

TEACHING GUIDE

EDUCATIONAL RESEARCH METHODOLOGY

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 24-06-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	2 course, 2Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation

During the academic formation, the school teacher will face a diverse and complex socio-educational reality that is essential to the development and acquisition of a set of skills in order to carry out her future career with quality guarantees. Learning is justified in this respect and various methodologies will be explained in the present subject, allowing future school teachers to select the most suitable methodology to analyze, describe and interpret the educational phenomenon under study that he faces at each moment.

For these reasons, in this course, students will improve and apply the knowledge acquired in Probability and Statistics during secondary education, with the aim of analyzing data during the research process.

III.-Learning outcomes

CGP1. Teamwork
CGP5. Critical reasoning.
CGS1. Self-directed learning
CE4 Ability to analyse and to questioning the conceptions of education derived from Research, as well as curricular proposals of educational administration.
CE5 Respect for cultural and personal differences of students and other members of the educational community.
CE6 Design and development of educational projects and programming units to adapt the curriculum to the socio-cultural context.
CE7 Ability to carry out the tutorial function, guiding pupils and parents and coordinating the educational action concerning their group of students.
CE9 Ability to collaborate with different sectors of the educational community and with the environment.
CEGEI9 Apply and use appropriately the new Technologies as a vehicle of information, communication and introduction in the world of mass media.
CEGEI13 know how early childhood education schools work in order to integrate them into the educational work, reflecting on the action by means of own strategies. (Action-research in the practicum).
CEGEI15 Reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Unit	Topic	Sections
I.- "Fundamentals of Educational Research"	Topic 1. Introduction: "Educational Research nature" (AP), (AD)	Scientific Research. Educational Research. Trends in Educational Research.
	Topic 2. "The Research Procedure and Information Sources in Education" (AP), (AD)	Theoretical Framework. Formulation and types of hypothesis. Study and types of variables.
II.- "The Research Procedure"	Topic 3. "Quantitative and Qualitative Research" (AP), (AD)	Characteristics and Methods of Quantitative Research. Characteristics and Methods of Qualitative Research.
	Topic 4. "Data Collection" (AP), (AD)	Interview. Participant Observation. Decision Groups. Descriptive Research. Survey. Development Studies.
	Topic 5. "Data Analysis" (AP), (AD)	Qualitative and Quantitative data analysis. Statistics: Frequency Tables, Measures of Central Tendency, Quantiles, Measures of Dispersion.
III.- "Research reports and Results Publication"	Topic 6. "Types of Reports. Structure and Report Content." (AP), (AD)	The Research Report. Types of Reports. Structure and Writing. Results Publication.
IV.- "Applied Research"	Topic 7. "Action Research" (AP), (AD)	Action Research: Models and Research Procedure.
	Topic 8. "Evaluation Research" (AP), (AD)	Evaluation Research. Educational Evaluation.

IV.B.-Training activities

Type	Title
Oral presentations	Research. Group or individual presentations
Test and/or exams	Exam
Group work	Final group work
Lectures	Explanation of practical and theoretical contents



V.-Student workload	
Theoretical sessions	26
Resolution of exercises, problems, case studies, etc.	30
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	40
Related activities: conferences, seminars, etc.	8
Preparation of theoretical sessions and self-study	30
Preparation of practical tasks, exercises, case studies, projects, etc.	30
Preparation for tests and/or exams	12
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 14	Theoretical face-to-face classes through slides and activities.
Theoretical sessions	Week 1 to Week 14	Inverse classes and work group presentation
Group work	Week 2 to Week 14	To carry out group works
Academic tutorials	Week 1 to Week 15	Mentoring to solve doubts and questions and to supervise works and practical exercises.
Other activities	Week 1 to Week 10	Some chapters are taught by the students
Resolution of exercises, problems, case studies	Week 10 to Week 15	Statistical data exercises to solve



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities



Assessment weighting.

Continuous ordinary assessment: The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rectors office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual. The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

Extraordinary assessment: Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

Description of the tests for assessment and their weights.

Students must take an objective test on the official date set by the University and do different training activities throughout the course.

Weighting the final grade:

1. Writing tests: 60%. Will take place during the ordinary call date. In the written exam there will be multiple-choice questions (wrong questions will be subtracted by half) and a statistics exercise with several sections.
2. Group work: 40%. It will be compulsory to present the work in class, as well as to hand in the activities related to it as requested by the teacher during face-to-face classes.

If the teacher considers mandatory attendance face-to-face classes, it'll be precisely specified.

(NOTE: In case of not allowing a student to take an exam for not fulfill with the minimum attendance, the teacher has to justify it by some type of attendance control).

The teacher will give specific information during the first day of the course.

To pass the subject will be essential to obtain a grade equal to or greater than 5 points out of 10 in the tests of reevaluable evaluation (exam and group work). This rule is applicable both, to the ordinary evaluation (May call), and to the extraordinary evaluation (June call). No minimum grade will be applied to the activity when it is not reassessable. In the extraordinary call, written tests may be retrieved independently, but not non-reassessable activities. It is mandatory to obtain a grade equal to or greater than 5 globally to be able to pass the subject.

We will round off the marks of students who are 2 or 3 tenths of a point short of a pass mark only if they have handed in an optional activity previously announced and placed in the month of March.

Academic Exemption: the students who are going to ask for "academic exemption" need to contact the teacher at the beginning of the course, in order to get the information they need about their assignments. They will take the exam with their reference group, unless it was not possible. In this case, the teacher will inform the student throughout Virtual Campus about the evaluation plan. Referring to the group work, It's also mandatory to set up dates for presenting the work to the teacher and/or the rest of the class, if necessary. It depends on their circumstances, these students could work individually. They will follow the same guidelines as the rest of the students if they fail any part (exam or assignment) in May.

The exam review will be done in accordance with the Rey Juan Carlos University regulations. The method of assessment of students in the advanced call will be the same as that established in general.

University students must participate responsibly in university activities and cooperate in their normal development, respect the members of the university community and take care of and make proper use of university property, equipment and facilities. In particular, for the development of classes, the lecturer will dictate the rules on punctuality, participation and any other aspects he/she considers necessary to specify. The teacher will ensure that these rules are properly complied with. The student's stay in the classroom is conditional upon compliance with these rules.

There is a committee for the organisation of the teaching of the subject, chaired by the head of the Department, which has, among other functions, the mediation of any problems that may arise in the class. The representatives of the class will be able to present any problem in writing to the Management of the Department of Financial Economics and Accounting, which will be handed in at any of the university registers. In the event that the lecturer considers that the minimum requirements for the normal development of the class are not met, he/she will immediately stop the teaching activity and inform the committee.



VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Flick, U. (2015). *El diseño de la investigación cualitativa*. Ediciones Morata.

McMillan, J. H., & Schumacher, S. (2005). *Investigación educativa*. (5ª ed.). Pearson Educación.

Cohen, L., & Manion, L. (2002). *Métodos de Investigación Educativa* (2ª ed.). La Muralla.

Wellington, Jerry. *Educational Research, Contemporary Issues and Practical Approaches*. London: Continuum, 2011.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.).

Routledge. <https://doi.org/https://doi.org/10.4324/9780203224342>

James D. Lester, James D. Lester, Jr. *Writing Research Papers*. Pearson Education Limited. England, 2015

Consultation bibliography

Bisquerra Alzina, R. (2004). *Metodología de la investigación educativa*. Editorial LA MURALLA.

IX.-Professors

Name and surname	PABLO LÓPEZ GARCÍA
E-mail address	pablo.lopez.garcia@urjc.es
Department	Economía Financiera y Contabilidad
Campus	Madrid - Vicálvaro
Category	Profesor/a Asociado/a
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docencia	0