

**COURSE DATA****Data Subject**

|                      |  |
|----------------------|--|
| <b>Code</b>          | 33488  |
| <b>Name</b>          | Methods of information collection in education |
| <b>Cycle</b>         | Grade  |
| <b>ECTS Credits</b>  | 6.0  |
| <b>Academic year</b> | 2020 - 2021                                    |

**Study (s)**

| <b>Degree</b>                     | <b>Center</b>                                  | <b>Acad. year</b> | <b>Period</b> |
|-----------------------------------|--|-------------------|---------------|
| 1306 - Degree in Social Education | Faculty of Philosophy and Educational Sciences | 2                 | Second term   |

**Subject-matter**

| <b>Degree</b>                     | <b>Subject-matter</b>                                 | <b>Character</b> |
|-----------------------------------|---|------------------|
| 1306 - Degree in Social Education | 326 - Methods and techniques for educational research | Obligatory       |

**Coordination**

| <b>Name</b>               | <b>Department</b>  |
|---------------------------|--|
| CARMONA RODRIGUEZ, CARMEN | 270 - Research Methodology, Educational Diagnosis and Assessment |

**SUMMARY**

This subject pretends that students learn and understand the methods for data collection in a social and educational context. The approach to the data collection methods is viewed as a relevant element of the professional area of social educators.

The general aim is to know and select different methods to apply in the real social and educational context of practice.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### LEARNING OUTCOMES

- Student knows the role of the researcher and evaluator in education.
- Student knows and understands the use of data collection methods in the overall research process applied to the field of social education.
- Student manages quantitative and qualitative methods for data collection.
- Student designs instruments for data collection adapted to different contexts.
- Student is able to select and adapt an instrument in specific contexts.
- Student applies instruments in specific contexts.
- Student manages the information obtained by the instrument and writes the report.

Student applies the ethics to the development and application of instruments.

## DESCRIPTION OF CONTENTS

### 1. Data Collection Methods in the General Research Process

- 1.1 The overall research process: Where are the data collection methods?
- 1.2 The data collection methods according to different paradigms.
- 1.3 Limitations associated with the collection of information

### 2. Structured and non-structured data collection Methods: Qualitative and Quantitative approaches.



- 2.1 Concept of technique and instrument for data collection
- 2.2 Classification of techniques and instruments for data collection
- 2.3 Researcher involvement in the data collection methods.
- 2.4 Quality criteria of data collection methods.

### 3. Information management in the data collection methods

- 3.1 Ethical principles in the use of data collection methods
- 3.2 The application of instruments for data collection
- 3.2 Results interpretation based on the different data collection methods

## WORKLOAD

| ACTIVITY                                     | Hours         | % To be attended |
|--|---------------|------------------|
| Theory classes                               | 30,00         | 100              |
| Computer classroom practice                  | 30,00         | 100              |
| Attendance at events and external activities | 6,00          | 0                |
| Development of group work                    | 25,00         | 0                |
| Development of individual work               | 8,00          | 0                |
| Study and independent work                   | 25,00         | 0                |
| Readings supplementary material              | 5,00          | 0                |
| Preparation of evaluation activities         | 3,00          | 0                |
| Preparing lectures                           | 4,00          | 0                |
| Preparation of practical classes and problem | 6,00          | 0                |
| Resolution of case studies                   | 8,00          | 0                |
| <b>TOTAL</b>                                 | <b>150,00</b> |                  |

## TEACHING METHODOLOGY

The subject is very practical as it is the best way to introduce students to the management of different data collection techniques. The development itself is divided into:

### THEORETICAL LECTURES

The lectures consist of explanations by the teacher that introduces the basic learning of using different data collection methods related to practical situations. In addition, the teacher will use complementary methodologies.



## PRACTICAL CLASSES

These classes will be held in the computer lab, students will develop different practices in the classroom and outside when they are needed.

## EVALUATION

The evaluation will take into account the following aspects:

Written test

Activities related to theoretical and practical aspects.

Teamwork

Individual practices

## REFERENCES

### Basic

- Referencia b1: Anguera, M. T., Chacón, S. y Blanco, A. (2008). Evaluación de programas sociales y sanitario: un abordaje metodológico. Madrid: Síntesis.
- Referencia b2: Anguera, M. T., Arnau, J., Ato, M., Martínez Arias, R., Pascual, J. y Vallejo, G. (1995). Métodos de investigación en psicología. Madrid: Síntesis.
- Referencia b3: Castillo Arredondo, S. y Cabrerizo Diago, J. (2003). Evaluación de Programas de Intervención Socioeducativa. Agentes y ámbitos. Madrid: Prentice Hall.
- Referencia b4: Cohen, L. y Manion, L. (1990) Métodos de investigación educativa. Madrid: La Muralla.
- Referencia b5: Goetz, J. P. y Lecompte, M. D. (1988). Etnografía y diseño cualitativo en investigación educativa. Madrid: Morata.
- Referencia b6: McMillan, J. H. y Schumacher, S. (2005). Investigación educativa. Madrid: Pearson Educación.
- Referencia b7: Morales, P., Urosa, B., Blanco, A. (2003). Construcción de escalas de actitud tipo Likert. Cuaderno de estadística nº 26. Madrid: La Muralla.
- Referencia b8: Padilla, M.T. (2002). Técnicas e instrumentos para el diagnóstico y la evaluación educativa. Madrid: CCS.
- Referencia b9: Rodríguez, G., Gil, J. y García, E. (1996). Metodología de la investigación Educativa. Málaga: Aljibe
- Referencia b10: Taylor, S.J. y Bogdan, R. (1987). Introducción a los métodos cualitativos de investigación. Madrid: Paidós.



### Additional

- 
- Referencia c1: Boza, A., Méndez, J. M., Monescillo, M., y Toscano, M. (2010). Educación, Investigación y desarrollo social. Madrid: Narcea.
- Referencia c2: González, E. (2001). Menores en desamparo y conflicto social. Madrid: CCS.
- Referencia c3: Nieto, S. y Rodríguez, M. J. (2010). Investigación y evaluación educativa en la sociedad del conocimiento . Salamanca: Ediciones Universidad de Salamanca.
- Referencia c4: Pérez, G. (2001). Modelos de investigación cualitativa en educación social y animación sociocultural: aplicaciones prácticas. Madrid: Narcea.
- Referencia c5: Tabera, M. V. y Rodríguez, M. (2010). Intervencioìn con familias y atencioìn a menores. Madrid: Editex.

### ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

- 1.- ContentsThe content initially indicated in the teaching guide don't change.
- 2.- Volume of work and temporary planning of teachingReduction of the weight of some activities and substitution by others maintaining thevolume of work that marks the original teaching guide.To maintain security and safe measures, only 50% of the students will come to theclassroom every other week (as long as they are not among the vulnerable groups) andthere is time agreement between face-to-face classroom and online teaching.
- 3.- Teaching methodologyIn this subject, teaching combines face-to-face with non-attendance, synchronous orasynchronous. The level of attendance will be adapted to the social and health conditions ofeach moment and to the specific conditions of the subject. It will be an hybrid teaching model,the theoretical classes will be taught mostly online or virtually and the in practical classes themaximum possible presence will prevail for students and teachers. In any case, this hybridmodel must necessarily be flexible in order to adapt to the circumstances.In non-classroom teaching, synchronous modalities will be prioritized, which favor directinteraction with students.Master lesson (in the percentage of attendance that the regulation marks)BBC synchronous video conferenceBBC asynchronous video conferenceRecorded transparenciesDiscussions in the forumTutoring by videoconference
- 4.- Evaluation1. Final objective test in virtual classroom2. Oral exams by videoconference (only in exceptional cases if the technical conditions of thestudent impede the type of test due to being a vulnerable group due to health conditions orfinancial resources).3. Continuous assessment through academic activities