



COURSE DATA

DATA SUBJECT

Code: 33488

Name: Methods of information collection in education

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 | 2 | First quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|-----------------------------------|---|------------|
| 1306 - Degree in Social Education | Methods and techniques for educational research | COMPULSORY |

COORDINATION

VIDAL MOLLON JOSE

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SUMMARY

This subject pretends that students learn and understand the methods for data collection in a social and educational context. The approach to the data collection methods is viewed as a relevant element of the professional area of social educators.

The general aim is to know and select different methods to apply in the real social and educational context of practice.

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 adapt to new situations.

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 develop, promote and revitalise interpersonal communication skills.

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.

Design and implement processes for the evaluation of socio-educational intervention programmes and strategies in various contexts.

Design and manage means and resources for socio-educational intervention.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop innovation and creativity in professional practice.

Develop tools for gathering and analysing educational information.

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

Have abilities for quality management.

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 active ethical commitment to human rights, gender equality and sustainability.

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 acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

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

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Supervise and evaluate plans, programmes, projects and schools.

DESCRIPTION OF CONTENTS

1. Data Collection Methods in the General Research Process

1.1 The overall research process: Where are the data collection methods?

1.2 The data collection methods according to different paradigms.

1.3 Limitations associated with the collection of information

2. Structured and non-structured data collection Methods: Qualitative and Quantitative approaches.

2.1 Concept of technique and instrument for data collection

2.2 Classification of techniques and instruments for data collection

2.3 Researcher involvement in the data collection methods.

2.4 Quality criteria of data collection methods.

3. Information management in the data collection methods

3.1 Ethical principles in the use of data collection methods

3.2 The application of instruments for data collection

3.2 Results interpretation based on the different data collection methods

**WORKLOAD****PRESENCIAL ACTIVITIES**

| Activity | Hours |
|-----------------------------|--------------|
| Theory | 30,00 |
| Computer classroom practice | 30,00 |
| Total hours | 60,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 6,00 |
| Individual or group project | 33,00 |
| Independent study and work | 30,00 |
| Preparation of lessons | 10,00 |
| Preparation for assessment activities | 3,00 |
| Resolution of case studies | 8,00 |
| Total hours | 90,00 |

TEACHING METHODOLOGY

The subject is very practical as it is the best way to introduce students to the management of different data collection techniques. The development itself is divided into:

THEORETICAL LECTURES

The lectures consist of explanations by the teacher that introduces the basic learning of using different data collection methods related to practical situations. In addition, the teacher will use complementary methodologies.

PRACTICAL CLASSES

These classes will be held in the computer lab, students will develop different practices in the classroom and outside when they are needed.

EVALUATION

The evaluation will take into account the following aspects:



Written test

Activities related to theoretical and practical aspects.

Teamwork

Individual practices

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).

REFERENCES

Basic references:

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Goetz, J. P. y Lecompte, M. D. (1988). *Etnografía y diseño cualitativo en investigación educativa*. Madrid: Morata.

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Morales, P., Urosa, B., Blanco, A. (2003). *Construcción de escalas de actitud tipo Likert. Cuaderno de estadística n° 26*. Madrid: La Muralla.

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Stake, R. E. (2007). *Investigación con estudio de casos (4ª Edición)*. Madrid: Morata.



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Tashakkori, A. & Teddlie, C. (Eds.) (2010). *Handbook of Mixed Methods in Social & Behavioral Research, (2nd ed.)*. Sage: Thousand Oaks

Complementary references:

Banks, M. (2019). *Los datos visuales en investigación cualitativa*. Morata.

Boza, A., Méndez, J. M., Monescillo, M., y Toscano, M. (2010). *Educación, Investigación y desarrollo social*. Madrid: Narcea.

González, E. (2001). *Menores en desamparo y conflicto social*. Madrid: CCS.

Nieto, S. y Rodríguez, M. J. (2010). *Investigación y evaluación educativa en la sociedad del conocimiento*. Salamanca: Ediciones Universidad de Salamanca.

Pérez, G. (2001). *Modelos de investigación cualitativa en educación social y animación sociocultural: aplicaciones prácticas*. Madrid: Narcea.

Tabera, M. V. y Rodríguez, M. (2010). *Intervención con familias y atención a menores*. Madrid: Editex.