possibilities and limitations of Mixed Methods of Research in Education (Greswell and Plano, 2007; Symonds and Gorard, 2010; Sánchez-Santamaría et al., 2015a)[4], and aware that what is relevant for the training profile is the object of study and transferability of the research.

RELATION TO OTHER SUBJECTS.

This subject is integrated within the subject of "Methods of research and educational intervention" which, in turn, forms the module II entitled, "Methodological bases, design, programming and evaluation of socio-educational programs and projects" (UCLM, 2008, pp. 98-99)[3]. This module addresses jointly the knowledge of the didactic bases and educational methodologies necessary for the design, development and evaluation of educational action. In this sense, it maintains a direct relationship with the following subjects, namely:

- Didactic Methodology of Social Education (subject).
- e-ICT, and Design and Evaluation of Socio-educational Projects.
- Final Degree Project and Practicum I and II (other subjects).

This requires to pay careful attention to the role that the subject plays in the formative development of the professional profile of the social educator, seeking at all times the appropriate connections to ensure the coherence and non-duplicity of the content under a logic that tends to vertical and horizontal coordination.

RELATION TO THE PROFESSION

The professional practice of the Social Educator is characterised by being provisional, changing, dynamic and with a clear tendency to become unnecessary as it is aimed at overcoming deficiencies, problems and difficulties inherent to social development and for social promotion and prevention. It is also determined by the subject to whom the socio-educational action is directed, and by the model that is adopted based on what research supports through solid empirical evidence, trying to overcome an intervention based on assumptions by a practice informed by research (Martínez-Santamaría, 1995; Sánchez-Santamaría & Morales, 2014; Sánchez-Santamaría et. al., 2015b; Sánchez-Santamaría & Herrera, 2020)[5]. All this in an interdisciplinary context, having to work with different social professionals. This highlights the fact that all socio-educational intervention must be subject to the logic of permanent enquiry (questioning), and specifically, the social educator must introduce three aspects into his or her professional practice: seeing, judging and acting based on the scientific method. This means that through research they must be able to (Sánchez-Santamaría & Morales, 2014; Sánchez-Santamaría et. al., 2015b)[5]:

a) Assume as their own, from a scientific perspective, the exercise of deepening their knowledge of socio-educational and formative phenomena and contexts.

b) Understand, assess and judge social phenomena and facts in order to optimise their projects and actions under criteria of timeliness, suitability, effectiveness, quality, globality and flexibility.

c) Advance in their professional development as an essential element for the improvement of their practice.

The above implies banishing certain academic conceptions of research, which are far removed from reality and do not provide know-how applied to the context of educational intervention (Úcar, 2016)[6]. For these purposes, research is considered as an instrument at the service of understanding and, as far as possible, transforming educational phenomena, with the intention of adjusting intervention to the real demands and needs of citizens (Del Pozo, 2020)[7], but also to improve the professional practice of Social Educators in interdisciplinary, complex and changing work contexts, and under ethical criteria (Sánchez-Santamaría & Herrera, 2020)[5].

To sum up, it is assumed that the Social Educator is a professional working to generate processes, conditions and educational experiences to empower people in the exercise of their social rights, based on autonomy and freedom.

[1]

Vila, A. (coord.) (2004). Libro Blanco. Título de grado de Pedagogía y Educación Social. Vol 1. ANECA. http://www.aneca.es/var/media/150392/libroblanco_pedagogia1_0305.pdf

[2]

Mertens, D. M. (1998). *Research methods in education and psychology*. Sage Publications.

Cubo, S., Martin, B., y Ramos, J.L. (coords.) (2011). *Métodos de investigación y análisis de datos en ciencias sociales y de la salud*. Pirámide.

[3]

UCLM (2008). *Programa Verifica del grado en Educación Social*. https://www.uclm.es/-/media/Files/A01-Asistencia-Direccion/A01-124-Vicerrectorado-Docencia/grados/educacion-social/documentos-oficiales/Educacin-Social-171218.ashx

[4]

Creswell, J., & Plano, V. (2007). *Designing and conducting mixed methods research*. Sage Publications.

Symonds, J., & Gorard, S. (2010). Death of mixed methods? Pr tje rebirth of research as a craft? *Evaluation and Research in Education, 23*(2). 121-136. https://doi.org/10.1080/09500790.2010.483514

Sánchez-Santamaría, J. y et al., (2015a). *Mixed methods approach: posibilidades y limitaciones para la investigación educativa*. IV CIMIE. 2 de julio. Universitat de València-Estudi General. València, España

[5]

Martínez-Sánchez, A. (1995). La investigación como fundamento de la intervención social. En P. González, Y. Medina y S. De la Torre (coords.), *Didáctica general: modelos y estrategias para la intervención social* (pp. 37-82). Universitas.

Sánchez-Santamaría, J. y Morales, S. (2014). Desarrollando competencias de investigación a través de metodologías activas. *Contextos Educativos. Revista de Educación*, *17*(1) 23-44. https://publicaciones.unirioja.es/ojs/index.php/contextos/article/viewFile/2591/2410

Sánchez-Santamaría, J. et al., (coords.) (2015b). *La educación social como acción transformadora: reflexiones y experiencias desde distintos ámbitos de intervención profesional*. Servicio de Publicaciones - G9.

Sánchez-Santamaría, J., & Herrera, D. (2020). Investigación cualitativa: Investigación-acción e investigación biográfico-narrativa en Pedagogía Social. En Del Pozo (comp.), *Intervención educativa en contextos sociales: fundamentos e investigación, estrategias y educación social en el ciclo vital* (pp. 103-119). Editorial UniNorte.

[6]

Úcar, X. (2016). Los profesionales de lo socioeducativo como investigadores: la creación de conocimiento. *Educació Social. Revista d'intervenció socioeducativa. 62*, 11-23. https://raco.cat/index.php/EducacioSocial/article/view/308220

[7]

Del Pozo, F.J. (comp.) (2002). *Intervención educativa en contextos sociales: fundamentos e investigación, estrategias y educación social en el ciclo vital*. Editorial UniNorte.

Note: https://normas-apa.org/referencias

4. Degree competences achieved in this course

Course competences

Code	Description
E18	Ability to design, implement and evaluate socio-educational strategies, plans, programmes, projects and actions in different contexts
E26	Ability to prepare and interpret documents and reports inherent to professional performance
G07	Ability to select information, manage knowledge and use the ICTs from a critical and reflective perspective
G08	Oral and written language skills at a professional level and ability to use and to speak other languages

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Additional outcomes

233727 Be able to apply basic research and intervention techniques to socio-educational work

233731 To acquire the fundamental theoretical bases for research and intervention in social education.
233761 To learn to use and apply a wide range of educational techniques and resources depending on the demand or the context in which the educational action takes place.

6. Units / Contents

Unit 1: The scientific method and ethics and the gender approach in Social Education research

Unit 2: Research methodologies in Social Education (I): Quantitative designs

Unit 3: Research methodologies in Social Education (II): Qualitative designs

Unit 4: Research methodologies in Social Education (III): Mixed designs

Unit 5: Emerging fields of social education research: visual research, on-line research and social-media research.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (practical) [ON-SITE]	Lectures	E26 G07	1.2	30	Y	N	Theoretical presentation with debate. Work sessions oriented to the introduction of the basic content of each of the subjects, with the support of bibliographic reference material and resources developed by the teacher that will form part of the content of the final exam of the course and that will support the activities of the course.
Project or Topic Presentations [ON-SITE]	Case Studies	E26 G07 G08	1.1	27.5	Y	Y	Case studies for the application of different educational research methods
Writing of reports or projects [OFF-SITE]	Work with simulators	E18 E26 G07 G08	3.1	77.5	Y	Y	Study and workshop aimed at designing an original educational research project using infographics.
Study and Exam Preparation [OFF-SITE]	Self-study	E26	0.5	12.5	Y	N	Documentation of the work carried out. Preparation of evaluations
Other on-site activities [ON-SITE]	Assessment tests	E26 G07 G08	0.1	2.5	Y	N	Theoretical and practical test
Total:			**6**	**150**			
Total credits of in-class work: 2.4				**Total class time hours: 60**			
Total credits of out of class work: 3.6				**Total hours of out of class work: 90**			

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Assessment of problem solving and/or case studies	40.00%	0.00%	Development of case studies This is a recoverable activity
Test	20.00%	100.00%	It will consist of a multiple-choice test of 20 questions with 3 closed options (individual test). In the case of those who opt for non-continuous assessment: will be a test of 40 questions with 3 closed options and resolution of a practical research case, will act as a global qualification of 100% of the competences.
Projects	40.00%	0.00%	Evidence of learning and classroom work activities (individual work and tests): elaboration of an infographic on the general process of educational research. This is a recoverable activity, both in ordinary and extraordinary exams.
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

1. For the Resolution of Cases and the work:
- Structure and systematisation of the content.
- Clarity and coherence of exposition.
- Ability to analyse, synthesise and critique information.
- Ability to use appropriate oral and written expression.
- Incorporation and appropriate use of ICT.
- Creativity, originality and suitability of the proposals to the problem/case being worked on.

2. For the test with closed questions:

- Correct answers.
- Two incorrect answers will subtract one good.

3. Work: infographics
- Structure and systematisation of the content.
- Clarity and coherence of exposition.
- Ability to analyse, synthesise and critique information.
- Ability to make appropriate use of oral and written expression.
- Incorporation and appropriate use of ICT.
- Creativity, originality and appropriateness of the proposals to the problem/case being worked on.

It will not be necessary to pass the 3 evaluation systems to obtain an average, the condition will be to obtain at least 40% of the total mark of each part to obtain an average.

General Comments:

1. To make average between the three evaluation systems it is not necessary to pass all the activities and associated tests.
2. Failure to pass a test does not imply failure in the subject, it will result in a 0 that will be added to the rest of the scores obtained.
3. Following the provisions of Article 14.2 of the UCLM Student Evaluation Regulations of May 28, 2022, 5% of the student body may obtain the honorable registration in the subject according to the number of students enrolled in the same. Although the regulation establishes that honorary registration can be assigned from 9 or more, the professor will also value the excellent academic performance throughout the course, without this entails submitting additional activities by students who want to qualify for this recognition. In case of obtaining a 10, the assignment will be automatic

Non-continuous evaluation:

In the first part, a test with 40 questions of 3 options, and, in the second part, the development of a general research process applied to a case:

1. First part of the final test (50% of the mark):
- Correct answers.
- Two incorrect answers will subtract one good.

3. Development of the topic (50% of the mark):
- Structure and systematisation of the content.
- Clarity and coherence of exposition.
- Ability to analyse, synthesise and critique information.
- Ability to use appropriate oral and written expression.
- Creativity, originality and appropriateness of the proposals to the problem/case being worked on.

In order to pass, it will be necessary to have a score equal to or higher than 25% of the mark in each of the two parts of the final exam. In order to guarantee, as far as possible, the evaluation of the competences involved in this subject, and in coherence with its subject matter, the test will combine theory and practice with a marked focus on the professional profile of the Social Educator.

General Comments:

1. To make average between the three evaluation systems it is not necessary to pass all the activities and associated tests.
2. Failure to pass a test does not imply failure in the subject, it will result in a 0 that will be added to the rest of the scores obtained.
3. Following the provisions of Article 14.2 of the UCLM Student Evaluation Regulations of May 28, 2022, 5% of the student body may obtain the honorable registration in the subject according to the number of students enrolled in the same. Although the regulation establishes that honorary registration can be assigned from 9 or more, the professor will also value the excellent academic performance throughout the course, without this entails submitting additional activities by students who want to qualify for this recognition. In case of obtaining a 10, the assignment will be automatic

Specifications for the resit/retake exam:
For those who do not pass the subject in the ordinary exam, by means of continuous assessment, the mark will be kept, in the case of having passed any of the learning and assessment activities, to average with the mark obtained for what was pending to be passed in this exam, as long as it has been presented and assessed in the ordinary exam.

For non-continuous assessment students, the test will have the same characteristics as in the ordinary exam, without having to retake the test in all its parts.

Specifications for the second resit / retake exam:
It will be carried out by means of a single final test, of theoretical-practical nature. Value 100% of the final grade.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours

General comments about the planning: The beginning of this block of subjects is subordinated to the evolution of the class group and to the pedagogical criteria which, in the teacher's opinion, indicate that it is convenient to overlap them with the previous thematic block and the corresponding training activities

Unit 1 (de 5): The scientific method and ethics and the gender approach in Social Education research

Activities	Hours
Class Attendance (practical) [PRESENCIAL][Lectures]	4
Project or Topic Presentations [PRESENCIAL][Case Studies]	6
Writing of reports or projects [AUTÓNOMA][Work with simulators]	6.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	2

Teaching period: January-February
Comment: Estimate subject to modifications according to teaching criteria and evolution of the class group

Unit 2 (de 5): Research methodologies in Social Education (I): Quantitative designs

Activities	Hours
Class Attendance (practical) [PRESENCIAL][Lectures]	14
Project or Topic Presentations [PRESENCIAL][Case Studies]	4
Writing of reports or projects [AUTÓNOMA][Work with simulators]	26
Study and Exam Preparation [AUTÓNOMA][Self-study]	4

Teaching period: February-March

Unit 3 (de 5): Research methodologies in Social Education (II): Qualitative designs	
Activities	**Hours**
Class Attendance (practical) [PRESENCIAL][Lectures]	7
Project or Topic Presentations [PRESENCIAL][Case Studies]	3
Writing of reports or projects [AUTÓNOMA][Work with simulators]	25
Study and Exam Preparation [AUTÓNOMA][Self-study]	2.5
Teaching period: April	

Unit 4 (de 5): Research methodologies in Social Education (III): Mixed designs	
Activities	**Hours**
Class Attendance (practical) [PRESENCIAL][Lectures]	7
Project or Topic Presentations [PRESENCIAL][Case Studies]	1
Writing of reports or projects [AUTÓNOMA][Work with simulators]	18.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	7
Other on-site activities [PRESENCIAL][Assessment tests]	2
Teaching period: April-May	

Unit 5 (de 5): Emerging fields of social education research: visual research, on-line research and social-media research.	
Activities	**Hours**
Class Attendance (practical) [PRESENCIAL][Lectures]	3
Project or Topic Presentations [PRESENCIAL][Case Studies]	1
Writing of reports or projects [AUTÓNOMA][Work with simulators]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	1
Other on-site activities [PRESENCIAL][Assessment tests]	.5
Teaching period: May	

Global activity	
Activities	**hours**
Project or Topic Presentations [PRESENCIAL][Case Studies]	15
Writing of reports or projects [AUTÓNOMA][Work with simulators]	81
Study and Exam Preparation [AUTÓNOMA][Self-study]	16.5
Other on-site activities [PRESENCIAL][Assessment tests]	2.5
Class Attendance (practical) [PRESENCIAL][Lectures]	35
Total horas:	150

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Cohen, L.	Research Methods in Education	Routledge,		978-0-415-58336-7	2011	
Cubo, Sixto; Martin, Beatriz; Ramos, J.L.	Métodos de investigación y análisis de datos en ciencias soc	Pirámide		978-84-368-2462-9	2011	
Hernández Sampieri, R.	Metodología de la investigación	McGraw-Hill		9781456223960	2015	
Sandín, M.P.	Investigación cualitativa en educación: fundamentos y tradiciones.	McGrawHill		84-481-3779-5	2003	
Bisquerra, R.	Metodología de la investigación educativa /	La Muralla		84-7133-748-7	2004	
Creswell, J., Plano, V.	Designing and conducting mixed methods research.	Sage		978-14-833-4698-4	2007	
Sánchez-Santamaría, J., & Herrera, D.	Investigación cualitativa: Investigación-acción e investigación biográfico-narrativa en Pedagogía Social.	UniNorte		9789587892239	2020	
Symonds, J., & Gorard, S.	Death of mixed methods? Pr tje rebirth of research as a craft? https://doi.org/10.1080/09500790.2010.483514				2010	
Úcar, X.	Los profesionales de lo socioeducativo como investigadores: la creación de conocimiento. https://raco.cat/index.php/EducacioSocial/article/view/308220				2016	