



## COURSE DATA

### Data Subject

<b>Code</b>	44723
<b>Name</b>	Research models
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	15.0
<b>Academic year</b>	2021 - 2022

### Study (s)

Degree	Center	Acad. year	Period
2228 - International Master in Migrations Studies	Faculty of Psychology and Speech Therapy	2	First term

### Subject-matter

Degree	Subject-matter	Character
2228 - International Master in Migrations Studies	5 - Research models	Obligatory

### Coordination

Name	Department
FRIAS NAVARRO, M.DOLORES	267 - Behavioral Sciences Methodology
JORNET MELIA, JESUS MIGUEL	270 - Research Methodology, Educational Diagnosis and Assessment
MONTERDE BORT, HECTOR MANUEL	267 - Behavioral Sciences Methodology

## SUMMARY

In this subject we want to provide the student with the necessary technical and methodological tools both for the management and intervention in cultural diversity, as well as for the investigation and monitoring of community intervention. It is intended to cover the methodological contents related to planning and development of research in the field of migration, as well as the knowledge and use of the necessary statistical and computer resources. Specifically, the contents related to the analysis of specialized scientific literature are covered. The management of concepts and notations of scientific research and the presentation of results, as well as methodological techniques and statistical-computer resources for the integration of results (systematic reviews, meta-analysis, replication, evidence-based intervention). It also concludes with the necessary preparation for the creation and management of economic and social investment projects.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

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

### 2228 - International Master in Migrations Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Que los estudiantes sepan sensibilizar y prevenir conductas y actitudes xenófobas, racistas y dogmáticas tanto en la población de acogida como en los diferentes grupos de migrantes.
- Que los estudiantes sean capaces de desarrollar un espíritu crítico que permita al alumno una visión amplia y global de las migraciones.
- Que los estudiantes muestren comprensión y manejo las habilidades y métodos de investigación relacionados con las migraciones que permita un adecuado ejercicio profesional docente e investigador.

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

At the end of the subject the student will have achieved:

- a) Distinguish between different types of scientific research
- b) Know how to systematize and organize the information found. Correctly collect information and planning activities. Knowledge and rational use of resources.
- c) Know how to define operationally variables and measurement indices.



- d) Know how to use a statistical analysis software.
- e) Know how to analyze and comment methodologically on scientific articles.
- f) Know how to design and plan an investigation.
- g) Know how to prepare a research report.
- h) Be able to perform a problem analysis.
- i) Develop the ability to observe and improve interview skills.
- h) Be able to work in a team and know the management of groups.i) Teaching and research skills.h) Be able to use diagnostic tests with correction.

## DESCRIPTION OF CONTENTS

### 1. Scientific research methods in migrations

Research planning: Sample size. Selection / obtaining sample; problems; definition / operationalization of variables; instruments / measurement indices; measurement; associated concepts: types of variables and measurement levels. Data collection design. Design of the topic base. Types of design and qualitative / quantitative research strategies: survey methodology; rapid assessment of situations / programs, observational, experimental, correlational. Concepts prior to data processing: classical and resistant statistical indices, statistical models (theoretical distribution), estimation, parameter. Concepts prior to the interpretation of the results: variance, covariation, regression, distribution, confidence interval, effect size, statistical significance, nomothetic / idiographic reference. Data analysis: qualitative data; statistical tables and graphs; ANOVA; factorial analysis; discriminant analysis and longitudinal analysis.

### 2. Reading and evaluation of scientific research

Analysis of fundamental texts of migratory research. Description of the main bibliometric techniques. Longitudinal sociological investigations. Analysis and interpretation of results: Statistical significance, associated probability, alpha. Effect measures. Correlation coefficient, direct and inverse relationship. Negative results. Integration of results: Systematic Reviews and Meta-analysis. Replication. Evidence-Based Intervention.

### 3. Creation and management of economic and social investment projects

Choice of area to invest. Presentation and detection of needs. Temporalization of the objectives. Evaluability of the program. Description of the actions to be implemented. Description of the necessary material resources. Necessary infrastructures. Elaboration of the report.



## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	150,00	100
Development of group work	50,00	0
Development of individual work	50,00	0
Study and independent work	100,00	0
Readings supplementary material	25,00	0
<b>TOTAL</b>	<b>375,00</b>	

## TEACHING METHODOLOGY

Teaching is taught primarily through a system of face-to-face classes, theoretical and practical. The theoretical class allows the introduction and development of the theoretical content of each topic. The practical classes, through the illustration of the contents, facilitate student learning by allowing a more dynamic and close relationship with them. However, it is also important to carry out seminars or other complementary tasks proposed by teachers, such as carrying out work. With this type of tasks, autonomous or group work is encouraged, but also and in a relevant way, the acquisition of skills regarding the presentation and writing of topics. The tutorials are the means through which teachers guide and supervise students in the development of complementary activities, in particular, and resolve their doubts or difficulties related to the subject, in general. In short, through the tutorials, which facilitate a closer and more direct relationship, teachers guide students in the construction of their knowledge.

## EVALUATION

Since the contents are evaluated according to their subject areas, different evaluation methodologies will be used: objective tests, short question exams, development tests and essay formulation.

## REFERENCES

### Basic

- Amón, J. (1988 -10ªEd-) Estadística para Psicólogos. Madrid: Pirámide.
- Anastasi, A. y Urbina, S. (1998 -7ªEd.-). Tests Psicológicos. México: Prentice-Hall.
- Buela-Casal, G. y Sierra, J.C. (dirs.) (1997) Manual de Evaluación Psicológica. Vols I y II. Madrid: Siglo XXI.
- Anguera Argilaga, M. T. (2000). Observación en psicología clínica, aplicaciones. Barcelona: Edicions de la Universitat de Barcelona.
- Anguera, M.T.; Arnau, J.; Ato, M.; Martínez, R.; Pascual, J. y Vallejo, G. (1998). Métodos de investigación en Psicología. Madrid. Síntesis Psicología.
- Alvira Martín, Francisco, "Metodología de la evaluación de programas", Madrid: Centro de Investigaciones Sociológicas 2002.



Alvira Martín, Francisco, La evaluación: una perspectiva aplicada: Ed. Lumen, Buenos Aires, 1997  
Frías Navarro, Dolores, Técnica estadística y diseño de investigación: Palmero Ediciones, Valencia, 2011.

## **ADDENDUM COVID-19**

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

The CCA of the master has decided to maintain 100% attendance for the next academic year 2021-2022 with due security measures. Therefore, the conditions of the academic guide will continue to apply. But if, as a consequence of COVID-19, it is impossible to do the teaching and exams in person, the following changes will be applied:

### **1. Contents**

There are no changes in the contents. The contents initially programmed in the teaching guide for the theoretical and practical sessions (paper and pencil tasks) are maintained.

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

Sessions are held on scheduled days and scheduled times. Therefore, the ECTS credits of the subject are maintained as indicated in the teaching guide. But the 150 hours of theory classes are reduced to about 90 hours. These remaining hours are added to the student's autonomous learning time with the materials uploaded to the virtual classroom.

### **3. Teaching methodology**

- Upload of materials to the virtual classroom
- Proposal of activities for virtual classroom
- Recorded transparencies
- Problems / exercises solved (practical classes)
- Tutoring by videoconference
- Forum in virtual classroom



#### **4. Evaluation**

The face-to-face exams of the different subjects that make up this module have been replaced by:

- Adding continuous assessment activities
- Assessment tests through academic work
- Oral exams by videoconference
- Objective tests (test type) in virtual classroom
- Open written test (traditional exam) but distributed in virtual classroom

In the case that tests of essays-summaries are used or oral tests, the level of knowledge that the student shows on the subject will be valued, especially if he expands his argumentation with other consulted texts, his ability to understand, analyze and synthesize, his ability to establish relationships, to argue logically and to express with clarity and rigor the assimilated notions, in addition to the ability to support a personal position on the subject. Likewise, formal aspects such as the coherence of the structure, the correction of written and oral expression and spelling will be taken into account. Those who reduce the essay-summary to a mere paraphrase or repetition of the theoretical materials with the same or similar words will be penalized. In any case, those literal passages taken from other sources must be quoted and the reference indicated.

The Virtual Classroom will be used for the delivery of the essays-summaries or the official mail of the master and the Blackboard Collaborate platform for the oral exams or objective tests. If for any reason the student does not have virtual technical means, they will inform the teaching staff of their situation. In case the difficulties are unsuccessful, during the test, the student must write to his / her teacher / email using the account @alumni.uv.es, identifying and describing the difficulties, in order to be notified of an alternative day , as well as the tool that will be used to proceed by oral examination.

Teachers may require individual or small group interviews via videoconference to verify the degree of participation and the achievement of the objectives pursued in any task carried out. Decline this verification by the student will mean not passing the task / activity in question.

The teachers will use the UV contracted plagiarism detection systems in the evaluation evidence. The manifest “copy” of any test, task, activity or report, whether individual or group, that serves the purpose of evaluation in the subject, will make it impossible to pass the subject.



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## **5. Bibliography**

Part of the recommended bibliography is replaced by the teachers' own materials.

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