COURSE DATA

Data Subject

Code	33488
Name	Methods of information collection in education
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

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

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	326 - Methods and techniques for educational research	Obligatory

Coordination

Name	Department
CARMONA RODRIGUEZ, CARMEN	270 - Research Methodology, Educational Diagnosis and Assessment
VIDAL MOLLON, JOSE	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.

VNIVERSITAT ĎE VALÈNCIA

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

1306 - Degree in Social Education

-   Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

-   Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

-   Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

-   Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

-   Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

-   Have capacity for analysis and synthesis.

-   Demonstrate organisational and planning skills.

-   Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

-   Be able to use ICT in the field of study and in the professional context.

-   Have skills for information management.

-   Have problem-solving skills and decision-making capacity.

-   Have critical and self-critical capacity.

-   Be able to integrate and communicate with experts in other areas and in different contexts.

-   Be able to develop, promote and revitalise interpersonal communication skills.

-   Show active ethical commitment to human rights, gender equality and sustainability.

-   Be prepared for independent lifelong learning.

-   Be able to adapt to new situations.

- Develop innovation and creativity in professional practice.

- Show commitment to professional identity, development and ethics.

- Be able to conduct educational research in different contexts.

- Have abilities for quality management.

- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

- Develop tools for gathering and analysing educational information.

- Design educational plans, programmes, projects, actions and resources in different contexts.

- Design and manage means and resources for socio-educational intervention.

- Design and implement processes for the evaluation of socio-educational intervention programmes and strategies in various contexts.

- Supervise and evaluate plans, programmes, projects and schools.

- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

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
TOTAL	**150,00**	

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:   Flick, U. (2015). El diseño de investigación cualitativa. Morata
 Referencia b6:   Goetz, J. P. y Lecompte, M. D. (1988). Etnografía y diseño cualitativo en investigación educativa. Madrid: Morata.
 Referencia b7:   Hernández-Sampieri, R., Mendoza Torres, C.P. (2018). Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta. McGraw-Hill.

- Referencia b8:   McMillan, J. H. y Schumacher, S. (2005). Investigación educativa. Madrid: Pearson Educación.
 Referencia b9:   Morales, P., Urosa, B., Blanco, A. (2003). Construccion de escalas de actitud tipo Likert. Cuaderno de estadística nº 26. Madrid: La Muralla.
 Referencia b10:   Padilla, M.T. (2002). Técnicas e instrumentos para el diagnóstico y la evaluación educativa. Madrid: CCS.

Referencia b11: Rodríguez, G., Gil, J. y García, E. (1996). Metodología de la investigación Educativa. Málaga: Aljibe

Referencia b12: Stake, R. E. (2007). Investigación con estudio de casos (4ª Edición). Madrid: Morata.

Referencia b13: Taylor, S.J. y Bogdan, R. (1987). Introducción a los métodos cualitativos de investigación. Madrid: Paidós.

Referencia b14: Tashakkori, A. & Teddlie, C. (Eds.) (2010). Handbook of Mixed Methods in Social & Behavioral Research, (2nd ed.). Sage: Thousand Oaks

Additional

- Referencia c1: Banks, M. (2019). Los datos visuales en investigación cualitativa. Morata.

Referencia c2: Boza, A., Méndez, J. M., Monescillo, M., y Toscano, M. (2010). Educación, Investigación y desarrollo social. Madrid: Narcea.

Referencia c3: González, E. (2001). Menores en desamparo y conflicto social. Madrid: CCS.

Referencia c4: Nieto, S. y Rodríguez, M. J. (2010). Investigación y evaluación educativa en la sociedad del conocimiento . Salamanca: Ediciones Universidad de Salamanca.

Referencia c5: Pérez, G. (2001). Modelos de investigación cualitativa en educación social y animación sociocultural: aplicaciones prácticas. Madrid: Narcea.

Referencia c6: Tabera, M. V. y Rodríguez, M. (2010). Intervención con familias y atención a menores. Madrid: Editex.