

SYLLABUS

TITLE:	Research Design and Methodologies
CODE:	GIV 301
PREREQUISITE:	GIV 201
CREDITS:	3 credits 45 contact hours 1 term

DESCRIPTION

In this course, students will deepen on the various research methodologies through quantitative, qualitative, mixed, and project development designs. Students will explore the concepts of variables, hypotheses, sample, and sampling, as well as the main data collection techniques. Each student will select a methodology to answer their research question or project purpose. This course has an experience linked to the Language Lab.

JUSTIFICATION

Once students internalize how to differentiate between different types of information sources, discriminate the quality of the data, and organize their curiosity through questions that generate valid and verifiable models, it is imperative that they can design an intervention consistent with their research question and with the literature review developed in the prerequisite seminar. Knowledge of different research designs, project action plans, and the various data collection techniques is crucial for the development of research and projects in their professional environment.

COMPETENCES

The course develops the following competences in students:

- **Exploration and research**
- **Communication**
- **Ethical sense**

OBJECTIVES

After completion of the course, students will be able to:

1. Describe the different methodological approaches (quantitative, qualitative, mixed and project development) in data collection.
2. Establish the agreement between the purpose of the research or project, and the methodology and ways of collecting the data.
3. Distinguish the adequacy of different techniques with particular methodological approaches.
4. Organize research strategies within a sequential and logical process.
5. Demonstrate an ethical stance in the construction of instruments, in the processes of protection of the subjects, and in the processes of data collection, interpretation, and communication.
6. Explain, orally and in writing, the different research phases and their justification.
7. Use electronic tools and information and communication technologies (ICT) throughout all course units.
8. Process applications for official authorization from Institutional Review Boards (IRBs) to conduct research that includes humans or animals as subjects.

CONTENTS

- I. Comprehensive model of research processes
 - A. Qualitative, quantitative, mixed, and project creation research
 - B. Scope of quantitative research: exploratory, descriptive, correlational, and explanatory
- II. Variables and hypotheses in the various research approaches
 - A. Types of variables and their application
 - B. Types of hypotheses and their elaboration
- III. Social responsibility in exploration and research
 - A. Rights of research subjects under the authorization of an Institutional Review Board (IRB)
 - B. Ethical elements to consider in research designs and data collection processes
- IV. Research designs and action plans in the main approaches
 - A. Definition and choice of a research design and action plan (projects)
 - B. Quantitative approach

1. Experimental
 - a) Pre-experiments, quasi-experiments, experiments
 2. Non-experimental
 - a) Cross-sectional (exploratory, descriptive, correlational)
 - b) Longitudinal
 - c) Variable manipulation
 - d) Survey type
 - e) Case studies
 - C. Qualitative approach
 1. Emergent or grounded theory, ethnographic, narrative, phenomenological
 - D. Mixed or combined
 1. Combined method, action research
 - E. Project development
 1. Creative projects
 2. Systematization of projects
- V. Samples and sampling methods
- A. Sampling principles in research
 - B. Population and sample
 - C. Sampling procedure and sample size
 - D. Stakeholders in the development of projects
- VI. Data collection techniques in the various approaches
- A. Information management differentiated from data management
 1. Triangulation of qualitative data collection methods
 - B. Observation
 1. The difference between observation and inference
 2. Types and approaches to observation
 3. Advantages and limitations of observation
 4. Main instruments
 5. Type of analysis (content, quantitative and qualitative)
 - C. The survey
 1. Types of surveys
 2. Advantages and limitations of the survey
 3. The instrument (questionnaire) and its design
 4. Survey consistency and validity
 5. Attitudinal measurement scales
 6. Type of analysis (descriptive statistic)
 - D. The interview

1. Conceptual and terminological differences in the interview
 2. The importance and role of the interviewer
 3. Typology of interviews
 4. Advantages and limitations of the interview
 5. Main instruments
 6. Type of analysis (content, qualitative)
- E. Other
1. Registration of materials, documents, and artifacts
 2. Instrument validation processes

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Conferences and guests
- Exercises and case studies
- Group work
- Essay writing
- Team teaching

EVALUATION

Compositions	25%
Oral presentations	20%
Partial assignments	25%
Final project or exam	<u>30%</u>
Total	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

Martínez Candil, I. (2015). *UF2120-Diseño de encuestas y cuestionarios de investigación*. Editorial Elearning, SL.

Easywork.ec (2012). *Análisis Semiótico*. <http://www.slideshare.net/dkstelo/analisis-semitico-10924075>

- Hechavarría Toledo, S. (2012). *Diferencias entre cuestionario y encuesta*. Cátedra de la Facultad de Ciencias Médicas, Universidad Virtual de la Salud Manuel Fajardo.
<http://uvsfajardo.sld.cu/diferencia-entre-cuestionario-y-encuesta>
- Hernández-Sampieri, R. & Mendoza, C (2018). *Metodología de la investigación. Las rutas cuantitativa, cualitativa y mixta*. Editorial Mc Graw Hill.
- Ferrer, J. (2010). *Conceptos básicos de metodología de la investigación* [Blog].
<http://metodologia02.blogspot.com/>
- Idarraga, J. A., Rincón Vásquez J.J. (2012). *Investigación por observación*.
<http://www.slideshare.net/ricarey/la-observacin-13311736>
- Joly, M. (2005). *Análisis de la imagen. Resumen*. Editorial La Marca.
<http://www.lapaginadelprofe.cl/semiotica/resumenjoly/resumenjoly.htm>
- López Noguero, F. (2002). El análisis de contenido como método de investigación.
Revista de Educación, 4, 167-179. Universidad de Huelva.
<http://hdl.handle.net/10272/1912>
- Meneses, J. (2016). *El cuestionario*. Universitat Oberta de Catalunya.
<https://femrecerca.cat/meneses/publication/cuestionario>
- Núñez Aldazoro, A. (2013, July 17). Investigación Cualitativa y Análisis del Discurso (Convergencias y encuentros). *Con ojos de cronopio* [Blog].
<http://ajnunezdiscurso.blogspot.com/2013/07/investigacion-cualitativa-y-analisis.html>
- Ortiz, G. (2015). *La entrevista cualitativa. Técnicas de Investigación Cuantitativas y Cualitativas*. <https://rua.ua.es/dspace/bitstream/10045/47795/1/Tema%206%20La%20Entrevista%20Cualitativa%20Grado%202014-15.pdf>

Reading Craze. (2014). *Data Coding in Research Methodology*.

<http://readingcraze.com/index.php/data-coding-research-methodology/>

Redondo García, M. (2013). El necesario debate ético sobre las técnicas de obtención de información en televisión: cámara oculta y sensacionalismo.

http://www.comunicacionyhombre.com/pdfs/09_i_martaredondo.pdf

Research Team. (2009). *El método de observación como instrumento de análisis*

http://www.ugr.es/~rescate/practicum/el_mtodo_de_observaci_n.htm

Reading craze. (2014). Sampling principles in research. *Sahifa*.

<http://readingcraze.com/index.php/principles-sampling/>

Sayago, S. (2014). El análisis del discurso como técnica de investigación cualitativa y cuantitativa en las ciencias sociales *Cinta moebio* 49, 1-10

www.moebio.uchile.cl/49/sayago.html

Singh, S. (2018). Sampling Techniques. Towards Data Science.

<https://towardsdatascience.com/sampling-techniques-a4e34111d808>

Unidad Técnica de Control Externo, Contraloría General de la República de Chile.

(2012). *Guía práctica para la construcción de muestras*.

http://www.oas.org/juridico/PDFs/mesicic4_chl_const.pdf

Vargas Jiménez, I. (2011). La entrevista en la investigación cualitativa: nuevas tendencias y retos. *Revista CAES*, 31(1).

<https://dialnet.unirioja.es/servlet/articulo?codigo=3945773>

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC HONESTY, FRAUD, AND PLAGIARISM

Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a zero in the evaluation and/or repetition of the assignment, an F(*) in the course, suspension, or expulsion as established in the document *Política de Honestidad Académica* (DAEE 205-001) effective in August 2005.

All rights reserved | Sagrado | August 2020 | Translated September 2022