

**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>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2228 - M.D. in International Migrations Studies	Faculty of Psychology and Speech Therapy	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2228 - M.D. in International Migrations Studies	5 - Research models	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
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

## OUTCOMES

### 2228 - M.D. in International 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

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.

