

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

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| Code | 36602 |
| Name | Research methodologies |
| Cycle | Grade |
| ECTS Credits | 4.5 |
| Academic year | 2022 - 2023 |

Study (s)

| Degree | Center | Acad. year | Period |
|--|---|-------------------|---------------|
| 1333 - Degree in Audiovisual Communication | Faculty of Philology, Translation and Communication | 4 | Second term |

Subject-matter

| Degree | Subject-matter | Character |
|--|---|------------------|
| 1333 - Degree in Audiovisual Communication | 11 - Complementos formativos de carácter optativo | Optional |

Coordination

| Name | Department |
|---------------------|--|
| LLORCA ABAD, GERMAN | 340 - Language Theory and Communication Sciences |

SUMMARY

This subject is part of the elective courses of the Audiovisual Communication degree. It is offered at the beginning of the second cycle of the degree in order to introduce students to the techniques and methods of research in the field of social sciences. Specifically, the program aims to familiarize students with the logic of research in the field of communication. An introduction to the basic concepts and notions of research is proposed. The contents include an explanation of the main quantitative and qualitative research techniques and methods that can be applied in research. It is a subject directly linked to the realization of research works. It will be useful to the students to face the works of the career, but especially for the realization of the TFG and for the students who want to follow with a PhD research.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Attendance and participation in the course do not require any previous specialized knowledge, since the basic learning of the subject is acquired through regular monitoring of the course itself.

OUTCOMES

1333 - Degree in Audiovisual Communication

- Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.
- Students should be able to obtain and select relevant information and sources in order to solve problems and elaborate on strategies.
- Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).
- Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both personally and professionally.
- Students should have an understanding of own and other social, historical, economic and cultural aspects within their relevant contexts.
- Students should be able to experiment and innovate through the understanding and use of the applied methods and technologies.
- Students must be able to define research topics or innovative personal creation that could contribute to the knowledge or development of audiovisual languages and their interpretation. They must be able to adequately expose the results of their research either orally or through audiovisual and computerised means, according to the standards of the disciplines of communication.
- Students must be able to develop their own work, both in terms of creation and research, whilst putting into practice the skills that they have acquired. They must know how to take responsibility for their own projects (although this would be under the guidance of a tutor).

LEARNING OUTCOMES

- Carry out analysis of stories and audiovisual works.
- Define research topics or innovative personal creation.



- To adequately present the results of the research orally or by audiovisual or computer means.
- Assume responsibility for one's project.
- Develop a creative or research work.

DESCRIPTION OF CONTENTS

1. The general approach to research work

This block is presented as a general introduction to the research design. In this block, students also learn how to design an investigation from the beginning. For this purpose, a protocol has been proposed with a series of phases, which must be validated when planning a proposal or research project. We begin with the definition of the concept of interpretive paradigms, the logic of understanding (vs. explanation) and its applied dynamics, the ideal types and evaluative neutrality.

- 1.1. Formulation of the research topic.
- 1.2. Conceptualization.
- 1.3. Operationalization.
- 1.4. Exhaustiveness.
- 1.5. Elaboration of the codebook and analysis sheet.
- 1.6. Pre-test of the coding.
- 1.7. Corpus of contents to be analyzed.
- 1.8. Training in the coding process.
- 1.9. Coding.
- 1.10. Reliability review.
- 1.11. Analysis of the data and preparation of the research report.
- 1.12. Knowledge transfer
- 1.13. Dissemination of research results.

2. Tècniques i mètodes dinvestigació quantitativa en Ciències Socials i Comunicació

This section presents the various qualitative methodologies, based on the collection of data, essentially testimonies, for the ethnographic assessment of communication research. These techniques usually add data full of nuances and details that allow a more robust assessment and interpretation of the quantitative results of surveys or content analysis. The student will obtain competencies to build the artefact that will allow him/her to develop the research through the following qualitative data collection techniques:

- 2.1. Simple direct observation studies (participant and non-participant).
- 2.2. Content analysis: qualitative variables.
- 2.3. Citizen consultations. Active participatory methodologies.
- 2.4. Open or in-depth interviews.
- 2.5. Structured interviews.
- 2.6. Design of frames of reference, frames of reference and historical contexts.

**2.7. Case studies.****3. Techniques and methods of quantitative research in Social Sciences and Communication**

From the point of view of the quantitative approach, students will be briefly introduced to strategies on how to seek answers to the question of how to answer a research question and a short digression on the steps necessary to answer it. The need to collect and analyze data will also be addressed, focusing on statistically based instrumental solutions. A quick tour through the different steps that a standard quantitative study can include, such as the organization of information, graphical representation, the search for relationships between variables, data interpretation, generalization of conclusions and probability theory, estimation, hypothesis testing, modelling and prediction will be carried out. Specific statistical techniques will be used to find answers to the questions we ask in the data.

- 3.1. Quantitative research methodologies.
- 3.2. *Big data techniques applied to scientific research.
- 3.3. Automated content analysis.
- 3.4. Automated sentiment analysis.
- 3.5. Data mining.
- 3.6. Review of some studies that apply *big data to communication research.

WORKLOAD

| ACTIVITY | Hours | % To be attended |
|--|---------------|------------------|
| Theory classes | 45,00 | 100 |
| Study and independent work | 30,00 | 0 |
| Preparation of evaluation activities | 17,00 | 0 |
| Preparation of practical classes and problem | 20,00 | 0 |
| TOTAL | 112,00 | |

TEACHING METHODOLOGY

All new content is progressively introduced and rooted in student's previous knowledge. Students ought to actively participate within the dynamics of learning. The teaching is carried out once a week in a 3 hours long face-to-face session. In each of the sessions, the teacher will introduce new concepts and ideas, and will instruct the students in how to approach specific bibliography and how to plan daily activities.

Lectures will be participative and the teacher will constantly encourage students to take part in the debates around concepts. The teacher also suggest as good habits students can improve on their own:



- a) selection and working on recommended documentary sources
- b) full cooperation with other students
- c) research on recommended texts and bibliography
- d) analytical and systematic monitoring of corporate and advertising speeches

The teacher undertakes the commitment of helping and mentoring the student after class, through face-to-face coaching, e-mail or aula virtual messaging system. General recommendations for the students:

- a) invest extra time reading and preparing the subject
- b) invest extra effort making practical works
- c) invest extra time and effort preparing the final evaluation

EVALUATION

Given the theoretical approach of the course, the following evaluation methods are proposed:

- Final written test (exam): 60% of the final grade.
- Presentation of outlines, summaries and proposed works: 30% of the final grade.
- Evaluation of attitude and participation in class dynamics: 10% of the final grade.

The professor will give the necessary guidelines to the students for the realization of the proposed works and will follow up the elaboration process with periodic meetings during the four-month period.

Spelling mistakes on written test and essay will detract half point of the final score. Three spelling mistakes will imply failing the test or the essay. A similar criterion will apply to tilde symbols. Each lacking or badly used tilde symbol will detract 0'25 points from the final score. Five or more mistakes on this behalf will imply failing the test or the essay.



Class attendance, attendance to seminars, tutorials and training activities are positively valued and represent a quantifiable part of the grade of 10%.

The use of mobile phones is prohibited, except when it is used as a working tool, after explicit indications of the teacher. With this warning, the improper use of this device may lead to the temporary expulsion of the student from the class.

The only valid telematic means of communication with the professor is the official email service of the UVEG, as well as the official messaging system of the Aula Virtual classroom of the UVEG. The professor keeps the right to make the official communications considered appropriate, in time and form during the course, through these channels (indications on mandatory readings, delivery and deadlines for submission of works, notice of tests, groups distribution, etc.).

The student has the obligation to periodically check (at least once a week) their official email account of the UVEG. The teacher does not consider any other means of communication valid and in case of a claim, only the communication that has been established through the official email of the UVEG or Aula Virtual classroom of the UVEG will be estimated and evaluated.

Tests and exams can be written both in Spanish or Catalan, according to the student's preferences. English will also be an option for ERASMUS and foreign students.

The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

REFERENCES

Basic

- - Jensen, Klaus (ed.) (2016). La comunicación y los medios. Metodologías de investigación cualitativa y cuantitativa. México: Fondo de Cultura Económica.
- Corbetta, Piergiorgio (2007). Metodología y técnicas de investigación social.
- Igartua, Juan José y Humanes, Marisa (2004). Teoría e investigación en comunicación social. Madrid: Síntesis.
- Wasserman, Stanley y Faust, Katherine (2014). Análisis de redes sociales: métodos y aplicaciones. Madrid: CIS.



Additional

- Arcila-Calderón, C., Barbosa-Caro, E., & Cabezuelo-Lorenzo, F. (2016). "Técnicas big data: análisis de textos a gran escala para la investigación científica y periodística". *El Profesional de La Información*, 25(4), 623. <http://doi.org/10.3145/epi.2016.jul.12>
- Conde Gutiérrez del Álamo, Fernando (2009). *Análisis sociológico del sistema de discursos*. Madrid: CIS.
- Herzog, D. (2016). *Data Literacy: A Users Guide*. Thousand Oaks, CA: SAGE Publications.
- Téllez Valero, A., Montes Gómez, M., & Villaseñor Pineda, L. (2009). Using Machine Learning for Extracting Information from Natural Disaster News Reports. *Computación y Sistemas*, 13(1), 3344. Retrieved from <http://scielo.unam.mx/pdf/cys/v13n1/v13n1a4.pdf>
- Treadwell, G., Ross, T., Lee, A., & Lowenstein, J. K. (2016). A numbers game: Two case studies in teaching data journalism. *Journalism and Mass Communication Educator*, 71(3), 297308. <http://doi.org/10.1177/1077695816665215>
- Yu, Y., & Wang, X. (2015). World Cup 2014 in the Twitter World: A big data analysis of sentiments in U.S. sports fans tweets. *Computers in Human Behavior*, 48, 392400. <http://doi.org/10.1016/j.chb.2015.01.075>