

Updated On	2024/02/20																																
Curricular Year / Period	2023/24 / S2																																
Course	Social Service																																
Curricular Unit	Methods and Techniques of Social Research																																
Language(s) of Instruction	Português.																																
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>150</td> <td>0</td> <td>60</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> <td>0</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	6	150	0	60	0	0	0	0	0	0	15	0
ECTS	Total			Horas de contacto semestral																													
		T	TP	PL	S	TC	E	O	OT	EC																							
6	150	0	60	0	0	0	0	0	0	15	0																						
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Adelaide João Cardoso Marques Proença / adelaideproenca@ippportalegre.pt																																
Other teachers (GDPR consent) <small>[complete name, email]</small>	Ana Maria Marques Balão / ana.balao@ippportalegre.pt																																
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	No prerequisites.																																
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>In the context of research in general, the scientific community has been increasingly valuing the processes of data collection, recording and analysis using reliable and reliable methodological and technical procedures supported by consistent theories and theoretical models. It is in this perspective that the curricular unit of Methods and Techniques of Social Research in the course should be considered. Thus, it is the purpose of this curricular unit to address epistemological, theoretical, methodological and technical aspects related to research in Social Sciences.</p> <p>The objective of the curricular unit is to work on students' key competences for research, which qualify their professional activity. In particular, the following:</p> <ol style="list-style-type: none"> a) Integrated understanding of the application of concepts, theories and methodologies of the social sciences to the operationalization of research problems; b) Elementary understanding of differences and complementarities between different social science research strategies (comprehensive / explanatory, deductive / inductive, extensive / intensive, evidence oriented / discovery oriented); c) Knowledge and understanding of the theoretical concepts and methodological principles underlying the construction and application of technical research tools in the social sciences; (d) an understanding of the need for an appropriate sampling plan recognizing its role in statistical conclusions; e) Knowledge of the potential of techniques of statistical treatment of data of different types; f) Knowledge and understanding of qualitative data analysis techniques; g) Ability to interpret and / or communicate in a rigorous and scientifically adequate manner the results of elementary research processes. h) Ability to analyze, in a critical way, statistical information presented by various sources. 																																
Sustainable Development Goals																																	
Syllabus	<ol style="list-style-type: none"> 1. Conceptualization of the Research Process <ul style="list-style-type: none"> . Theory (s) and model (s) - definition and levels of complexity . Role of theory (s) in the research process . Definition of problematic . Construction of the analysis model 2. Research Strategies and Research Models <ul style="list-style-type: none"> . Evidence-oriented strategies and discovery-oriented strategies . Adequacy between research strategies, empirical object and purposes of the study . Relationships between research strategies and techniques 																																

- 3. Data collection techniques
 - . General approach to the main techniques
 - . Survey techniques - interview, questionnaire and life stories
 - . The questionnaire
 - . The interview
 - . Life stories
- 4. Sampling
 - . Basic concepts - census, survey, statistical universe and sample.
 - . Methods of sampling:
 - . Probabilistic sampling
 - . Non-probabilistic sampling
- 5. Data treatment under the quantitative methodology
 - . Variables and statistical data
 - . Descriptive analysis
 - . Data organization
 - . Frequency tables
 - . Graphic representations
 - . Statistical measures
 - . Location Measures
 - . Measures of dispersion
 - . Inferential analysis
 - . Estimation of population parameters
 - . Linear Regression
- 6. Data treatment within the qualitative methodology
 - . Fields of Application
 - . Qualitative data analysis techniques

1 - Teaching methodologies

This curricular unit has a theoretical-practical nature. In the programming of pedagogical activities two moments, interconnected among them, will be privileged: an informative component, assured by the teachers; and situations that allow, from the analysis of texts (or other documents), the knowledge and the critical debate of the thematic contents. In this sense, the teacher will organize and make available to the students some texts that, together with the recommended bibliography, will allow them access to information and will be an incentive to the development of critical, reflexive and instrumental skills in the field of methodologies of investigation in sciences social policies. In paragraph 5 of the programmatic contents, the application of statistical treatment techniques in real practical contexts will be promoted and, whenever possible, using computer tools.

2 - Period assessment

The evaluation has a tendency to be continuous, taking into account the quality of student participation in the activities programmed throughout the semester.

The elements of evaluation are:

- a) an individual written test, to be carried out at the end of the semester, on a date to be scheduled, with a weighting of 50% for the final grade;
- b) a set of practical tasks to be carried out within the scope of statistical data processing, carried out in a small group during the semester, with a weighting of 10% for the final grade;
- c) a written work, carried out in a small group, according to a timetable to be defined with the students, which has a weighting of 40% for the final grade.

Failure to carry out the assessment elements referred to in a) and c) implies failure in the UC, due to the lack of assessment elements. The work referred to in c) focuses on the construction of a research project, based on a theme selected by each group, aiming at the application of the methodological principles studied in the Course. The final document to be delivered should not exceed 10 pages (except covers, indexes, bibliography and annexes), and must be in accordance with the rules for the preparation and presentation of written works, in force at the Higher School of Education and Social Sciences of the Instituto Politécnico Portalegre. The research project referred to in this evaluation element must be preceded by a pre-research project, a document to be completed by the students and delivered, on a date to be fixed, in a specific form provided by the teachers. The validation of the research project document requires the preparation of this pre-project.

Students who are repeating the frequency of the UC may ask the teachers to, for the purpose of evaluation in the UC, be considered the classification obtained in research work carried out previously (or research project carried out in 2019/2020). This option is only possible if the classification obtained previously in the work is equal to or greater than 9.5 values. This request must be formalized through

Teaching methodologies (including assessment)

[Specify the types of assessment and the weights and evaluation criteria]

	<p>an email addressed to the UC professors, to which the research report previously carried out must be attached.</p> <p>3 - Examination assesement</p> <p>The exam will consist of an individual, written test that will focus on the contents taught during the semester. It is considered approved, the student who obtains a classification equal or superior to 9,5 values in the test.</p>
<p align="center">Bibliography</p>	<p>1 - Main Bibliography</p> <p>ALBARELLO, Luc & outros (1997 [1995]) Práticas e Métodos de Investigação em Ciências Sociais. Lisboa: Gradiva.</p> <p>BARDIN, L. (1991). A Análise de Conteúdo. Lisboa: Edições 70.</p> <p>BERTAUX, Daniel (1996) Les Récits de Vie. Paris : Nathan.</p> <p>BOUDON, R. (1998). Les méthodes en sociologie. Paris: Presses Universitaires de France</p> <p>GHIGLIONE, R. & MATALON, B. (1993). O Inquérito: teoria e prática. Oeiras: Celta Editora.</p> <p>GOETZ, J. P. & LeCOMPTE, M. D. (1988). Etnografia y Diseno Cualitativo en Investigación Educativa. Madrid: Morata.</p> <p>GUERRA, Isabel (2006). Pesquisa Qualitativa e Análise de Conteúdo. Sentidos e Formas deUso. Cascais: Principia Publicações Universitárias e Científicas.</p> <p>GUERRA, Isabel (2000). Fundamentos e Processos de Uma Sociologia da Acção. O Planeamento em Ciências Sociais. Cascais: Principia Publicações Universitárias e Científicas.</p> <p>GUIMARÃES, R. & CABRAL, J. (1999). Estatística. Amadora: Editora McGraw-Hill de Portugal Lda.</p> <p>HOGG, R. & TANIS, E. (2006). Probability and Statistical Inference. Prentice Hall.</p> <p>JOHNSON, R. (1992). Elementary Statistics. Boston: PWS-KENT Publishing Company.</p> <p>KAUFMANN, Jean-Claude (2007) L'Entretien Compréhensif. Paris : Armand Colin.</p> <p>LARSON, R.& FARBER, E. (2006). Elementary Statistics: Picturing the World. Prentice Hall.</p> <p>LESSARD-HÉBERT, M.; GOYETTE, G.; BOUTIN, G. (1994). Investigação Qualitativa: fundamentos e práticas. Lisboa: Instituto Piaget.</p> <p>MANSFIELD, E. (1986). Basics Statistics with Applications. New York: W. W. Norton & Company, Inc.</p> <p>MAXWELL, Joseph A. (2009) La Modélisation de la Recherche Qualitative. Friburgo : Academic Press Fribourg.</p> <p>NUNES, A.S. (1987). Questões Preliminares Sobre as Ciências Sociais, Lisboa: Presença.</p> <p>PAIS, José Machado (2001) Ganchos, Tachos e Biscates. Jovens, Trabalho e Futuro. Porto: Âmbar.</p> <p>QUIVY, R. & Van CAMPENHOUDT, L. (1992). Manual de Investigação em Ciências Sociais. Lisboa: Gradiva.</p> <p>REIS, E.; MELO, P.; ANDRADE R.; CALAPEZ T. (1997). Estatística Aplicada. Lisboa: Edições Sílabo</p> <p>SILVA, A. S. & PINTO, J. M. (eds.) (1989). Metodologia das Ciências Sociais. Porto: Edições Afrontamento.</p> <p>SPIEGEL, M. (1993). Estatística. São Paulo: Makron Books (Colecção Schau)</p> <p>2 - Complementary Bibliography</p>
<p align="center">Special Situations</p> <p>[Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>