1. BASIC INFORMATION

Course	Sociological Research Techniques
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	First Year
ECTS	6 ECTS
Credit type	Basic
Language(s)	English
Delivery mode	Face-to-face
Semester	Second Semester
Academic year	2025/2026
Coordinating professor	Phd. Esma Kucukalic Ibrahimovic

2. PRESENTATION

This subject provides methodological tools to research, analyze and understand the social reality in the gaze of International Relations of XXI Century. The students will learn in the course Methods of Sociological Research how to analyze qualitative and quantitative data. The students will learn how and design an appropriate research related to the area of International Relations and to advance step by step in the construction of academic research in the social sciences with the aim of preparing methodologically rigorous texts.

The subject is focused on the dissemination and implementation of the **Sustainable Development Goals** (SDGs) of the 2030 Agenda to which the subject contributes by focusing on the content as well as the practices that particularly approaching this four SDGs:

- SDG 4: QUALITY EDUCATION: to guarantee an inclusive, equitable and quality education and promote lifelong learning opportunities.
- SDG 5: GENDER EQUALITY
- SDG 12: GUARANTEE SUSTAINABLE CONSUMPTION AND PRODUCTION MODE
- SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS, GUARANTEEING ACCESS TO NFORMATION.

This subject considers the concepts of the **experiential learning model** developed by the UEV, prioritizing the integrated curriculum with the data driven approach; participation and teaching in professional environments and creating simulated spaces; the transdisciplinary approach and compliance with the SDGs set. When you access the course on the Campus Virtual, you'll find a description of the assessment activities you must complete, as well as the delivery deadline and assessment procedure for each one.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1. That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- CB2. That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.
- CB3. That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- CB4. That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5. That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CC1. Autonomous Learning: Ability to choose the strategies, tools and moments that you consider most effective to learn and put into practice independently what you have learned.
- CC10. Initiative and entrepreneurial spirit: Ability to resolutely undertake difficult or hazardous actions. Ability to anticipate problems, propose improvements and persevere in their achievement. Preference to assume and carry out activities.
- CC11. Planning and time management: Ability to set goals and choose the means to achieve those goals using time and resources effectively.
- CC18. Use of information and communication technologies (ICT): Ability to effectively use information and communication technologies as a tool for searching, processing and storing information, as well as for developing communication skills.
- CC2. Self-confidence: Ability to assess our own results, performance and abilities with the internal conviction that we are capable of doing things and the challenges that arise.
- CC6. Oral communication/written communication: ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, being oral what is done through words and gestures and, written, through writing and/or graphic supports.
- CC7. Awareness of ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at their full development and that entails a commitment to certain social values.
- CC8. Information management: Ability to search, select, analyze and integrate information from various sources

Specific competencies:

- SC18. Generate, develop and consolidate basic level projects.

Learning outcomes:

- LO1. The student will be able to know and understand the basic aspects of ethics applied to international activities.
- LO2. Will be able to inform, evaluate and assess current events and situations as well as deal coherently with dispersed and global sources.
- LO3. Will be able to criticize sources and evaluate their usefulness as well as prioritize information according to its value and use.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB3, CC2, CC7, SC18	LO1: The student will be able to know and understand the basic aspects of ethics applied to international activities.
CB2, CB3, CB4, CC1, CC6, CC8, CC18	LO2: Will be able to inform, evaluate and assess current events and situations as well as deal coherently with dispersed and global sources.
CB3, CB5, CC1, CC6, CC8, CC18	LO3: Will be able to criticize sources and evaluate their usefulness as well as prioritize information according to its value and use.

4. CONTENT

Main sociological research techniques. Quantitative and qualitative techniques.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative learning.
- Problem-based learning.
- Master Classes
- Case method.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Discussions and colloquiums	8
Oral presentations	5
Group tutorials	18
Autonomous work	50
Master class	23
Asynchronous master classes	7
Case analysis	17
Problem solving	10
Reports and writings	10
Face-to-face knowledge tests	2

TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Directed individual work	35%
Oral presentations	15%
Portfolio	20%
Knowledge tests	30%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Individual assignment nº 1	Week 2 - 4
Individual assignment nº 2	Week 6 -9

Group assignment nº 1 (transversal activity)	Week 10 – 11
Gr Group assignment nº2 (qualitative and quantitative research assignment)	Week 12-13
Group assignment nº3 Oral presentation- collective investigation	Week 14
Portfolio	During the semester
Knowledge test	The date will be determined and communicated in a timely manner by the official channels established by the Center

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Corbetta Piergiorggio, Social Research: Theory, Methods and Techniques, SAGE Publications Ltd, 2003, p. 375.404.
- Publication Manual of the American Psychological Association: The Official Guide to APA Style. (2023). United States: American Psychological Association.
- Sheppard, V. (2020) Research Methods for the Social Sciences: An Introduction. Open access

The recommended bibliography is:

- Babbie, E. (2010), The practice of sociological research, Wadsworth, Cengage Learning
- Calduch, R. (2003). Métodos y técnicas de investigación en Relaciones Internacionales. Madrid
- Combessie, J.C (2000) El Método en Sociología. Madrid, Alianza
- Giddens, A. (2006), Sociology. UK, Polity
- Valles, M. (1986), Introducción a los métodos cualitativos de investigación. Buenos Aires.Paidós.

Additional bibliography will be provided during the course.

10.   EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:
orientacioneducativa.uev@universidadeuropea.es

11.   ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.