

**COURSE DATA****DATA SUBJECT****Code:** 33710**Name:** Introduction to educational research**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	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 pedagogy.

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 pedagogue 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.

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Capacidad crítica y autocrítica.

Capacidad de aprendizaje autónomo a lo largo de la vida.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Capacidad de gestión de la información.

Capacidad de resolución de problemas y toma de decisiones.

Capacidad de trabajar en equipos multi e interdisciplinarios.

Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.

Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.

Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.

Capacidad para realizar investigación educativa en diferentes contextos.

Compromiso con la identidad, desarrollo y ética profesional.

Compromiso ético activo con los derechos humanos.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Demonstrate initiative and entrepreneurship.

Develop the capacity for organisation and planning.

Elaborar e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos.

Facilitar y gestionar la cooperación en los procesos educativos y profesionales.

Skills in analysis and synthesis.



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

- Characteristics of the General Educational Research Process.
- 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. Research Designs

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

5. Computer tools for educational research

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

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	5,00
Individual or group project	35,00
Independent study and work	20,00
Preparation of lessons	10,00
Preparation for assessment activities	15,00



Resolution of case studies	5,00
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 assessment of students' competences will be carried out by combining different types of information related to the various activities they will undertake throughout the course.

For this reason, several procedures will be used in the assessment:

- Exam, which will consist of a written and/or objective test, primarily focused on the practical application of the course content (60% of the final grade).
- Portfolio, which will include group work, individual assignments, fieldwork carried out by the student, as well as classroom activities (40% of the final grade).

Additionally, the following aspects will also be assessed:

- In-class presentations of assignments, activities, etc.
- Interviews with students.
- Participation in the various classroom activities.

The assessment conditions will be the same in both the first and second examination sessions.

FRAUDULENT ACTIONS AND USE OF GENERATIVE ARTIFICIAL INTELLIGENCE



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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