COURSE DATA

DATA SUBJECT

Code: 44175
Name: Research sources and techniques
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2203 - Master's Degree in Economic Policy and Public Economics	Facultat d'Economia	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2203 - Master's Degree in Economic Policy and Public Economics	Research methodology	ELECTIVES

COORDINATION

CABALLER TARAZONA MARIA

SUMMARY

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

2203 - Master's Degree in Economic Policy and Public Economics

Aplicar las técnicas y metodología adecuadas para elaborar trabajos de investigación avanzados de política económica y economía pública.

Capacidad para preparar, redactar y exponer en público informes y proyectos sobre

política económica y economía pública de manera clara y coherente, defenderlos con rigor y tolerancia y responder satisfactoriamente a críticas sobre los mismos.

Desarrollar la capacidad crítica, impulsar la inquietud y el interés investigador; buscar, ordenar, analizar y sintetizar la información económica, seleccionando aquella que resulta pertinente para la toma de decisiones en política económica.

Desarrollar la capacidad de trabajo en equipo, coordinación de tareas, liderazgo y compromiso con el grupo en el desarrollo de actividades de análisis de los problemas económicos y sus soluciones.

Integrar las nuevas tecnologías de la información y de la comunicación en su labor profesional y/o investigadora relacionada con el análisis de la intervención del estado en la economía.

Planificar adecuadamente un trabajo de investigación de economía.

Ser capaz de definir, expresar y resolver de forma sistemática problemas económicos complejos.

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.

Tomar decisiones tanto individuales como colectivas en su labor profesional y/o investigadora relacionada con la resolución de problemas propios de la política económica y la economía pública.

Valorar la técnica de análisis cuantitativo avanzada más adecuada en función del problema económico a resolver.

DESCRIPTION OF CONTENTS

1. Scientific research

The scientific method: characteristics.
Research processes and protocols.
Scientific research: characteristics, forms and types of research

2. Qualitative research

Characteristics of qualitative research.
Similarities between quantitative and qualitative research.
Techniques of qualitative research.
Production and analysis of qualitative information.

3. The research project: approaches and methods. The research project idea

Problem statement.
The research question.
Research objectives.
Justification, delimitation and validation of the project.

4. Construction of the framework and research hypotheses

Elaboration of the theoretical framework.
Formulation of hypotheses.
Research design

5. The heterogeneity of information sources

Typology of sources.
New sources of information.
Validation, organisation and management of information.

6. Communication of results

Formats. Bibliographic references. citation styles. Formal aspects of APA and HARVARD style.
The selection process in specialised journals. Impact indexes in: SSCI, JCR.
Networks and tools for scientific communication.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	15,00
Seminar	15,00
Total hours	**30,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	12,00
Preparation of lessons	13,00
Preparation for assessment activities	5,00
Resolution of case studies	0,00
Total hours	**45,00**

TEACHING METHODOLOGY

From the didactic model in which we place ourselves, we approach the teaching program through active teaching methods. It is a model that aims to be participatory in which the student is not a mere spectator of his learning process, but is the main actor of it, in close interaction with our teaching role. We start, then, from the premise that only when the student acts and participates, he learns. In this way he generates ideas, behaviors, methods, skills, etc. and that, consequently, it is to a large extent he himself who, through an interactive process of questions - reflections - observations - analysis - answers, and in close contact with reality, advances in the mastery of the subject. Therefore, the participatory master class will be the teaching-learning method used to transmit the theoretical content of the subject and will encourage participation and discussion in class as a way for the student to become directly involved in the learning of the content.

In the practical classes, the more traditional teaching structure is relaxed to focus the importance on the elements more linked to aspects related to individual or group work (collaborative learning), it will be based on specific readings, the realization of a research project or an economic-political report. Its development will depend on the characteristics and number of students enrolled each year. In these classes, the aim is, on the one hand, to create a teaching environment that, without losing intellectual rigor, is relaxed, fosters trust and relationships among all the participants in the educational process -and also, therefore, among the students themselves, which is fundamental for the development of group activities- and is based on a constant reasoned dialogue. On the other hand, personalized contact with the student constitutes, from our point of view, a pedagogical instrument of the first magnitude. Personalized attention to students, direct monitoring of their personal learning process and the adaptation of the pace and content of the teaching to their characteristics and needs make this medium a resource with a high didactic potential.

As a result of the educational innovation project, "What if we coordinate? Methodological proposal and evaluation of competences of two master's degree subjects", the final work to be presented for the evaluation of the subject can be applied to topics related to Health Economics and Health Services.

EVALUATION

The final evaluation is based on a continuous evaluation of the student, it will take into account the attendance, attitude, participation and, fundamentally, the quality of the work developed in the classroom throughout the 12 sessions in which the subject will be developed. The final grade of the continuous evaluation is obtained as a weighted average between the grade of the activities of these activities. The final grade of the course is obtained as a weighted average between the grade of the continuous assessment activities, where 70% corresponds to a research proposal developed in groups and 30% to the tasks performed individually.

REFERENCES

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