

**COURSE DATA****DATA SUBJECT****Code:** 33453**Name:** Introduction to educational research**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	Education	BASIC

COORDINATION

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SUMMARY

The aim of this subject is to provide students with basic information so that they can understand the foundations of the basic concepts, methods and techniques for carrying out the professional activity of the social educator.

It is based on the conception that any professional activity in this field, to achieve minimum quality, must involve an effort to research and innovate, that is, to research. In this sense, we try to revise the principles and procedures that can be offered to the social educator to face the problems that may concern them. A central objective, which covers a substantial part of the subject, is aimed at offering a comprehensive and critical view of different alternatives for action in research and the quality criteria that must be met. Another essential core tries to make a first approximation to the information management procedures as support for the vast majority of research processes.

As secondary objectives, it is intended that students get closer to the methodology and technology and integrate them into their background for daily performance. Likewise, they seek mastery of a formalized language that allows them more fluid access to information and a means of communication with other professionals.



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 / LEARNING OUTCOMES

1306 - Degree in Social Education

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to conduct educational research in different contexts.

Be able to integrate and communicate with experts in other areas and in different contexts.

Be able to use ICT in the field of study and in the professional context.

Be prepared for independent lifelong learning.

Demonstrate organisational and planning skills.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Have capacity for analysis and synthesis.

Have critical and self-critical capacity.

Have problem-solving skills and decision-making capacity.

Have skills for information management.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Show commitment to professional identity, development and ethics.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.



DESCRIPTION OF CONTENTS

1. Epistemological bases of Educational Research

- Educational research. Nature and characteristics.
- Paradigms or models of educational research. Relationship between educational research paradigms.
- Classification of educational research

2. General Research Process in Education

- General Educational Research Process. Characteristics.
- Phases and characteristics of the General Educational Research Process.
- Research projects and reports in education.
- Ethical issues in educational research.

3. Quality criteria for Educational Research

- Quality criteria for educational research from a quantitative perspective: Credibility and generalizability.
- Quality criteria for educational research from a qualitative perspective: Credibility, transferability, reliability, and confirmability.

4. Designs in Educational Research

- Educational Research Designs. Classification and characteristics.
- Typology of Educational Research Designs: Experimental. Descriptive. Oriented toward understanding and change. Mixed.

5. Technological resources for data analysis in Educational Research

- Introduction to data analysis. Fundamental univariate descriptive indices.
- Computer tools for educational research.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
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Theory	45,00
Computer classroom practice	15,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	37,50
Independent study and work	30,00
Preparation of lessons	15,00
Preparation for assessment activities	2,50
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The classes are both theoretical and practical, incorporating both theory and practice. Therefore, a different methodology will be used depending on the competencies, learning outcomes, and content.

The theoretical classes consist of explanations by the teacher, master class, and activities with the students. The classes last one and a half hours, and we try to bring the contents as close as possible to their own experiences with the use of examples that are close and understandable to them. In the theory classes, the work on practical cases (research summaries) will be corrected, which will be completed as the subject progresses. A weekly time will be dedicated to solving the proposed exercises.

The practical classes are held in the computer room, this allows us to see in a real way the support that technology provides for research. It is important to highlight, and for students to be aware, of this support function. It is necessary to know what we want to do in order to correctly use the computer tools that make our work easier. It is also important to present different tools that serve the same purpose, to know those aspects that are common to all of them and those that differentiate them, which is normally linked to the potential and deficiencies of each of them.

EVALUATION

The evaluation of the skills 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.

For this, different procedures will be used:

- Exam, which will consist of taking a written test and/or an objective test, fundamentally of practical application of the contents of the subject.
- Portfolios, which will include work carried out in groups, individuals and field work by the student, as well as activities carried out in class.



- c) Class presentations of work, class activities, etc.
- d) Interviews with students.
- e) Participation in different class activities.

Each of these mechanisms will be assigned a percentage of the final grade according to the importance given and the learning contract formalized with the students.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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Basic references



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