

TEACHING GUIDE

METHODOLOGY OF EDUCATIONAL RESEARCH

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

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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

CGP01. Teamwork.

CGP05. Critical reasoning.

CGS01. Autonomous learning

CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.

CG05. Acquire the necessary learning skills to expand their studies autonomously.

CE04 . Capacity to analyze and question the conceptions of education emanating from research, as well as the curricular proposals of the Educational Administration.

CE06 . Design and development of educational projects and programming units for adapting the curriculum to the sociocultural context .

CE25. Know and apply basic methodologies and techniques of educational research and be able to design innovation projects identifying evaluation indicators.

CE26. Understand that systematic observation is a basic instrument to reflect on practice and reality, as well as contribute to innovation and improvement in Primary Education.

CE28. TAddress field analysis through observational methodology using information, documentation and audiovisual technologies.

CE29. Know how to analyze the data obtained, critically understand reality and prepare a report of conclusions.

- 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

Part I. Foundations of Educational Research

Topic 1. Introduction: Nature of educational research. Scientific research. Educational research. Trends in educational research.

Topic 2. The research process and information sources in the field of education. The theoretical framework. Formulation and types of hypotheses. Study and typology of variables.

Part II. Research Process

Topic 3. Quantitative research. Qualitative research. Characteristics and methods of quantitative research. Characteristics and methods of qualitative research.

Topic 4. Data collection. Interviews. Participant observation. Focus groups. Descriptive studies. Surveys. Developmental studies.

Topic 5. Data analysis. Techniques for processing qualitative and quantitative information. Univariate statistics: Frequency tables. Measures of central tendency. Quantiles. Measures of dispersion and shape. Bivariate statistics: Contingency tables and correlation. Relational analysis of statistical variables. Measures of relationship and correlation. Introduction to the validation and diagnosis of causal statistical relationships.

Topic 6. Research report and dissemination of results. The research report and dissemination of results. Types of reports. Structure and writing.

Part III. Research aimed at obtaining applied knowledge.

Topic 7. Action Research. Action Research (AR). AR models. The AR research process.

Topic 8. Evaluative research. Evaluative research. Educational evaluation. Diagnostic assessments in our educational system.

IV.B.-Training activities

Type	Title
Lectures	Research. Group presentation
Lectures	Tests about basic knowledge corresponding to Parts I, II and III
Group work	Final group work about an educational research topic
Oral presentations	Presentation of the final group work
Resolución de ejercicios	Proposed problems and questions about Statistics and Methodology



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	10
Related activities: conferences, seminars, etc.	8
Preparation of theoretical sessions and self-study	36
Preparation of practical tasks, exercises, case studies, projects, etc.	50
Preparation for tests and/or exams	16
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Group work	Week 2 to Week 14	To carry out group works
Theoretical sessions	Week 1 to Week 14	Theoretical face-to-face classes through slides.
Practical sessions	Week 2 to Week 14	Individual and group training activities in a cooperative and collaborative way during face-to-face sessions.
Week 1 to Week 14	Reading of papers and articles in order to debate and reflect.	Academic tutorials
Week 1 to Week 15	Mentoring to solve doubts and questions and to supervise works and practical exercises.	- to -
Some chapters are taught by the students	- to -	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 standard assessment:

The distribution and characteristics of the assessment tasks are as described below. Only in exceptional cases and for special reasons may the lecturer modify the Course Guide. Such modifications require prior consultation with the Head of Department and prior, explicit authorization from the Programme Coordinator, who shall notify the Vice-Rector for Academic Affairs of the changes made. In any event, proposed modifications must take into account the stipulations of the verified programme report. To take effect, these modifications must be duly communicated to students at the start of the course via the Virtual Classroom.

No minimum grade requirement may be set (except for laboratory or clinical practicals, where duly justified), and no additional assessment tasks may be introduced that exceed 60% of the course's total weighting.

Extraordinary assessment: Students who do not pass the ordinary assessment, or who did not attend, must take an extraordinary assessment to verify the acquisition of the skills outlined in the guide—specifically for those activities eligible for re-assessment.

Description of assessment tests and their weighting.

Students will be required to complete various tests and different learning activities throughout the course.

SE 1. Written tests (70% of the final grade). Eligible for retake.

Objective Test 1. In-person written test that may combine multiple-choice questions, short-answer questions, and essay questions covering the essential theoretical content of the course. Weighting: 35%. Minimum passing grade: 5. Retake available during the extraordinary exam session. Topics 1 to 4. It will take place between weeks 6 and 7; the exact date will be confirmed in the course's in-person and virtual classrooms. For multiple-choice questions, a penalty factor may be applied, as determined by the professor at the start of the course. If this test is not passed on the interim date, the student must take the extraordinary exam for the retake; this retake cannot be taken on the official date of the ordinary exam.

Objective Test 2. In-person written test combining multiple-choice questions, short-answer questions, and essay questions covering the essential theoretical content of the course. Weighting: 35%. Minimum passing grade: 5. A retake will be held during the extraordinary exam session. Topics 5 to 8. It will take place approximately in week 14, on the official date of the ordinary exam. For multiple-choice questions, a penalty factor may be applied, as determined by the professor at the start of the course. Only the content from Topics 5 to 8 will be assessed in this ordinary exam.

SE 2. Individual and/or group work (30% of the final grade). Mandatory group assessments/practical assignments.

A. Non-retakable group assessments (no minimum grade required):

Preparation of a synthesis paper. Weighting: 3%. Weeks 2 and 3.

Analysis of research articles. Weighting: 3%. Weeks 4 and 5.

Preparation of an interview proposal and a questionnaire. Weighting: 3%. Weeks 6 and 7.

Preparation of a bibliometric analysis using VosViewer or Scimat. Weighting: 3%. Weeks 7 and 8.

Practical data analysis. Weighting: 3%. Weeks 8 and 9 (use of software such as Excel, SPSS, or JASP is at the discretion of the instructor).

Group presentation. Presentation of group assignments. Weighting: 5%. Weeks 3 and 12.

B. Retakable group or individual assessments (minimum grade required):

• Final course project or creation of a research poster (at the professor's discretion). Weighting: 10%. Minimum grade: 5. Weeks 7 to 12.

Work groups shall consist of a maximum of 5 or 6 members.

Class attendance is not mandatory, though it is recommended.

All activities eligible for re-assessment may be subject to a new evaluation during an extraordinary assessment period.

To pass the course, students must obtain a grade of 5 out of 10 or higher in each of the re-



assessable evaluation activities. No minimum grade requirement applies to non-re-assessable activities. During the June assessment period, written exams and group projects may be retaken independently; however, non-re-assessable activities cannot be retaken during that period. An overall grade of 5 or higher is required to pass the course

In the advanced call, the assessment for the course will be based on two components: a written exam (70%) and a final project (30%) that integrates all practical course content. To calculate the weighted final grade, a minimum score of 5 out of 10 must be achieved on each assessment component.

Academic Exemption: Students requesting an academic exemption must contact the professor at the start of the course to obtain the necessary information regarding their assignments. They will take the exam with their assigned group unless this is not feasible; in such cases, the professor will inform the student of the assessment plan via the Virtual Campus. Regarding group work, it is mandatory to schedule dates for presenting the work to the professor and/or the rest of the class, if required. Depending on their circumstances, these students may work individually. They will follow the same guidelines as other students if they fail any part of the assessment (exam or assignment) in May. Exam reviews will be conducted in accordance with Rey Juan Carlos University regulations.

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

Título Investigación y gestión del conocimiento. Autor D. GARCÍA LÁZARO , G. VERSTEEGEN , F. GARCÍA . Ed. Omnipress Educación

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

Investigación y gestión del conocimiento. D. García, G. Versteegen, F.E. García. OMMPRESS 2018.

Cohen, L, Manion, L., Keith, M. Research Methods in Education. New York: Routledge, 2011.

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

Consultation bibliography

Título METODOLOGIA DE LA INVESTIGACION EDUCATIVA Autor BISQUERRA ALZINA,R. 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