

**COURSE DATA****DATA SUBJECT****Code:** 44356**Name:** Research for social and educational action**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2192 - Master's Degree in Social and Education Action	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2192 - Master's Degree in Social and Education Action	Research for social and educational action	COMPULSORY

**COORDINATION**

LOPEZ GONZALEZ MARIA EMELINA

**SUMMARY**

At the end of the work in this subject it is desirable that the students are trained to know how to evaluate and select the appropriate scientific theory and the precise methodology in socio-educational research as well as plan and develop socio-educational research processes from the models: quantitative, qualitative and mixed ; in multidisciplinary contexts and with a high component of knowledge transfer.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**



**Previous knowledge. Relationship with other subjects.**

Relationship with subjects of the same degree: Together with the rest of the subjects of the compulsory module, it configures the common training of the Master in Social and Educational Action, which will facilitate the acquisition of the basic, general and transversal competences of the master. No enrollment restrictions specified with other subjects in the curriculum

## COMPETENCES / LEARNING OUTCOMES

### 2192 - Master's Degree in Social and Education Action

Analizar los entornos, los contextos y las experiencias de la acción social y educativa, para revisar críticamente, diseñar y desarrollar los principios y presupuestos de la intervención.

Analizar y sintetizar situaciones, aportaciones teóricas y metodológicas, y estrategias diversas de intervención.

Anticipar consecuencias y situar en el desarrollo histórico las problemáticas concretas del contexto de intervención socioeducativa.

Asumir la responsabilidad de su propio desarrollo profesional y de su especialización en el ámbito social y educativo.

Comprender y utilizar conocimientos avanzados en el contexto de la investigación socioeducativa.

Evaluar teorías y metodologías para formular juicios críticos sobre la propia práctica socioeducativa y el contexto en el que se desarrolla.

Integrarse y liderar equipos de trabajo interdisciplinares, para ofrecer una perspectiva compleja en el análisis de situaciones y el diseño de intervenciones.

Problematizar realidades sociales complejas e intentar resolver situaciones y conflictos, que desde una perspectiva socioeducativa requieren la comprensión y puesta en relación de intereses divergentes.

Saber diseñar, utilizar y evaluar estrategias de comunicación y habilidades sociales, tanto en grupos interdisciplinares de expertos como en la relación con los sujetos de intervención.

Saber participar y liderar procesos de investigación pertinentes para comprender, explicar y dinamizar la acción social y educativa.

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.

## DESCRIPTION OF CONTENTS

Epistemic approach to socio-educational research.

- ¿ Complexity and theoretical approaches to socio-educational research.
- ¿ Development of socio-educational research.
- ¿ Quantitative, qualitative and mixed planning of socio-educational research.
- ¿ Quality of socio-educational research: references for its application.
- ¿ Preparation and publication of educational research.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	5,00
Seminar	10,50
Computer classroom practice	5,50
<b>Total hours</b>	<b>21,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	44,00
Independent study and work	0,00
Preparation of lessons	5,00
Preparation for assessment activities	5,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</b>

## TEACHING METHODOLOGY

MD1 - Participatory Master Lesson



MD2 - Troubleshooting

MD3 - Collaborative and / or cooperative learning

MD4 - Project design and development

MD5 - Exhibitions, seminars and debates

MD6 - Workshops

MD7 - Study and student work to integrate the skills of the module (linked to autonomous student work)

MD8 - Individualized and / or group attention (linked to tutorials)

## EVALUATION

SE1 - Exam, which will consist of taking one or more oral and / or written tests

SE2 - Portfolios, in which the different works carried out by the student will be included.

SE5 - Participation in the different class activities.

In exceptional situations, classified as such by the CCA of the MASE, the teaching staff will establish specific evaluation systems.

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

León, O.G. y Montero, I. (2015). Métodos de investigación en Psicología y Educación. Las tradiciones cuantitativa y cualitativa (4ª ed.). Madrid: Mc Graw-Hill Education. -

Murillo, F.J. y Martínez-Garrido, C. (2012). Análisis de datos cuantitativos con SPSS en investigación socioeducativa. Madrid: Universidad Autónoma de Madrid. -

Pardo, A., Ruiz, M.A. y San Martín, R. (2009). Análisis de datos en ciencias sociales y de la salud, volumen I. Madrid: Síntesis.