## MASTER COURSES FACULTY OF CHEMISTRY (215)

**Coordinator:** [quimicas.internacional@ehu.eus](mailto:quimicas.internacional@ehu.eus)

<table>
<thead>
<tr>
<th>Master’s Degree in Chemistry and Polymers</th>
<th>SEMESTER</th>
<th>CREDITS</th>
<th>SCHEDULE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>504104 Quimiometría aplicada</td>
<td>Annual</td>
<td>3</td>
<td>M / A</td>
</tr>
<tr>
<td>504088 Aplicaciones industriales de los polímeros</td>
<td>Sep. 2020- Jan. 2021</td>
<td>3</td>
<td>M</td>
</tr>
<tr>
<td>504107 Técnicas Avanzadas de Procesado de Polímeros y Optimización mediante Simulación asistida por ordenador</td>
<td>Sep. 2020- Jan. 2021</td>
<td>4.5</td>
<td>M</td>
</tr>
<tr>
<td>504089 Biomateriales Poliméricos</td>
<td>Jan. 2021- May 2021</td>
<td>3</td>
<td>M</td>
</tr>
<tr>
<td>504100 Técnicas Avanzadas de Caracterización de Polímeros</td>
<td>Jan. 2021- May 2021</td>
<td>5</td>
<td>M / A</td>
</tr>
<tr>
<td>504091 Introducción a la Biotecnología</td>
<td>Jan. 2021- May 2021</td>
<td>3</td>
<td>M</td>
</tr>
</tbody>
</table>

### SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

By clicking the subject’s name, its Syllabus will appear.

---

## MASTER COURSES FACULTY OF PSYCHOLOGY (231)

**Coordinator:** [psicologia.internacional@ehu.eus](mailto:psicologia.internacional@ehu.eus)

<table>
<thead>
<tr>
<th>Máster en Psicología: Individuo, Grupo, Organización, Cultura</th>
<th>SEMESTER</th>
<th>CREDITS</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>504200 Investigación en procesos psicológicos básicos</td>
<td>Sep. 2020- Jan. 2021</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>504206 Investigación sobre la relación entre cultura organizacional y participación del personal en la creación del conocimiento, en organizaciones educativas, sanitarias y empresariales</td>
<td>Sep. 2020- Jan. 2021</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>504209 Diseños y estrategias de análisis de datos para investigación en psicología</td>
<td>Sep. 2020- Jan. 2021</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>504205 Investigación sobre las relaciones entre grupos sociales y étnicos</td>
<td>Sep. 2020- Jan. 2021</td>
<td>5</td>
<td>A</td>
</tr>
</tbody>
</table>

* SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

By clicking the subject’s name, its Syllabus will appear.
<table>
<thead>
<tr>
<th>Código</th>
<th>Título</th>
<th>Semestre</th>
<th>Creditos</th>
<th>Horario</th>
</tr>
</thead>
<tbody>
<tr>
<td>504208</td>
<td>Investigación en Psicobiología: desde lo molecular a los supraorganísmico</td>
<td>Sep. 2020- Jan. 2021</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>504202</td>
<td>Evaluación de programas de intervención en contextos clínicos y educativos</td>
<td>Jan. 2021- May 2021</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>504201</td>
<td>Investigación en el desarrollo psicológico: Aspectos contextuales y neuropsicológicos</td>
<td>Jan. 2021- May 2021</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>504203</td>
<td>Investigaciones psicología clínica</td>
<td>Jan. 2021- May 2021</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>504207</td>
<td>Diseños, análisis y modelos avanzados de medición en psicología</td>
<td>Jan. 2021- May 2021</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>504204</td>
<td>Aportaciones de la investigación evaluativa en la prevención de la conducta antisocial y delictiva</td>
<td>Jan. 2021- May 2021</td>
<td>5</td>
<td>A</td>
</tr>
</tbody>
</table>

**MÁSTER COURSES FACULTY OF EDUCATION, PHILOSOPHY AND ANTHROPOLOGY**

https://www.ehu.eus/es/web/hefa/home
Coordinator: hefa.internacional@ehu.es

<table>
<thead>
<tr>
<th>Código</th>
<th>Título</th>
<th>Semestre</th>
<th>Creditos</th>
<th>Horario</th>
</tr>
</thead>
<tbody>
<tr>
<td>503149</td>
<td>La Investigación-Acción en la Intervención Socioeducativa</td>
<td>Sep. 2020- Jan. 2021</td>
<td>3</td>
<td>A</td>
</tr>
</tbody>
</table>

 aspire: Morning (M)/ Afternoon (A); begins at 13.30.
By clicking the subject’s name, its Syllabus will appear.
Guía docente INGLÉS:

INDUSTRIAL APPLICATIONS OF POLYMERS (Aplicaciones industrials de los polímeros)

DESCRIPCION Y CONTEXTUALIZACION DE LA ASIGNATURA

The main objective of this course is to provide the student with a combination of current scientific knowledge in various fields of polymers applications, with a vision of applied technology. A especial attention is payed to two types of applications, one of them in structural materials, composite materials or composites, and the other in functional materials, coatings and adhesives. This will allow the student to get on in the industry, either in companies that supply raw materials for the different applications, or in those in which they have to perform the different formulations, the processing, or the final application.

COMPETENCIAS/ RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

At the end of the course, the student has to be able to obtain information about advanced materials from the specialized bibliography and through the contact with others specialists in the field. Additionally, they have to be able to choose a polymeric material to address a certain problem and know and distinguish different materials suitable for use in different applications.

CONTENIDOS TEÓRICO-PRÁCTICOS

1.-Industrial applications of polymers
2.-Composites: general concepts
3.-Polymeric composites components
4.-Processing and properties of polymeric composites
5.-Applications of polymeric composites
6.-Coatings and adhesives: general concepts
7.-Resins and other components
8.-Adhesion. Mechanisms and adhesion tests
9.-Coatings properties
10.-Industrial applications of coatings and adhesives

MATERIALES DE USO OBLIGATORIO

Not required

BIBLIOGRAPHY

BASIC BIBLIOGRAPHY


ADVANCED BIBLIOGRAPHY
The student will be provided with recent articles about various aspects of each topic.

JOURNALS
Journal of Applied Polymer Science
Progress in Organic Coatings
Journal of Paint Technology
Surface and Coating Technology
Polymer Composites
Composites Science and Technology
Composites Part A, Applied Science

WEBSITES
The student will be provided with different website addresses along the course.
DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

After a brief introduction to the main techniques used for the processing, of polymeric materials, already studied in previous academic courses, the subject delves into current trends and innovations related to these techniques. A module dedicated exclusively to the processing of elastomeric materials is also included. Finally, taking the injection molding process as an example, the subject works in depth the optimization of this technique, by using a CAE analysis software specially designed for that purpose.

The course includes laboratory work sessions, where the students will operate some typical processing techniques; computer practices related to assisted simulation, and seminars, in which students will present the results obtained in the previous teaching methods.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

Saber reconocer la técnica industrial de procesado adecuada para cada tipo de material polimérico y/o para la fabricación de piezas poliméricas.

Haber adquirido conocimientos sobre las técnicas más actuales y destrezas en el manejo de las técnicas fundamentales de procesado de materiales poliméricos.

Adquirir destrezas en el manejo, interpretación y comunicación de resultados obtenidos mediante softwares de simulación de procesado de materiales poliméricos.

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

THEORETICAL/PRACTICAL CONTENT

Topic 1. Fundamentals of polymeric material processing techniques.


Topic 3. Advances in injection molding: Fluid-assisted injection (water, gas), structural foams, overmolding, lost-core molding, injection-compression, microcellular foams ...


Topic 5. Innovations and advanced techniques for extrusion, thermoforming and rotational molding.


Topic 7. Simulation of computer assisted injection molding: Introduction to software by finite elements. Information about materials and processes necessary for the simulation. Launching and realization of simulations, and analysis of the results.

METODOLOGIA (ACTIVIDADES FORMATIVAS)

<table>
<thead>
<tr>
<th>Actividad Formativa</th>
<th>Horas</th>
<th>Porcentaje presencialidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and practical analysis</td>
<td>7,5</td>
<td>40 %</td>
</tr>
<tr>
<td>Expositive classes</td>
<td>20</td>
<td>100 %</td>
</tr>
<tr>
<td>Acquiring basic instrumental skills</td>
<td>25</td>
<td>40 %</td>
</tr>
<tr>
<td>Solving practical cases</td>
<td>30</td>
<td>40 %</td>
</tr>
<tr>
<td>Text analysis</td>
<td>30</td>
<td>0 %</td>
</tr>
</tbody>
</table>
### TYPES OF TEACHING

<table>
<thead>
<tr>
<th>Type of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>GL</th>
<th>GO</th>
<th>GCL</th>
<th>TA</th>
<th>TI</th>
<th>GCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom hours</td>
<td>20</td>
<td>3</td>
<td>10</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours of study outside the classroom</td>
<td>30</td>
<td>4.5</td>
<td>15</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- M: Lecture
- S: Seminario
- GA: Pract.Class.Work
- GL: Pract.Lab work
- GO: Pract.computer work
- GCL: Clinical Practice
- TA: Workshop
- TI: Ind. workshop
- GCA: Field workshop

### TOOLS USED & GRADING PERCENTAGES

<table>
<thead>
<tr>
<th>Denominación</th>
<th>Ponderación mínima</th>
<th>Ponderación máxima</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
<td>50 %</td>
<td>70 %</td>
</tr>
<tr>
<td>Presentations</td>
<td>30 %</td>
<td>50 %</td>
</tr>
</tbody>
</table>

### ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

- Written exam of the theoretical contents: 60%
- Continuous evaluation and evaluation of the written report of the laboratory practices: 20%
- Continuous evaluation and evaluation of the presentation of the practical computer work: 20%

"No show" will be given to students which do not attend to the written exam of theoretical contents, which means the automatic waiver of the call.

### EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

The parts graded No pass/failed in the ordinary exam call will be re-examined, by using the same methods than in the ordinary exam call.

"No show" will be given to students which do not attending the exam, which means the automatic waiver of the call.

### COMPULSORY MATERIALS

No compulsory materials are needed.

### BIBLIOGRAPHY

**Basic bibliography**
2. J. F. STEVENSON (ED.), INNOVATION IN POLYMER PROCESSING: MOLDING. HANSER, NEW YORK, 1996.
5. MANUALES DE USUARIO DE LOS SOFTWARES IRONCAD, DESKARTES 3DATA EXPERT Y CADMOULD.

**In-depth bibliography**

**Journals**
- POLYMER ENGINEERING AND SCIENCE
- INTERNATIONAL POLYMER PROCESSING
- PLASTICOS UNIVERSALES
- JOURNAL OF APPLIED POLYMER SCIENCE
- RUBBER CHEMISTRY AND TECHNOLOGY

**Useful websites**
Web sites, which will be announced through the course
Guía docente INGLÉS:

POLYMERIC BIOMATERIALS (Biomateriales Poliméricos)

DESCRIPCIÓN Y CONTEXTUALIZACIÓN DE LA ASIGNATURA

This course studies the design, manufacture and application of the natural and synthetic polymeric materials, called biomaterials, for applications in a wide variety of implants, devices or equipments that have contact with biological systems.

COMPETENCIAS/ RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

As a result of the course, the student has to be able to choose specific techniques or instruments to address a problem of biomaterial behaviour in a specific physiological environment and to acquire a basic knowledge that provides a basis for the research and development of new polymeric biomaterials

CONTENIDOS TEÓRICO-PRÁCTICOS

1.-Introduction and historic development
2.-Polymeric systems
3.-Biocompatibility
4.-Polymers for ophtalmology
5.-Drug controlled release systems. Nanosystems
6.-Sutures and surgical adhesives
7.-Biodegradable polymers for tissue regeneration. Principles of tissue engineering
8.-Applications in dermatology
9.-Plastic and reconstructive surgery
10.-Haemocompatible polymers
11.-Implants for musculoskeletal system
12.-Polymers for odontology

HERRAMIENTAS Y PORCENTAJES DE CALIFICACIÓN

Others: Throughout the course, the students will pass a continuous evaluation which includes active participation in class, interest shown by the subject and own and originals contributions to the class.

MATERIALES DE USO OBLIGATORIO

Not required

BIBLIOGRAPHY

BASIC BIBLIOGRAPHY

-BIOMATERIALS SCIENCE. AN INTRODUCTION TO MATERIALS IN MEDICINE, Buddy D. Ratner, Allan S. Hoffman, Frederick J. Schoen, Jack E. Lemons, editors Elsevier, Oxford (UK) 2013
ADVANCED BIBLIOGRAPHY
The student will be provided with recent articles about various aspects of each topic.

JOURNALS
Biomaterials
Journal of Biomedical Materials Research. Part A
Journal of Biomedical Materials Research Part B
Journal of Materials Science. Materials in Medicine

WEBSITES
The student will be provided with different website addresses along the course.
The aim of this course is to introduce chemists to the molecular basis of biological processes, in particular, those that could be related to chemistry. Procedures for genetic manipulation, modification of gene expression, the use of databases or the synthesis of commercial products for biotechnology will be analyzed.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- Ser capaz de planificar y realizar experimentos con las técnicas básicas de la Biotecnología: extraer DNA, clonar un gen, clonar por PCR
- Conocer los conceptos, términos y técnicas más generales empleados en el campo de la Biotecnología. Tener la capacidad para interpretar textos técnicos en la materia.
- Conocer las fuentes más importantes de información en Biotecnología, como las bases de datos de secuencias, y los programas de gestión de información en uso.
- Comprender las implicaciones del uso de la biotecnología en lo referente a riesgos y beneficios para las personas y el medio ambiente.

DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

THEORETICAL/PRACTICAL CONTENT

1) Introduction to Biotechnology
2) DNA extraction, purification and manipulation
3) Vectors and their design
4) Transformation. Selection of recombinant colonies
5) Clone identification and gene expression
6) PCR and its application for cloning and sequencing
7) Sequence analysis
8) Protein engineering

METODOLOGIA (ACTIVIDADES FORMATIVAS)

<table>
<thead>
<tr>
<th>Actividad Formativa</th>
<th>Horas</th>
<th>Porcentaje presencialidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and practical analysis</td>
<td>12,5</td>
<td>40 %</td>
</tr>
<tr>
<td>Expositive classes</td>
<td>15</td>
<td>100 %</td>
</tr>
<tr>
<td>Text analysis</td>
<td>22,5</td>
<td>0 %</td>
</tr>
<tr>
<td>Acquiring basic instrumental skills</td>
<td>25</td>
<td>40 %</td>
</tr>
</tbody>
</table>

TYPES OF TEACHING

Legend:
- M: Lecture
- S: Seminario
- GA: Pract.Class.Work
- GL: Pract.Lab work
- GO: Pract.computer wo
- GCL: Clinical Practice
- TA: Workshop
- TI: Ind. workshop
- GCA: Field workshop

TOOLS USED & GRADING PERCENTAGES

<table>
<thead>
<tr>
<th>Denominación</th>
<th>Ponderación mínima</th>
<th>Ponderación máxima</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
<td>25 %</td>
<td>60 %</td>
</tr>
<tr>
<td>Otros: Evaluación continua</td>
<td>0 %</td>
<td>20 %</td>
</tr>
<tr>
<td>que hace el profesor del</td>
<td></td>
<td></td>
</tr>
<tr>
<td>estudiante a lo largo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>del curso, que incluye la</td>
<td></td>
<td></td>
</tr>
<tr>
<td>participación activa en clase,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el interés demostrado por la</td>
<td></td>
<td></td>
</tr>
<tr>
<td>asignatura, aportaciones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>propias y originales a la</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clase.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practical tasks 25 % 60 %

ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

COMPULSORY MATERIALS

BIBLIOGRAPHY

Basic bibliography

In-depth bibliography

Journals
Science
Nature
Nature Biotechnology
Applied and Environmental Microbiology
Applied Microbiology & Biotechnology

Useful websites
http://highered.mcgraw-hill.com/sites/0072556781/student_view0/
http://www.dnai.org/
http://www.yeastgenome.org/
http://www.broadinstitute.org/
Research into Basic Psychological Processes

This subject provides a technical and practical approach to the research that is currently done in basic psychology. Regarding the technical approach, current students and theories in different areas will be reviewed. As for the practical approach, examples will be provided to illustrate how to design specific research projects in these areas.

The idea is to be able to design a research project on emotions, recall and learning.
To get to know the present state of research into emotions, recall and learning.

MEMORY (RECALL)


EMOTION

Topic 2: Self-aware emotions: guilt, embarrassment and pride.
What kind of things make us feel guilty? Gender differences in intensity regarding guilt and interpersonal sensitivity. Difference between guilt and embarrassment. Effects of moral pride. The more costly the moral behavior, the greater the pride?

Topic 3: Individual and collective emotional intelligence. Applied emotional regulation. We will examine the results of current studies on the relationship between Emotional Intelligence (EI) and other basic psychological processes. The different methods of measuring individual and collective EI will also be examined. Also analyzed are intervention strategies in the educational, employment and socio-healthcare fields. As for emotional regulation, current results of the relationship between emotional regulation, academic results and results in the field of healthcare will be examined.

LEARNING

Topic 4: Learning through exposure to stimuli.
Research into associative and non-associative mechanisms that intervene in the effects of perceptive learning and latent inhibition.

Topic 5: Learning and contextual control.
This topic covers the mechanisms used for recovery in learning and recall. We will understand these phenomena by outlining the conditions under which faults occur in the recovery of learning, through the discussion of basic research on contextual control in animals and human beings. We will discuss the implications for clinical work and the understanding of the neurobiological mechanisms involved.
ATTENTION


Mechanisms to select information. Selection criteria and related processes. Behavioral manifestations of attention. Design of research studies in the field of attention, for example: blindness to change and perceptive learning.

Continuous assessment (classroom presence 80%)

Participation and discussion in class (40%). The level of discussion and participation in the activities proposed by the professor for each topic is assessed. Students' contributions that relate the topics covered in the module to their research project for their Master's Dissertation.

Presentation of an article (60%). Oral presentation and defense of an article/book chapter. The subject will be chosen by the students or proposed by the teaching staff. For this oral presentation, the student should only choose one of the subjects covered in the Basic Psychology Module.

Overall assessment

Presentation of a study in writing (40%). Development and delivery of a written project on the contributions of the topics covered in the module (see topics list for the module), highlighting the relationships of the issues covered with the research project linked to the Master's Dissertation.

Presentation of an article (60%). Oral presentation and defense of an article/book chapter. The subject will be chosen by the students or proposed by the teaching staff. For this oral presentation, the student should only choose one of the subjects covered in the Basic Psychology Module.
Research into the relationship between organizational culture and the participation of personnel in the creation of knowledge in educational, healthcare or business organizations

The effective social impact of the process of research, development and innovation requires cooperation with economic, social and research stakeholders. More specifically, any research in the field of psychology has an individual, social and organizational impact. Going into depth on the social and organizational context allows innovation to be located, orientated and developed in the research process. This subject enables the Master’s students to identify what innovation in organizations of different cultural roots effectively means, how it is fostered through socio-psychological, emotional and motivational strategies, how it is materialized in a worker's performance, through which practices it can be developed, and the ways of managing innovative knowledge in the face of risks taken.

Learn and analyze models of scientific research and different theoretical frameworks used in research into culture, the self and organizations.

Learn to analyze the relationships between knowledge, language and everyday practice in organizations.

Be able to design research studies in the framework of business, healthcare and educational organizations in the following areas: the participation of personnel in the management of an organization and its climate, innovation and the generation of knowledge and creativity.

**TOPIC 1. Organizational culture and the orientation of an individual towards innovation**
1.1 Culture, emotional climate and organizations
1.2 Collective emotional regulation and innovation
1.3 Motivational regulation and innovation
   1.3.1. Regulatory approaches, creativity and innovation
   1.3.2. Regulatory adjustments in organizations

**TOPIC 2. Performance at work and innovation in organizations**

**TOPIC 3. Participation on an equal basis as a factor of innovation in organizations**
3.1. Frameworks for gender equality in organizations
3.2. Gender diversity and innovation
3.3. The "doing and undoing gender" perspective in innovation

**TOPIC 4. Creation, transformation and dissemination of knowledge on innovation and risk**
4.1. The management of new information. The case of infectious epidemics
4.2. The management of risk information. The case of risky practices
Face-to-face activities (30%). Participation in theoretical and methodological debates, short exercises on the research process.

Written work (50%). Drafting of a project of around 3,500 words. The project consists of selecting a theoretical theme or construct taught in the subject and incorporating or relating it to a theme of interest to students, which usually coincides with the Master's thesis. The teaching staff for the module support and assist in the choice of the theme and in its theoretical integration.

Presentation of the project (20%). Presentation in public: duration 10 minutes. This presentation is supported by visuals.

Overall assessment

Written work (60%). Drafting of a project of around 3,500 words. It involves integrating the content presented in the module and a personal reflection on it.

Interview (40%). A critical evaluation of three key articles in the module, provided by the teaching staff.
The subject aims to give doctoral students the knowledge and skills to design and carry out experimental, quasi-experimental and non-experimental research studies in the area of health and social sciences. It also aims to train them in the use of strategies to analyze the data that emerges from these studies. Finally, it sets out to provide knowledge about the main alternatives to the null hypothesis significance test and recommendations of the Task Force on Statistical Inference of the American Psychological Association and the calculation of alternative/complementary indexes.

Furthermore, the basic aspects to be considered in a research study in Psychology that help to demonstrate evidence of the validity of a study and its results are explained. Also the recommendations to be followed in the preparation and drafting of a doctoral thesis and a scientific article.

Learn to design and carry out experimental, quasi-experimental and non-experimental research studies in the field of social and health sciences

Be able to link the objectives, design hypothesis and data analysis strategies.

Be able to differentiate between different methodological approaches and levels of analysis in the field of Psychology

### Topic 1: Basis of the research study
1. Approaches of the study
2. Perspectives of the study vs research methods
3. Process of the study
   3.1. Prior questions:
   3.2. Methodological definition of the study
   3.3. Requirements of the study
   3.4. Ethics of the study
4. Writing a scientific article and/or doctoral thesis

### Topic 2: Non-experimental designs and data analysis strategies related to these designs
1. Selective designs: Characteristics and types
   1.1. Survey design
   1.2. ex post facto or comparative designs
2. Observational designs

### Topic 3: Quasi-experimental designs and data analysis strategies related to these designs
1. Designs with non-random or known allocation rules
2. Designs with non-random but known allocation rules
3. Covariance analysis from the regression model: different analytical alternatives, calculation of the effect size, power study

### Topic 4: Experimental designs and data analysis strategies related to these designs
1. Random experimental designs
2. Experimental designs that reduce error variance
3. Experimental designs of repeated measures
4. Behavioral design or intra-subject replication
5. New propositions to improve statistical analysis and the interpretation of the data: null hypothesis significance test vs. other alternatives

Continuous assessment
- Portfolio (50% of the grade). Group work that includes the analysis of practical cases related to the activities carried out in the sessions of the module.
- Individual exam (50% of the grade). An individual exam consisting of short open questions related to the content taught in the module and the activities carried out in the portfolio.
Clariﬁcations (if applicable): Both parts need to be passed to pass the subject as a whole.

Overall assessment
- Individual theoretical exam (50% of the grade). An individual exam consisting of short open questions related to the content taught in the module.
- Test with computers (50% of the grade). A practical exercise will be solved, including data analysis, the drafting of results and their interpretation.
Both parts must be passed to pass the subject as a whole.
504205 - Research into Relations between Social and Ethnic Groups

Within the field of social psychology, this subject includes social psychology studies of groups, emotions, and political psychology. It offers an updated vision of the lines of research currently being done in social psychology in Europe. Contemporary developments in research into relations between social groups are also reviewed.

Starting with studies on inter-group relations, from theories of social identity and their theoretical and methodological development we go on to the study of social issues such as ethnic minorities in the context of contemporary societies and acculturation, as well as studies on social identities and stigmas.

Studies on collective and transcendental emotions are also examined within the framework of social rituals, mobilizations and a collective approach to dealing with traumatic events.

Learn the main developments in social psychology, their approaches and cutting-edge lines of research. Be able to apply scientific knowledge and methodology to an analysis of prejudice and discrimination, pro-social behavior and dealing with collective conflicts to design evidence-based interventions.

Be able to design a research study in the field of social psychology

Topic 1. Inter-group relations: Migration, acculturation and identity

1.1. Introduction: review of psychosocial theories on inter-group relations.

1.2. Subjective well-being.

1.3. Identity, Acculturation and Migration.

1.4. Psychosocial factors (cultural distance, stress, social support and coping skills) and socio-cultural adaptation and well-being of migrants. Theories on stigma, social identity and coping in immigration.

1.5. Rituals and collective coping: collective identities and emotional processes.

Topic 2.- Acculturation and psychosocial intervention for migrants

2.1. Identity and ethnic minorities

2.2. Adolescence and school: socio-cultural dissonance

2.3. Gender and identity

2.4. Family reunification

2.5. Models of psychosocial intervention

Topic 3.- Collective processes: Emotions before and in a group
3.1. Affection, emotions and state of mind.

3.2. Basic emotions, antagonists, abandonment, positive, moral, transcendent.

3.3. Inter-group emotions before the group, in the group or collective.

3.4. Collective emotions. Psychosocial processes to create an emotional climate-

3.5. Processes of forgiveness and reparation.

Topic 4. - Social identity, inter-group relations and social exclusion

4.1. The historical perspective in psychological studies on inter-group relations (enjoyment, morals).

4.2. The value of the group and subjective group dynamics

4.3. Lack of inter-group agreement: social exclusion, infrahumanization and ethnocentrism.

4.4. The study of political conservatism and the construction of social inequality. Study of cognitive-epistemic, experiential and ideological motives that underlie inequality.

4.5. Inter-group cooperation: arophilia, hypernorms and the feeling of global identification.

4.6. A vision of hate crimes

Continuous assessment

Written work (70%). Defended in public in the last assessment session, on one of the topics of the subject with a review of articles (length: 10-20 pages). Written work: The following are assessed: content, following the rules of a scientific article, ability to summarize, clarity of concepts, presentation of results, critical vision. Oral presentation: clarity of presentation, sticking to the time allowed, and answering the questions are all assessed.

Summary of an article (proposed by one of the professors). Hand over a written copy, and present in class (10%)

Summary of the sessions. Written report (max. 10 pages). (10%)

Participation in the activities organized in the face-to-face sessions. Debates and exercises. (10%)

Overall assessment

Oral exam (50%). Critical evaluation of 4 articles on the lines of research in the subject (materials available in e-Gela). Ability to present articles and answer questions posed by the panel.

Written exam (50%): Three questions on the theme of the subject, with the corresponding bibliography (materials available in e-Gela).
Research into Psychobiology: From Molecular to the Superorganism

This subject aims to cover, within the framework of Psychobiology and using a biopsychosocial approach, aspects related to people's health and behavior. The approach, with incorporates psychological, social and biological aspects, studies individual expression in both sexes, behaviors related to social interaction (aggression, forming couples, etc.), social stress, depression and cancer, and neurochemical, neuroendocrine and immune mechanisms that come into play.

Learn about the basis methodological approaches to research into Psychobiology: designs and techniques found in this field.

Be able to design a research study in Psychobiology, adapting the objectives, hypotheses, design and techniques.

Be able to analyze research studies that are representative of the lines explained in the module and argue consistently, drawing accurate conclusions on the study analyzed.

Topic 1. Introduction to Psychoneuroimmunology. Theoretical basis for the relations between the immune and central nervous systems.

Topic 2. Introduction to the theoretical principles of the Theory of Evolution, Evolutionary Psychology and Sexual Selection.

Topic 3. Familiarization with research techniques in Psychobiology.


Topic 5. Immune system. Anatomic-physiological connections between the nervous and immune systems: neurovegetative and neuroendocrine connections.

Topic 6. Modulation of behavior by the immune system: physiological mediators and illness behavior.


Topic 8: Evolutionary approach to sexual differences in the choice of a partner, cognition, aggression and development in human beings

Handing out of a script/outline (one page long) after each session on the content covered in it. The students will draft and hand in a summary of the content of the class explained by the professor in each session. A maximum of 2 points can be obtained by adding up the sum of the marks scored for each of the scripts/outlines.

Oral presentation of 15-20 minutes accompanied by a presentation (PowerPoint, Prezi) of the summary of an article selected from a series for each of the topics in the module. Each of these presentations (total of 4) will be assessed and scored with a maximum 0.75 points for each one. Overall maximum: 3 points out of 10.
Preparation, during the assessment session of the module, of the written analysis of an article selected from three. The written summary will be assessed and will have a maximum score of 5 points.

Overall assessment

Handing in of a script/outline on the day of final assessment on the content covered in the classes. The basis will be the material used in the course and provided to the students in the e-Gela platform, with a length of six pages. Maximum 2 points. The preparation and handing in the summaries are essential for taking the points obtained in the other two assessment activities into account.

Oral presentation of 15 minutes, on a date agreed with the teaching staff of the module (in PowerPoint, Prezi format) of a summary of an article selected from a series of articles associated to each part of the module. The presentations will be assessed and marked overall, with a maximum of 3/10.

Preparation, in situ in the final assessment session of the module, of the written analysis of an article selected from three options. The written summary will be assessed and scored with a maximum of 5/10.
1. Description and context of the subject

The subject Evaluation of Intervention Programs in Clinical and Educational Contexts is one of the five compulsory core subjects in the Master's in Psychology: Individual, Group, Organization. It consists of 6 ECTS and is taught in the first term of the first year.

The aim of this subject is to give the students sufficient theoretical and practical knowledge to be able to design, apply and evaluate intervention programs in the fields of health and education. First of all, the students will receive basic training on the conceptual and methodological basis of the design and evaluation of intervention programs in the clinical and health areas. Next, and with the aim of providing wide-ranging and detailed training on the basic aspects of design (needs analysis, development of program theory, objectives and design of the intervention), the implementation (conceptualization, sampling, procedure) and the evaluation of programs (ethics, evaluation methodology, data analysis, discussion and generalization of the results), across the board, a series of psycho-educational intervention programs will be presented that have obtained empirical evidence or that have promising results for improving people's well-being.

2. Competencies in the subject

1. Learn to design interventions or treatments and be able to select and/or design evaluation techniques or instruments for interventions or treatments. The intervention to be systematized can be individual or group, of a clinical or psycho-educational nature or designed for children, adolescents or adults.

2. Be able to design a study to specify the empirical study to evaluate interventions or treatments, to evaluate the effectiveness of the interventions: study objectives and hypotheses based on knowledge of the existing literature, study design and procedures, instruments for evaluation, intervention or program, data analysis, etc.
3. Be able to carry out statistical analyses of the data collected, review initial hypotheses in the light of the results obtained and describe the results in a discussion in the light of previous study results.

3. **Subject content**

The theoretical content of the program of the subject is structured in eight teaching units, as follows:

**Topic 1. Conceptual and methodological basis in the design and evaluation of intervention programs (Professor: Alexander Muela)**

**Topic 2. Animal-assisted interventions in the field of health and socio-educational intervention (Professor: Alexander Muela)**

**Topic 3. Study of a program to deal with specific childhood phobia based on games (Professor: Xabier Méndez)**

**Topic 4. Study of psychological intervention programs to foster the socio-emotional development of adolescents (Professor: Iñigo Ochoa)**

**Topic 5. Study of intervention programs in the field of psychological well-being in the family familiar. (Professor: Iñigo Ochoa)**

**Topic 7. Artistic-creative strategies, music therapy and mindfulness in clinical and educational contexts (Professor: José Ignacio Pérez)**

**Topic 8. The adaptation of intervention programs: the example of the ESTEEM program (Professor: José Ignacio Pérez)**
4. Assessment system

The continuous assessment of the subject consists of two exams. 1) The students will take a written exam to assess their knowledge of the theoretical content. This accounts for 80% of the grade for the subject. 2) The students will also perform two practical work assignments related to the practical teaching of the subject. The work will be assessed in terms of formal aspect and content. This accounts for 20% of the grade for the subject.
Research into Psychological Development: Contextual and neuropsychological aspects

The subject aims to provide knowledge of the main research findings in the field of cognitive and child neuropsychological development, and the impact of the contexts of fostering this development. Current methodologies will be studied to examine and analyze the influence of the family and social context in development, plus the designs applied at present with the objective of optimizing regulatory development and in populations at risk with attention, language, reading and autism disorders.

Learn about the present state of research into processes of change in emotional and social development in the different contexts of development, and neuropsychological factors.

Know how to design a research study in the field of psychology and neuropsychological development.

Topic 1. Research into emotional ties: Predictors and correlates of the security of belonging throughout a person's life.
Topic 2. Research into predictors (behavioral, emotional and family-based) of social skills, altruism, moral internalization and moral behavior in children.
Topic 3. Research into the influence of the family context in socio-emotional development during childhood and adolescence: optimizing variables.
Topic 4. Research into the influence of the family context in cognitive development during childhood and adolescence: optimizing variables.
Topic 5. Single case and group research in the field of neuropsychology.
Topic 6. Acquisition of higher praxis and functions and their alteration in the face of cerebral lesions in human beings.

Continuous assessment

Worksheets on readings (40%). Preparation of worksheets on readings proposed by the teaching staff during the year, which are then shared in class.

Presentation of an article (60%). PowerPoint presentation of an article to be chosen by the student, one per professor.

Overall assessment

Presentation of an article (40%). PowerPoint presentation of an article to be chosen by the student for a professor. Written work (60%). PowerPoint presentation of an article to be chosen by the student for a professor.
TEACHING GUIDE
Center
Cycle
Year

SUBJECT
Research into Clinical Psychology

DESCRIPTION AND CONTEXT OF THE SUBJECT
Research into Clinical Psychology sets out to present the major lines of research that are carried by the teaching staff who teach this module in the field of clinical psychology and health.

COMPETENCIES / LEARNING OUTCOMES OF THE SUBJECT
Learn the basic psychological and psychopathological principles of the selected clinical picture.
Learn the main lines of evidence-based research in clinical pathology and health in the following areas: male abusers, pathological gambling, anxiety disorders, serious mental illnesses.
Be able to design a research study in clinical pathology and health in the areas studied.
Be able to apply the knowledge acquired to diagnosis and intervention in the areas studied.

THEORETICAL-PRACTICAL CONTENT
Topic 1. Evidence-based psychological therapies; male abusers, pathological gambling.
Topic 2. Research into therapies in situations of chronic stress.
Topic 4. Research into attachment theory and psychotherapy.

METHODOLOGY (FORMATIVE ACTIVITIES)
Case analysis
Analyze and discuss projects.
Presentation and defense of projects
Lectures
Readings
Written presentation of a subject

MODES OF TEACHING
Type of teaching
Hours of face-to-face teaching
Open learning student hours

Legend: M: Lecture S: Seminar GA: Practical classwork GL: Practical laboratory work G: Practical computer work
GCL: Clinical practice TA: Workshop TI: Taller Ind.
GCA: Field work

GRADING TOOLS AND PERCENTAGES
ORDINARY CALL: GUIDELINES AND WITHDRAWAL
- Reading, analysis and summary of 1 article on one of the elements taught in the
module. Consultation of databased. Selection of 1 article from the last 5 years (2014-2018) published in an English-language journal indexed in the JCR, among whose authors none of the professors on the Master's course should appear. Reading, analysis and summary of the article selected, in line with the following criteria: C.1. Formal criteria: Length: from 4 to 6 pages (one side); font: Times New Roman 12; line spacing 1.5. C.2. Content criteria: the summary of the article should follow the standard script for an article.
- Oral presentation. Voluntary oral presentation (max. 10 minutes) of this project with transparencies in the assessment session for the module. Handing over of transparencies on paper

Overall assessment


Students will have four exam calls for assessment, i.e. two per academic year. A student may withdraw from the assessment call, which means that it will not be counted. The student must inform the subject coordinator if he/she wishes to withdraw at least one week before the official assessment date

EXTRAORDINARY CALL: GUIDELINES AND WITHDRAWAL
When there are students in the third, fourth or exceptional calls in the subject, a tribunal will be set up in accordance with the regulations established for this purpose. Once the four calls for the subject have been completed, the student may request the granting of one exceptional call. This should be done in writing to the Rector/President of the UPV/EHU
Since the advent of the first correlation and factorial models in psychology in the early 20th century, the methodology has advanced and now offers the researcher new tools and models to work with. The aim of this course is to familiarize the student with recent and essential instruments for carrying out a research project. The student is given: a) an introduction applied to research as a setting for the analysis of data and the generation of graphs applicable to any line and angle of research, b) new perspectives on reliability and validation that facilitate the construction/adaptation of questionnaires, and c) an introduction to structural equation models. The course combines theoretical presentations with practical exercises by the student, with current examples of research studies.

Be able to select the most suitable model depending on the nature of the data and the objectives of the research study.

Be able to construct and evaluate a formal model.

Be able to design and apply the correct techniques in a process of validation of measuring instruments.

Topic 1. Research into social sciences.
Practical introduction to research and research studies.
Basic structure and operation.
Packages and functions for social sciences.

Topic 2. Current perspectives on reliability and validation.
Validity, validation, reliability and bias.
Structures of means and covariances: Factor analysis.
Multi-group models.
Applications in adaptation.

Topic 3. Structural equation models in psychology.
Construction of a model.
Evaluation of the model.
Modification of the model.

Continuous assessment
Group work focused on the theoretical and applied analysis of the subject matter taught. Analysis and interpretation of data with research studies for validation.

Individual work focused on the study of practical cases of SEM models. Analysis and interpretation of data with EQS. Drafting texts according to APA norms.

Computer room and statistical packages.
The contributions of evaluative research to the prevention of anti-social and criminal behavior

The subject -optional (5 credits)- sets out to give students an overview of the lines, designs and results of research into the prevention of anti-social and delinquent behavior in childhood and adolescence. The key bases and concepts of this type of research in the area are explained, presenting the main lines of research to date, and the design and results of research studies aimed at the identification of causal or associated factors, the evaluation of the effectiveness and efficiency of indicated and selective prevention programs, the evaluation of prevention programs and plans in cases of recurrence, and the prevention of anti-social behavior in different situations. The limitations of current knowledge on the area are analyzed, and others in which more research is required. Emerging lines of research, as well as the lines and projects carried out by the teaching staff

Learn the basic aspects (explanatory models, incidence and prevalence, risk factors) of behavior.

Anti-social in general and criminal offences in particular, and the social and economic costs arising from these behaviors that justify the importance and the need to implement well-evaluated prevention programs.

Learn the basic theory, methodology and procedures for evaluating the results of preventive programs on anti-social and delinquent behavior.

Be able to design the evaluation of prenatal and family intervention programs to prevent anti-social and delinquent behavior, as well as reinsertion programs for young delinquents who repeatedly commit offences, and the impact of the judicial measures enforced by the Juvenile Justice System.

Learn the theoretical and empirical basis for the cost-benefit analysis of the preventive programs and the implications for their funding ("return on investment", "pay for return", etc.)

Topic 1. Anti-social and delinquent behavior: Methodology and results of the research aimed at learning about the magnitude and characteristics of the problem. The need for preventive intervention.

Topic 2. Prevention programs in early childhood: Basis, aims, design, evaluation methodology, results, lines of research.

Topic 3. Prevention programs in mid-childhood: Basis, aims, design, evaluation methodology, results, lines of research.


Topic 5. Evaluative research into prevention programs to avoid recurrence in the field of Justice of Minors

Continuous assessment
Option 1: Exam. Written exam on the content taught in the module. It will account for 100% of the final grade. It will consist of between three and five open questions.

Option 2: Presentation of a project. Presentation of a report that contains the main content covered in the module. It will account for 100% of the final grade. The report will be individual. Maximum length (including bibliography): 5 pages. Font size: 12. Line spacing 1.5.

Clarifications: Students who have attended at least 80% of the face-to-face activities may opt for continuous assessment. Students should choose between the two assessment modalities: option 1 (exam) or option 2 (presentation of a project).

Overall assessment.

Exam: Written exam on the knowledge taught in the module. It will account for 100% of the final grade. It will consist of between 3 and 5 open questions.

Clarification: Any student who does reach 80% attendance at face-to-face sessions must opt for the final written exam.
Title of the Course Action-Research (I-A) in Socio-Educational Intervention

Professor Asier Huegun and Itziar Rekalde

Course 2020/21
1. **Description and contextualization of the subject.**

This is a 3-credit elective course of methodological character for socio-educational intervention. The aim is to bring students closer to the key contents that allow them, with sense and rigour, to carry out research using action-research methodology, taking care of procedural issues as well as the approach to people and groups with and about whom they work.

The subject is taught by two teachers who share and coordinate the programme, and is dealt with both in Basque and in Spanish. In addition, it is offered as a subject within the English Friendly Course program and is therefore open to students on mobility programs.

The module of the master's degree to which this subject belongs is that of the Methodology of socio-educational intervention, together with the subject of Creativity and facilitation of socio-educational processes and that of conflict resolution in a pedagogical key. Through the subjects of this module students have the possibility to develop a wide knowledge about different ways of approaching intervention in different socio-educational contexts, and to propose their End of Master's Work (TFM).

The subject of Action-Research in Social and Educational Intervention is key for those who intend to investigate the different actions that education professionals carry out with their social and educational interventions. This subject provides them with strategic keys, both methodological and relational, to immerse themselves in the contexts, design interventions and investigate them. There are two ways of approaching this subject: One, to design, implement and evaluate an educational intervention from the research-action approach (theoretical-ideological assumptions, intervention-research phases, action procedures, participatory techniques, ethical issues...), and two, to investigate, question and reflect on the dynamics of participation, the relationships and emotions generated between the people and groups involved (young people, elderly people, neighbourhood communities, teaching teams, students...), as well as the power relationships in an intervention approach based on research-action.

2. **Skills/learning outcomes**

**Weighty skills**

*Competence A: Be able to design proposals for socio-educational intervention based on action-research/participatory action-research budgets.*  
30%

**Learning Outcomes A**

A.1. At the end of the course, students must be able to distinguish the different approaches and variations in the intervention based on action research.

A.2. At the end of the course, students must be able to identify the essential characteristics of a methodological proposal for intervention based on the different variants of action research.

A.3. At the end of the course, students must be able to describe the phases through which a proposal for intervention based on action research passes.
At the end of the course, students should be able to analyse the most common participation and research techniques in action research and participatory action research.

Competence B: To be able to reflect, from a critical and ethical point of view, on the impact that interventions based on action research/research/participatory action have on the people and groups involved, and on the dynamics of participation deployed. 30%

Learning Outcomes B

B.1. The student at the end of the course must be able to describe the impact that interventions, based on participatory action research/action research, have on the participating individuals and groups.

B.2. At the end of the course, students must be able to analyze and interpret, from an ethical and critical point of view, the impact of an intervention based on action research.

B.3. The students at the end of the course must be able to justify the dynamics of participation deployed in the participatory action research and its possible impact on the subjects.

Competence C: Ability to analyse, assess and communicate proposals for educational intervention based on action research/participatory action research for different social groups/groups. 40%

Learning Outcomes C

At the end of the course, the students must be able to analyse all the key elements that characterise the interventions/research undertaken through Action Research/Participatory Action Research.

C.2. The students at the end of the course must be able to critically evaluate all the phases and instruments used in the interventions based on these intervention methodologies under scientific criteria.

C.3. At the end of the course, the student must be able to present and defend orally a written report supported by scientific and ethical criteria, on a proposal for socio-educational intervention based on action research/research-participation budgets.

3. **Theoretical/practical content**

Action-Research (A-R) as a methodology for educational intervention

1. I-A Epistemology in the set of research methodologies

2. Historical transformations of the I-A

3. Essential characteristics of the intervention based on the I-A

4. Approaches to socio-educational intervention from the I-A: stages/reflective cycles
The methodology used in this course combines theoretical presentations by the teaching staff with individual activities (reading of research papers and educational experiences, individual reflections...) and group practical exercises in the classroom (problems, dilemma issues, small projects...).

### 4. Methodology

The methodology used in this course combines theoretical presentations by the teaching staff with individual activities (reading of research papers and educational experiences, individual reflections...) and group practical exercises in the classroom (problems, dilemma issues, small projects...).

### 5. Types of teaching

Type Attendance hours; Non-attendance hours; Total hours.

**Masterly:** Attendance hours 15; Non-attendance hours 45; Total hours 60.

**Seminar:** Attendance hours 10; Total hours 10.

**Classroom practice:** Attendance hours 5; Total hours 5.

### 6. Evaluation systems

Practice (exercises, cases or problems) 35%
Teamwork (problem solving, project design) 60%

Exhibition of works, readings... 5%

**Ordinary Call**

The course is evaluated continuously with practical work done in class, both individually and in groups (value in the final grade of 60%), the final report that the students present and defend argumentatively in class (oral presentation 5% of the final grade) and, which, after feedback from other classmates and teachers, is presented in writing at the end of the course (value of 30% in the final mark), as well as a document in which the students reflect on the learning acquired throughout the course (5% of the final mark).

1. **Practical work (60% of the final qualification).**

   Students will carry out individual and group activities in and out of the classroom: reading and analysis of scientific articles, elaboration of introspection exercises, approaching problems and dilemma situations, debates and sharing in the group classroom...

   The following assessment criteria will be the most relevant aspects to be evaluated: to show through participation and written production a reflective and inquiring attitude around relevant issues related to group formation, relational skills and training activities for groups and with groups in formal and informal educational contexts.

2. **Final written report on a proposal for socio-educational intervention based on the action-research/action-participatory research budgets (30% of the final qualification).**

   The students will present a written report containing a proposal for intervention (stages, questions, structures, instruments...) in a context and group from the approaches of the I-A/I-A-P. In parallel, this report will also explain how the researcher approaches the work of investigating and intervening in that context and group for its improvement and transformation. The report should reflect this double look, articulating it as the student considers more clarifying so that the reader (group/class mates and teachers) understands the process of construction/gestion of the I-A/I-A-P and the formative development of the participants, and how this double look is articulated; intervene and investigate.

   The following assessment criteria will be the most relevant aspects that will be evaluated: a) definition of the target group of intervention and study; b) justification of the relevance of the chosen group within the socio-educational framework and the relevance of being researched; c) objectives for the management and training of the group, and research objectives, and d) design of the intervention/design of the approach from the research-action/investigation-participatory action.

Regarding the initial and final presentation of the report, it is important to note that: 1) the initial report (draft) will be uploaded to eGela so that a group of students and teachers can interact with the text in a collaborative manner as critical readers (read,
analyze, propose, discuss... the report); 2) the final report will be uploaded to eGela once the initial report has been modified, and 3) the deadlines for the initial and final report will be agreed on the first day of class.

As for the writing and formal presentation of the report: it will have a maximum length of 4000 words, and the references in the text and bibliography will comply with APA standards.

3. Presentation, defence and oral critique of a written report on a proposal for socio-educational intervention based on action-research/participatory action research budgets (5% of the final qualification).

Students will clearly and argumentatively present their proposal, as well as constructively criticize the proposals of their classmates in a way that serves to reorient, delimit, clarify, rethink... their suitability, impact, traceability and sustainability.

The following evaluation criteria will be the most relevant aspects that will be evaluated: oral presentation of the designed proposal with clarity and academic rigor, attention to and adequate response to the doubts and questions that arise throughout the presentation, and reasonable discussion of the proposals of the group's peers.

4. Reflective document on the learning that the students have acquired throughout the development of the subject (5% of the final grade).

The students will explain in a brief document the learning that they have developed from an introspective look at the subject. Some of the keys to writing the document may be that students are placed from: what they have learned in this subject (more significant theoretical aspects, more procedural and relational issues...), the value that this subject adds to their training as researchers and professionals in the socio-educational field, the academic and personal involvement that the subject has demanded...

The following assessment criteria will be the most relevant aspects to be evaluated: argumentation in a reflexive and investigative key around the relevant questions linked to the approaches of the socio-educational intervention from the I-A/I-A-P, and the implications that the relational skills and the development of group dynamics have in this methodological approach.

This document will be no longer than 500 words and will be delivered together with the final report on the agreed date.

The correction criteria for the deliverables will be as follows:
- Clarity and rigour in the explicit argumentation (oral and written) in each deliverable
- Rigor, coherence and relevance in the overall approach to intervention design.
- Consistency between the different sections or aspects that are addressed in each deliverable.
- Careful presentation of the deliverables.
- Correction in the treatment of the sources and, textual and bibliographical references according to APA regulations.

Those students who, due to different circumstances, cannot follow the proposed methodology and the continuous assessment system, will have the possibility of taking the course by presenting a written waiver of the continuous assessment to the teaching staff, for which they will have a period of 2 weeks from the beginning of the classes.

Students who opt for the final assessment system will have to prove the development of the competences following the same procedure as the one used for the students who cannot participate in the continuous assessment and take a final test. This test will consist of several development questions (to be made at the date and time stipulated by the master) on the different thematic nuclei and the readings worked on in the subject (50% of the grade) and a single deliverable that will be the final report that will be qualified with the remaining 50% of the grade.

Students may decide not to be assessed in the ordinary call for applications so that they are not counted for the purposes of article 2.2.2 of the regulations governing student attendance in university master's degree courses. This right will be exercised by means of a written request for resignation addressed to the Master's Academic Committee and processed through the administrative secretary's office.

The paper must be submitted before the end of the teaching period of the course. This course deals with the Protocol on the prevention and action in cases of plagiarism, copying or fraud in assessment tests and academic work and, therefore, will apply the measures that the UPV/EHU has specified in the event that any of the situations provided for therein are detected. It also complies with research ethics protocols and the guidelines established by the UPV/EHU for a non-sexist use of language.

**Extraordinary call: guidance and resignation**

Students who do not pass the course in the ordinary call, regardless of the evaluation system chosen in it, will be entitled to take the final evaluation test in the extraordinary call.

This test will consist of several development questions (to be made at the date and time stipulated by the master) on the different thematic nuclei and the readings worked on in the subject (50% of the grade) and a single deliverable that will be the final report that will be qualified with the remaining 50% of the grade. The
guidelines for the development questions as well as for the final report are included in the section on ordinary calls.

Students on the Master's degree course may decide not to be assessed in the extraordinary call for applications, so that they are not counted for the purposes of article 2.2.2 of the regulations governing student attendance at university master's degree courses. This right will be exercised by means of a written request for resignation addressed to the Master's Academic Committee and processed through the administrative secretary's office. The paper must be submitted before July 15 of each course.

7. Bibliography
7.1. Basic bibliography


7.2. In-depth bibliography


Rekalde, Itziar, Vizcarra, María Teresa, y Macazaga, Ana María (2014). La observación como estrategia de investigación para construir contextos de aprendizaje y fomentar procesos participativos. Educación XXI, 17 (1), 201-220. doi: 10.5944/educxx1.17.1.1074


Vizkarra, Maria Teresa, Makazaga, Ana María, y Rekalde, Itziar (2013). El proceso de acompañamiento en la construcción participativa de una normativa. Revista Española de Orientación y psicopedagogía, 24 (1), 110-120.

Magazines.

Action research Review

Revista de Educación (Ministerio, Madrid)

Revista Educación XXI

Revista Española de Pedagogía

Revista Interuniversitaria de Formación del Profesorado