



Universitat de Lleida

DEGREE CURRICULUM
SOCIAL RESEARCH METHODS

Coordination: ROS MORENTE, AGNES

Academic year 2022-23

Subject's general information

Subject name	SOCIAL RESEARCH METHODS			
Code	100959			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Social Educator	2	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	2		1
Coordination	ROS MORENTE, AGNES			
Department	PEDAGOGIA			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GARCIA BLANC, NURIA	nuria.garcia@udl.cat	6	
ROS MORENTE, AGNES	agnes.ros@udl.cat	1,8	

Learning objectives

1. To recognise the pluralism in methodology. Paradigms and methods.
2. To learn the limits and possibilities of the methods of social research.
3. To develop the skills of logic reasoning and abstract thinking.
4. To understand the relationship between different methodologies.
5. To study the possibility of application in the real research of nowadays research.

Competences

CG5: To develop the capacity for the selection and management of knowledge and information.

CT1: To have a correct expression, speaking and writing.

CT3: To have proper skills in new technologies.

CE4: To analyse the needs and to be able to design, apply and evaluate programs and projects in different contexts.

CG5: To be able to develop skills for the selection and management of knowledge and information.

CE5: To be able to use the sociopedagogic procedures and techniques for intervention, mediation and the analysis of the reality of a person, a family or a community.

CE7: To show an empathic attitude, with respect and solidarity towards the people or the institutions in social education.

CE8: To develop linguistic skills that enable the work with multicultural and plurilingual contexts.

CE9: To be able to design and carry out projects for the investigation of the social and institutional means where the intervention is developed.

CE10: To be able to design, carry out and assess the didactic means and resources of the socioeducative intervention.

Subject contents

1. Epistemological bases for research. Methodologies for research. Conceptual aspects.

2. The structure of a research project. Process of investigation: design and methodology.

3. Ethics, documentation and dissemination of results.

4. Qualitative methodology: ethnographic methodology, case study.

5. Quantitative methodology: experimental, quasi-experimental and ex-post-facto.

6. Dissemination of results: research report.

Methodology

Methodologic considerations:

- The subject will have a more theoretical part and another that will be more practical. Therefore, all the sessions are susceptible to work from both slopes.
- The more theoretical part of the subject will be evaluated with an exam with multiple choice.
- The practice classes will go hand in hand with a practical project that will be held at the end of the semester.
- Classes will be taught in English although materials will combine Catalan and English languages.

*During the exceptional situation of COVID, the classes will be held virtually and on-site according to measures adopted by the university.

The classes that are on-site will be theoretical and practical and with the follow-up of the final project.

In case that, due to the pandemic situation, it is not possible to do the sessions on-site, the classes will be done virtually and in a synchronic way.

Development plan

The practices that are susceptible to evaluation are:

P.1 Design of a research [25%]

P.2 Qualitative/quantitative research [25%]

P.3 Synthesis project [25%]

P.4 Exam [25%]

Evaluation

Standard evaluation:

The tests or evidences for evaluation will be the following ones:

- Evidence 1: How to think of and design a new research. Resources and decision making. (In groups) 25%

- Evidence 2: Data search (Quantitative and/or qualitative). (In groups) 25%
- Evidence 3: Synthesis project. Complete research process. (In groups) 25%
- Evidence 4: Test. (Evidència individual) 25%

All the evidences need to be delivered on time in order to pass the subject.

Bibliography

Basic

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Liamputtong, P. (2019). *Handbook of Research Methods in Health Social Sciences*. NY: Springer.

Montero, I., & León, O. G. (2015) *Métodos de Investigación en Psicología y Educación*. Madrid: McGraw-Hill Interamericana.

Recommended

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

BARON, R.M. & KENNY, D.A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 6, 1173-1182.

COLÀS, M.P. & BUENDIA, L. (1992) *Investigación educativa*. Sevilla: Alfar.

GIL, J. (1994). *Análisis de datos cualitativos. Aplicaciones a la investigación educativa*. Barcelona: PPU.

MARTÍNEZ ARIAS, R. (1996). *Psicometría: teoría de los tests psicológicos y educativos*. Madrid. Editorial Síntesis, 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.

PUJADAS, J.J. (1992). *Método biográfico: el uso de las historias de vida en ciencias sociales*. Madrid: Centro de Investigaciones Sociológicas.

TOMEIO, V. & UÑA, I. (2003). *Lecciones de Estadística descriptiva. Curso teórico – práctico*. Madrid: Thomson.

Complementary

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

sociales. Madrid: Dykinson.

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

BOLLEN, K.A. & LONG, S. (1993). Testing structural equation models. London. SAGE Publications, Inc.

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HERNANDEZ, R., et al. (2003). Metodología de la investigación. . México: Mc Graw-Hill / Interamericana Editores, S.A.

LATORRE, A.: DEL RINCÓN, D. & ARNAL, J. (1996) Bases metodológicas de la investigación educativa. Barcelona: GR92

LOSADA, J. L. (2003). Métodos de investigación en Ciencias Humanas y Sociales. Madrid: Paraninfo.

Mc MILLAN, J.H & SCHUMACHER, S. (2005). Investigación educativa. Madrid: Pearson Educación S.A.

PÉREZ SERRANO, G. (1990). Investigación-acción. Aplicaciones al campo social y educativo. Madrid: Dykinson.

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

SANDIN, M^a Paz, (2003). Investigación Cualitativa en Educación: Fundamentos & tradiciones. Madrid: Mc Graw Hill

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

VALLEJO, G. (1996). Diseño de series temporales interrumpidas. Barcelona: Ariel.