

SUBJECT TEACHING GUIDE

M1185 - Theoretical and Methodological Patterns in Educational Research

Master's Degree in Research and Innovation in Educational Contexts

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Master's Degree in Research and Innovation in Educational Contexts			Type and Year	Compulsory. Year 1
Faculty	School of Teacher Training				
Discipline	Methodology in Educational Research Methodological Module				
Course unit title and code	M1185 - Theoretical and Methodological Patterns in Educational Research				
Number of ECTS credits allocated	3	Term	Semester based (1)		
Web	http://moodle.unican.es/course/view.php?id=73				
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION				
Name of lecturer	IÑIGO GONZALEZ DE LA FUENTE				
E-mail	inigo.gonzalez@unican.es				
Office	Edificio Interfacultativo. Planta: + 3. DESPACHO PROFESORES (366)				
Other lecturers	LAURENTINO SALVADOR BLANCO				

3.1 LEARNING OUTCOMES

- The students should be able to design a research project
- They should use a technique for collecting qualitative and quantitative data

4. OBJECTIVES

To understand and critically evaluate the main theoretical and methodological paradigms and models of socio-educational research

To recognize the differences and similarities between different types of research

To know the steps to take in the design of a socio-educational research

To distinguish the different methodological perspectives and involvement in socio-educational research

To know the process of development and dissemination of research reports

To know and understand the relationship between socio-educational research and its usefulness in improving professional and personal practice

To relate the contents of the course to the Master's Thesis

6. COURSE ORGANIZATION

CONTENTS

1	Paradigms and models in educational research
2	Basic, applied, evaluative research and innovation in education
3	General process of educational research
4	Guidelines for writing research reports

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Project work	Work	Yes	Yes	100,00
TOTAL				100,00

Observations

ORTHOGRAPHY

We understand that the university students have assumed the linguistic abilities in relation to the oral and written expression. Therefore, spelling, grammatical and lexical correctness is essential and obligatory.

PLAGIARISM

Regarding the fraudulent (plagiarism) of the evaluation tests, the qualification will conform to what is established in article 54.1 of the Regulation of the evaluation processes in the University of Cantabria: 'The fraudulent accomplishment of the tests or activities of Evaluation will directly suppose the suspension grade '0' in the subject '.

CITATION RULES

The Faculty assumes as a criterion for citing the APA Rules for all academic work.

Observations for part-time students

Part-time students who wish to undergo a single evaluation process must take an exam on the date established by the Faculty for the examination of the subject.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- Alguacil, J. (2011): *Cómo se hace un trabajo de investigación en Sociología*. Madrid: Catarata.
- Bell, J. (2002): *Cómo hacer tu primer trabajo de investigación. Guía para educadores en educación y ciencias sociales*. Barcelona: Gedisa.
- Blaxter, I., Hughes, C. y Tight, M. (2008): *Cómo se investiga*. Barcelona: Graó.
- Cea D'Ancona, M. Á. (2001): *Metodología cuantitativa. Estrategias y técnicas de investigación social*. Madrid: Síntesis.
- Corbetta, P. (2007): *Metodología y técnicas de investigación social*. Madrid Mac-Graw Hill.
- Garza Mercado, Ario (2006): *Manual de técnicas de investigación para estudiantes de ciencias sociales*. México DF: Colegio de México.
- Hernández Pina, F.; Colás Bravo, M.P.; Buendía Eisman, L. (Coord.) (2010): *Competencias científicas para la realización de una tesis doctoral*. La Coruña: Davinci Continental.
- Martínez González, Raquel-Amaya (2007). *La investigación en la práctica educativa: Guía metodológica de investigación para el diagnóstico y evaluación en los centros docentes*. Madrid: Ministerio de Educación y Ciencia. Recuperado de <https://sede.educacion.gob.es/publiventa/PdfServlet?pdf=VP12309.pdf&area=E>
- Pérez, R., Galán, A. y Quintanal, J. (2012): *Métodos y diseños de investigación en educación*. Madrid: UNED.
- Pujadas, J. J. (2002): *El método biográfico: el uso de las historias de vida en ciencias sociales*. Madrid: Centro de Investigaciones Sociológicas.
- Sánchez Gómez, M. C. (2004): "Investigación cualitativa" en Salvador Mata, F, Rodríguez Rodríguez Diéguez, J. L. y Bolívar, A. (Dir): *Diccionario enciclopédico de didáctica*. Vols. I y II. Málaga: Aljibe.
- Salvador, L., González-Fuente, I. y Rubín, E. (2015): "Investigación para la mejora y el desarrollo profesional en contextos socioeducativos", en García Lastra, M. y Osoro, J.M. (Eds.), *Temas clave en la formación del profesorado de Secundaria*. Santander: Universidad de Cantabria.
- Sandín, Mª P. (2003): *Investigación cualitativa en educación*. Madrid. McGraw-Hill.
- Walker, M. (2000): *Cómo escribir trabajos de investigación*. Barcelona, Gedisa.
- Wayne C. B. et al. (2001): *Cómo convertirse en un hábil investigador*. Barcelona, Gedisa.