

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

<b>Code</b>	33730
<b>Name</b>	Methods of information collection in education
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	2 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1307 - Degree in Pedagogy	72 - Methods of educational research	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
CHIVA SANCHÍS, INMACULADA	270 - Research Methodology, Educational Diagnosis and Assessment
RAMOS SANTANA, GENOVEVA	270 - Research Methodology, Educational Diagnosis and Assessment

**SUMMARY**

The general objective of the Bachelor's degree in Pedagogy is to train professionals in intervention, systems, institutions, contexts, resources and educational and training processes, as well as in the processes of personal, professional, social and cultural development that concur in an integrated way in individuals and groups throughout life. To contribute to the achievement of this objective, the subject of Information Collection Methods is proposed as a general objective to offer a coherent and grounded base training, which can serve as a conceptual and methodological scheme, to select, design or use properly Collection Methods of Information (MRI) in different educational processes.



In other words, this subject is planned so that the students achieve the following learning objectives:

1. Describe the general process of educational research and distinguish the characteristics of the information gathering phase within said process.
2. Identify potentialities and weaknesses of the methods and techniques of collecting information in education.
3. Select methods, techniques, or instruments for collecting the information necessary for a certain educational research process.
4. Design, with quality standards, information collection instruments adapted to an educational research process
5. Manage the information provided by the methods and techniques of collecting information in education.
6. Use quality criteria in the methods of collecting information in education.
7. Recognize the role of the Pedagogue or Pedagogue in the design and development of techniques and instruments for collecting information.
8. Apply ethical principles to the design of information collection methods and data management.
9. Use the appropriate personal and professional skills to function in an ethical and responsible manner in managing the methods and techniques of collecting information in education.

These objectives are directly related to the learning of competences linked to the design of information collection instruments. Therefore, it is a subject where theory and practice are equally important, and they are approached in a dynamic way, alternating theoretical and methodological elements. In terms of professional competencies, it is proposed that, at the end of the subject, students will be able to select information collection techniques and put into practice the elaboration of instruments for the collection of information in educational research processes.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

For the acquisition of significant learning in Information Collection Methods, students are required to connect and look for the relationship with the previous knowledge acquired in the first-year subjects:

- Initiation to educational research.
- Strategies for learning and participation in the university.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)



### **1307 - Degree in Pedagogy**

- Be prepared for independent lifelong learning.
- Be able to recognise and value affective processes.
- Develop tools for gathering and analysing educational information.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.
- Develop strategies and techniques to promote participation and lifelong learning.
- Capacidad de resolución de problemas y toma de decisiones.
- Capacidad crítica y autocrítica.
- Gestión de la calidad.
- Elaborar instrumentos para la recogida y análisis de información educativa.
- Supervisar y evaluar planes, programas, proyectos y centros.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Capacidad de gestión de la información.
- Capacidad de trabajar en equipos multi e interdisciplinares.
- Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.
- Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.
- Compromiso con la identidad, desarrollo y ética profesional.
- Develop the capacity for organisation and planning.
- Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.
- Skills in analysis and synthesis.
- Capacidad de adaptación a situaciones nuevas.
- Desarrollo de la innovación y la creatividad en la práctica profesional.
- Capacidad para realizar investigación educativa en diferentes contextos.
- Compromiso ético activo con los derechos humanos y la sostenibilidad.



## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

1. Search, select and analyze documents clau per to make the theoretical mark objecte dels instruments that later will be created.
2. Unwrap the planning and design of a questionnaire structured and adapted to a specific context of educational research / evaluation.
3. Unwrap the planning and design of an interview semi structured and adapted to a specific context of educational research / evaluation.
4. Validate at the logical and empirical level the questionnaire with the interview.
5. Apply the questionnaire pilot to a sample of subjects.
6. Apply the interview pilot to a sample of subjects.
7. Prepare a technical validation report for the questionnaire and the interview.

## **DESCRIPTION OF CONTENTS**

**1. The MRI in the general process of investigation.**

**2. Classification of the MRI**

**3. Qualitative and quantitative approximations**

**4. Design and production of instruments of withdrawal of information**

**5. Management of the information in MRI**

**6. Qualit criteria of the MRI**

**7. Involvement and role of the person who researches in education**

**8. Ethical principles in the use of the MRI****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Computer classroom practice	30,00	100
Attendance at events and external activities	8,00	0
Development of group work	15,00	0
Development of individual work	11,00	0
Study and independent work	10,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	9,00	0
Preparation of practical classes and problem	11,00	0
Resolution of case studies	8,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The didactic methodology is based on the development of the contents by means of a narrow entail between theory and practice.

**Lliçó Magistral Participativa:** per al desenvolupament of conceptual continguts and fundamental theories in this matter. From the two-way participation strategies, the alternate exhibited the experts with the techniques that made the information exchange possible and discussed it among the professors and students. Combined with the technique of effective question management. S'inclouen dinàmiques de grup: de grup grup (Remolí d'idees, Debats, ...) and grup xicotet (parelles).

**Learn in groups** (from two people) for the resolution of the activities to treballar in classes teòriques and for the development of the practices.

**Aprenentatge Autònom:** for the resolution of tasques individually, with the reading of articles, reflected on it and argued individually... Including the personal study for the preparation of exams, treball in librarians,...

**Group and individual tutorials:** personalized attention to the students.





**Portfolio:** with an instrument for collecting information and an instrument for evaluating activities and practical activities in the subject.

**Participated in training activities related to the training** of the students of the matèria or the pedagogical training of the alumnat that helps the acquisition of the basic and general competencies of the matèria.

Use of the virtual training platform of the Universitat- Moodle-, for the access of the student to all the necessary resources in the development of the process d'enyament -aprenentatge de la matèria (Guia docent, activitats / tasques, temari, qüestionaris, portfolios, appraisal ...), així com, but to facilitate communication between students and between students and teachers. In addition, it will require some resources with exemple: Internet; Microsoft Office (Word, Excel, PowerPoint); o Microsoft Open Office; Electronic resources (Data bases, Library Catalog, Magazines specialties, ...); Paquets Estadistics com Statisatical Package for the Social Sciences per a Windows (SPSS) or PSPP. The utilization of cadascun d'ells will be specified in each activity d'aprenentatge.

## EVALUATION

The evaluation of the competences by the student will be carried out by combining different types of information, linked to the different activities that the students will develop in the subject. Different procedures will be used for this:

- Exam, which will consist of taking a written test and / or an objective test, fundamentally of theoretical-practical application of all the contents of the subject.
- Portfolios that will include work carried out in small groups, individuals and / or field work by the student. The practical activities carried out in class and exhibitions of jobs.
- The self-evaluation of the students as a process of final reflection of the learning developed in the subject.

The system of qualifications will express by means of numerical qualification in accordance with the established in the rule (RD 1125/2003 of 5 September) by which established the European system of credits and the system of qualifications in the university degrees of official character and valid in all the national territory. To consider:

- There is no difference in the evaluation procedure between the first and the second call.
- The evaluation sections are recoverable on second call.

## REFERENCES

### Basic

- Chiva, Inmaculada y Ramos, Genoveva (2021). Metodología de la evaluación educativa. Tirant humanidades
- Folgueiras, Pilar y Ramírez, Chenda. (2017). Elaboración de técnicas de recogida de información en diseños mixtos. Un ejemplo de estudio en aprendizaje-servicio. Reire: revista d'innovació i recerca en educacio(10), 2.



García, Manuel; Alvira, Francisco; Alonso, Luis Enrique y Escobar, Modesto (Comps) (2015). El análisis de la realidad social: Métodos y técnicas de investigación. Alianza Editorial.

Gil, José Antonio. (2016). Técnicas e instrumentos para la recogida de información. Universidad Nacional de Educación a Distancia.

López Feal, Rafael. (1986). Construcción de instrumentos de medida en ciencias conductuales y sociales. Almanex

Martínez, Catalina y Galán, Arturo (2014). Técnicas e instrumentos de recogida y análisis de datos. Editorial UNED.

Padilla, María Teresa. (2002). Técnicas e instrumentos para el diagnóstico y la evaluación educativa. Editorial CCS.

Ramos, Genoveva y Chiva, Inmaculada (2021). Métodos de Recogida de Información en Educación. Tirant humanidades.

#### **Additional**

- Gambara, Hilda. (2002). Métodos de investigación en Psicología y educación: cuaderno de prácticas. Mc GrawHill.
- García Pérez, José Francisco. (2008). Métodos de investigación, diseños y técnicas en las ciencias del comportamiento. Ediciones Palmero
- Izcara, Simón Pedro. (2014). Manual de Investigación Cualitativa. Editorial Fotamara.
- Losada, José Luis. (2003). Métodos de investigación en ciencias humanas y sociales. Thomson.
- Lucas, José Francisco y Santiago, Carlos. (2005). Evaluación Educativa. Alianza Editorial
- Martorell, Maria del Carmen y González, Remedios. (1997). Entrevista y Consejo Psicológico. Síntesis S.A.
- Mafokozi, Joseph (2011). Introducción a la estadística: para gente de letras. CCS.
- Pérez Juste, Ramón; García, José L.; Gil, Juan A. y Galán, Arturo (2009). Estadística aplicada a la educación. Pearson Educación S.A.
- Sandín, M<sup>a</sup>. Paz (2003). La investigación cualitativa en Educación. Fundamentos y tradiciones. McGraw-Hill.
- Torrado, Mercè (2014). Estudios de Encuesta. La Muralla.
- Vargas Jiménez, Ileana (2012). La entrevista en investigación cualitativa. Nuevas tendencias y retos. Revista Calidad en la Educación Superior, 3(1). Universidad Estatal a Distancia.

#### **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.- Contents.**



All the contents initially included in the teaching guide are kept, since they are the ones necessary to master the competences related to this subject

## **2.- Volume of work and temporary planning of teaching.**

Reduction of the weight of some activities and substitution by others, maintaining the volume of work that marks the original teaching guide. Sessions scheduled on the same dates and times with the same duration

## **3.- Teaching methodology.**

In this subject teaching combines face-to-face with non-attendance, synchronous or asynchronous. The level of attendance will be adapted to the social and health conditions of each moment and to the specific conditions of the subject. It will be a hybrid model, so that the theoretical classes will be taught mostly in person and in the practical classes the maximum possible presence will prevail. In any case, this hybrid model must necessarily be flexible in order to adapt to the circumstances. In non-classroom teaching, synchronous modalities will be prioritized, which favor direct interaction with students. - Upload of materials to the virtual classroom -Proposal of activities per virtual classroom - BBC synchronous video conference - BBC asynchronous video conference -Working with simulators or calculation packages (practical classes / laboratories) -Project development -Tutoring by videoconference -Forum in Virtual Classroom

## **4.- Evaluation.**

Continuous assessment activities will be promoted, which on the other hand can be combined with the requirement to pass specific activities, including a final global assessment. The details of the process will be specified in the classroom guide, taking into account the circumstances. Specifically: Adding continuous assessment activities Weight increase in the final grade of the continuous evaluation Assessment tests through projects In this subject, changes in weighting are made. Specifically, the changes affect continuous evaluation, expanding the weight of the portfolio and incorporating continuous evaluation with activities to be carried out both in theory and in practice. Finally, the evaluation of this matter will be made up of the following elements:

THEORETICAL-PRACTICAL EXAM: Final objective test = 40%

PORTFOLIO: Theoretical and practical activities = 50%

SELF-ASSESSMENT: online questionnaire = 10%

The exam: will consist of the completion of a multiple choice final objective test of all the contents of the subject. The test will have 30 items from 4 alternatives, where chance is controlled through the penalty of eliminating one correct answer every three erroneous ones. In the case of taking the face-to-face exam due to socio-health circumstances, it will be done online through the Moodle platform, using the possibilities provided by said platform to develop an exam with the following characteristics: -30 items from four alternatives, where chance is controlled through the penalty of eliminating one correct answer every three erroneous ones. -Long duration: it will be specified before the students.