

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

Code	36602
Name	Research methodologies
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

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
GALAN CUBILLO, ESTEBAN	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**English version is not available****EVALUATION**

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

- Final written test (exam): 60% of the final grade



- Presentation of outlines, summaries and proposed papers: 30% of the final grade
- Assessment of attitude and participation in class dynamics: 10% of the final grade

The professor will give the necessary guidelines to the students to carry out the proposed works and will monitor the preparation process with periodic meetings during the semester. Each spelling mistake made in the final written test and/or module assignments will subtract half a point from the final grade. After the third offense, the test and/or work will be considered suspended. A similar criterion is reaffirmed with respect to accents. Each omitted or misplaced check mark will subtract 0.25 points from the final grade. After the fifth mark, the test and/or work will be considered suspended. The following error combinations also involve failing: 1 foul + 3 ticks / 2 fouls + 2 ticks. Follow-up of classes, attendance at seminars, tutorials and training activities are valued positively and represent a quantifiable part of the grade of 10%.

The professor does not consider any other means of communication as valid and in case of obtaining a claim, only the communication that has been established through the official UVEG email or UVEG Virtual Classroom will be estimated and evaluated. The tests and the works can be done in Spanish, Valencian, depending on the preference of the student. For ERASMUS or foreign students, English will also be an option

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work.

Problems with spelling, syntax and/or written expression will be scored negatively and may result in failure of the test.

In case of plagiarism in a student's evaluation work, this may be evaluated with a numerical grade of zero, regardless of the disciplinary procedure that may be initiated and, if applicable, the appropriate sanction in accordance with.

All papers presented in this course must be of original authorship. Works that use fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted.

Plagiarism (total or partial) in practical work, as well as cheating on the exam, are grounds for failing the entire subject and for losing the call. Likewise, they may involve the application of other types of academic sanctions.

The general qualification system will follow the regulations of the University of Valencia approved by the Government Council on May 30, 2017. ACGUV 108/2017.

REFERENCES

Basic

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- 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>
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- 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>