



Universitat de Lleida

DEGREE CURRICULUM  
**TECNiques D'INVESTIGACIO  
SOCIAL**

Coordination: ANGEL BLANCH

Academic year 2014-15

## Subject's general information

<b>Subject name</b>	TECNiques D'INVESTIGACIO SOCIAL
<b>Code</b>	100960
<b>Semester</b>	SEGON
<b>Typology</b>	MATÈRIA OBLIGATÒRIA
<b>ECTS credits</b>	6
<b>Theoretical credits</b>	0
<b>Practical credits</b>	0
<b>Coordination</b>	ANGEL BLANCH
<b>Office and hour of attention</b>	AGNÈS ROS: Dimecres, 9-12h, despatx 2.28; ANGEL BLANCH: Dimecres, 9-12h, despatx 2.36;
<b>Department</b>	PEDAGOGIA I PSICOLOGIA
<b>Modality</b>	Presencial
<b>Language</b>	CATALÀ, CASTELLÀ, ANGLÈS
<b>Degree</b>	EDUCACIÓ SOCIAL
<b>E-mail addresses</b>	a.rosmorente@pip.udl.cat ablanch@pip.udl.cat

## Teaching staff

AGNÈS ROS ANGEL BLANCH

## Subject's extra information

En el desenvolupament de les activitats pràctiques s'utilitza el programa informàtic Excell.

## Learning objectives

1. Learning the limits and possibilities of social research techniques.
2. Developing logic reasoning and abstract thinking abilities.
3. Understanding the socio-educational complexity in probabilistic terms.
4. Developing logic-mathematical training.
5. Acquire written skills in the presentation and composition of scientific texts.
6. Learning how to apply social research techniques in specific problems.

## Significant competences

1. Having the knowledge of how to analyse needs, as well as how to design, apply and evaluate plans, programs, projects and socio-educational intervention activities in a wide array of contexts.
2. Knowing how to use the socio-pedagogic procedures and techniques required for intervention, mediation and analysis of the individual, familiar and institutional reality, in accordance with the resolution of its possible conflicts.
3. Showing an empathic, respectful and supportive attitude towards the subjects and institutions of the Social Education.
4. Being able to design and perform research projects about the social environment and specific institutions.
5. Developing attitudes and linguistic knowledge, as well as concrete terms to enable work in multi-ethnic and multilingual environments.
6. Knowing how to design, how to use and how to evaluate the didactic resources in a socio-educative intervention.
7. Being able to communicate with the mother tongue, and also with a foreign language. Knowing how to use the Information Technologies in the professional context and developing the capacity to select and manage knowledge and information.

## Subject contents

The contents are structured in 5 different modules:

1. Scientific method. Hypotheses verification and falsation. Statement validation.
2. Sampling techniques. Sample selection. Sampling error. Types of sampling.
3. Descriptive analysis techniques. Results presentation. Tables and graphics.
4. Hypotheses contrasts. Hypotheses definition. Decision making and evaluation.
5. Causality in social sciences. Correlation. Causal analysis techniques.

## Methodology

The subject is eminently practical. Short theoretical presentations are combined and applied to specific problems. It is thus necessary to apply the theoretical content in the resolution of specific socio-educational problems. Theoretical contents should be complemented with reading of part of the recommended materials. Participation in class practical activities is essential.

## Development plan

Week. Activity

1. Presentation of the subject and starting of Module 1
2. Exposition of theoretical contents (Module 1)
3. Practical exercises and problem resolution
4. Contextualization and analysis of sampling techniques (Module 2)
5. Consecutive test 1
6. Presentation of materials and theoretical contents (Module 3)
7. Contextualization and starting of a descriptive analysis of a social problem
8. Analysis and elaboration of results
9. Consecutive test 2
10. Exposition of theoretical contents (Module 4)
11. Practical exercises and problem resolution
12. Consecutive test 3
13. Presentation of materials and theoretical contents (Module 5)
14. Practical exercises and problem resolution
15. Problem resolution. Continuous revision of the report
16. Consecutive test 4
17. Evaluation
18. Evaluation
19. Revision of the evaluation

## Evaluation

The evaluation will be continuous and summative. There will be 4 consecutive tests (CTs).

The share of each one of them in the final mark (Q) will be of 25%.

$$Q = CT1 + CT2 + CT3 + CT4.$$

The subject is passed if  $Q > 50.00\%$ .

	CT1	CT2	CT3	CT4
MODULES 1 I 2	+ Week 5 + Problem Resolution + Individual + 25%	---	---	---
MODULE 3	---	+ Week 9 + Results elaboration + Group work + 25%	---	---
MODULE 4	---	---	+ Week 12 + Consecutive test + Individual + 25%	---
MODULE 5	---	---	---	+ Week 16 + Report + Group work + 25%

## Bibliography

AIKEN, L.S. & WEST, S.G. (1991). Multiple regression: Testing and interpreting interactions. Newbury Park, CA. Sage Publications, Inc.

ARNAL, J.: Del RINCÓN, D. y LATORRE, A. y SANZ, A. (1995) Técnicas de investigación en ciencias sociales. Madrid: Dykinson.

BISQUERRA, R. (1989) Métodos de investigación educativa. Guía práctica. Barcelona: CEAC.

BRAVO, S. (2003). Técnicas de Investigación Social. Teoría y ejercicios. Madrid: Thomson.

COHEN, L. y MANION, L. (1990). Métodos de investigación educativa. Madrid: Muralla.

GLASS, G.V. & STANLEY, J.C. (1986). Métodos estadísticos aplicados a las ciencias sociales. México: Prentice Hall Hispanoamericana, S.A.

ORTEGA VARGAS, J. (2000). Aplicación de técnicas de análisis multivariante a la educación. Un ejemplo práctico. Boletín de la Sociedad de Estadística e Investigación Operativa, 16, 4, 7-11.

RAO, C.R. (1994). Estadística y verdad. Aprovechando el azar. Barcelona. PPU.

SIERRA, R. (2003). Técnicas de investigación social. Teoría y ejercicios. Madrid: Paraninfo.

## Internet resources

United nations <http://www.un.org/>

Eurostat <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

Instituto nacional de estadística <http://www.ine.es/>

Generalitat de Catalunya <http://www.gencat.cat/>