ANX-PR/CL/001-01
GUÍA DE APRENDIZAJE

ASIGNATURA

103001061 - Ethics For User Research 2

PLAN DE ESTUDIOS

10AZ - Master Universitario En Innovación Digital

CURSO ACADÉMICO Y SEMESTRE

2025/26 - Primer semestre

Índice

Guía de Aprendizaje

1. Datos descriptivos

1.1. Datos de la asignatura

Nombre de la asignatura	103001061 - Ethics For User Research 2
No de créditos	2.5 ECTS
Carácter	Optativa
Curso	Primer curso
Semestre	Primer semestre
Período de impartición	Septiembre-Enero
Idioma de impartición	Castellano
Titulación	10AZ - Master Universitario en Innovación Digital
Centro responsable de la titulación	10 - E.T.S. De Ingenieros Informáticos
Curso académico	2025-26

2. Profesorado

2.1. Profesorado implicado en la docencia

Nombre	Despacho	Correo electrónico	Horario de tutorías *
Cristian Moral Martos (Coordinador/a)	5110 / 3345	cristian.moral@upm.es	X - 10:00 - 14:00 J - 12:00 - 14:00 It is required to ask for an appointment by email. The updated tutoring schedule can be found at http://dlsiis.fi.upm.es/tutorias-2526.

Elena Villalba Mora	5110	elena.villalba@upm.es	L - 10:00 - 12:00 X - 10:00 - 12:00 V - 10:00 - 12:00 It is required to ask for an appointment by email. The updated tutoring schedule can be found at http://dlsiis.fi.upm.es/tutorias-2526.
Angelica De Antonio Jimenez	5108	angelica.deantonio@upm.es	L - 10:30 - 14:00 J - 09:30 - 12:00 It is required to ask for an appointment by email. The updated tutoring schedule can be found at http://dlsiis.fi.upm.es/tutorias-2526.
Loic Antonio Martinez Normand	2303	loic.mnormand@upm.es	M - 13:00 - 15:00 J - 13:00 - 15:00 V - 13:00 - 15:00 It is required to ask for an appointment by email. The updated tutoring schedule can be found at http://dlsiis.fi.upm.es/tutorias-2526.

* Las horas de tutoría son orientativas y pueden sufrir modificaciones. Se deberá confirmar los horarios de tutorías con el profesorado.

3. Competencias y resultados de aprendizaje

3.1. Competencias

CB08 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios

CG03 - La capacidad de usar la lengua inglesa de manera competente, es decir, con capacitación para tareas complejas de trabajo y estudio.

CG07 - Capacidad de trabajar y comunicarse también en contextos internacionales.

3.2. Resultados del aprendizaje

RA131 - Prepare ethical-related documents for a project: consent forms, proposals for ethical commitees, inclusive usability testing plans, ...

RA137 - Understand the concept of data protection and its basic application principles

RA138 - Analyze how research ethics is applied in user-centered design, paying special attention to diversity and inclusion

RA136 - Know the national and European legislation and regulations on ethics in research

RA135 - Understand the concept of ethics in research, and what its origins are

4. Descripción de la asignatura y temario

4.1. Descripción de la asignatura

The objective of this course is to provide students with the necessary knowledge to conduct ethical and responsible research:

- Origin and historical background of research ethics
- National and international regulations and legislation
- Organizations, institutions, tools, and documentation relevant to ethical research
- Data Protection
- Ethical research in HCI

The subject is based on continuous work throughout the course, through various practical activities that will allow the student to understand and apply the explained concepts in a life-like context.

4.2. Temario de la asignatura

1. Introduction
   1.1. Introduction to ethics in research
   1.2. Historical background of ethics in research
2. Ethics in research
   2.1. Current regulations and legislation on ethics
   2.2. Informed consent
   2.3. Research Ethics Committees
3. Data protection
   3.1. Current regulations and legislation on data protection
   3.2. FAIR principles
   3.3. Data Management Plan
4. Ethics in HCI
   4.1. Ethical challenges and dilemmas in HCI

4.2. Diversity and inclusion in HCI

5. Cronograma

5.1. Cronograma de la asignatura *

Sem	Actividad tipo 1	Actividad tipo 2	Tele-enseñanza	Actividades de evaluación
1	**0. Course presentation** Duración: 00:30 LM: Actividad del tipo Lección Magistral **1.1. Introduction to ethics in research** Duración: 00:30 LM: Actividad del tipo Lección Magistral **1.2. Historical background of ethics in research** Duración: 01:00 LM: Actividad del tipo Lección Magistral			
2	**2.1. Current regulations and legislation on ethics** Duración: 02:00 AIV: Aula invertida			**2.1. Presentation of current regulations (e.g.: Helsinki Declaration and Belmont Report)** PG: Técnica del tipo Presentación en Grupo Evaluación Progresiva Presencial Duración: 00:00
3	**2.2. Informed consent** Duración: 02:00 PR: Actividad del tipo Clase de Problemas			**2.2. Submission of informed consent** TG: Técnica del tipo Trabajo en Grupo Evaluación Progresiva y Global No presencial Duración: 00:00
4	**2.3. Research Ethics Committees** Duración: 02:00 LM: Actividad del tipo Lección Magistral			**2.3. Submission of application to ethics committee** TG: Técnica del tipo Trabajo en Grupo Evaluación Progresiva y Global No presencial Duración: 00:00
5	**3.1. Current regulations and legislation on data protection (Puzzle)** Duración: 02:00 AC: Actividad del tipo Acciones Cooperativas			**3.1. Presentation of RGPD and ARCO rights** PG: Técnica del tipo Presentación en Grupo Evaluación Progresiva Presencial Duración: 00:00
6	**3.2. FAIR principles (Puzzle)** Duración: 02:00 AC: Actividad del tipo Acciones Cooperativas			**3.2. Presentation of FAIR principles** PG: Técnica del tipo Presentación en Grupo Evaluación Progresiva Presencial Duración: 00:00
7	**3.3. Data Management Plan** Duración: 02:00 LM: Actividad del tipo Lección Magistral			**3.3. Submission of Data Management Plan** TG: Técnica del tipo Trabajo en Grupo Evaluación Progresiva y Global No presencial Duración: 00:00

8	**4.1. Ethical challenges and dilemmas in HCI** Duración: 02:00 LM: Actividad del tipo Lección Magistral			
9	**4.1. Ethical challenges and dilemmas in HCI. Study of real cases.** Duración: 02:00 AIV: Aula invertida			**4.1. Presentation and debate about real cases presenting ethical challenges and dilemmas in HCI** PG: Técnica del tipo Presentación en Grupo Evaluación Progresiva Presencial Duración: 00:00
10	**4.2. Diversity and inclusion in HCI** Duración: 02:00 LM: Actividad del tipo Lección Magistral			
11	**4.2. Diversity and inclusion in HCI** Duración: 02:00 PR: Actividad del tipo Clase de Problemas			**4.2. Submission of inclusive usability test planning** TG: Técnica del tipo Trabajo en Grupo Evaluación Progresiva y Global No presencial Duración: 00:00
12				
13				
14				
15				
16				
17				**Final written exam** EX: Técnica del tipo Examen Escrito Evaluación Global Presencial Duración: 03:00

Para el cálculo de los valores totales, se estima que por cada crédito ECTS el alumno dedicará dependiendo del plan de estudios, entre 26 y 27 horas de trabajo presencial y no presencial.

6. Actividades y criterios de evaluación

6.1. Actividades de evaluación de la asignatura

6.1.1. Evaluación (progresiva)

Sem.	Descripción	Modalidad	Tipo	Duración	Peso en la nota	Nota mínima	Competencias evaluadas
2	2.1. Presentation of current regulations (e.g.: Helsinki Declaration and Belmont Report)	PG: Técnica del tipo Presentación en Grupo	Presencial	00:00	10%	2 / 10	CG07 CB08 CG03
3	2.2. Submission of informed consent	TG: Técnica del tipo Trabajo en Grupo	No Presencial	00:00	15%	2 / 10	CG07 CB08 CG03
4	2.3. Submission of application to ethics committee	TG: Técnica del tipo Trabajo en Grupo	No Presencial	00:00	15%	2 / 10	CG07 CB08 CG03
5	3.1. Presentation of RGPD and ARCO rights	PG: Técnica del tipo Presentación en Grupo	Presencial	00:00	10%	2 / 10	CG07 CB08 CG03
6	3.2. Presentation of FAIR principles	PG: Técnica del tipo Presentación en Grupo	Presencial	00:00	10%	2 / 10	CB08 CG03 CG07
7	3.3. Submission of Data Management Plan	TG: Técnica del tipo Trabajo en Grupo	No Presencial	00:00	15%	2 / 10	CG07 CB08 CG03
9	4.1. Presentation and debate about real cases presenting ethical challenges and dilemmas in HCI	PG: Técnica del tipo Presentación en Grupo	Presencial	00:00	10%	2 / 10	CG07 CB08 CG03
11	4.2. Submission of inclusive usability test planning	TG: Técnica del tipo Trabajo en Grupo	No Presencial	00:00	15%	2 / 10	CG07 CB08 CG03

6.1.2. Prueba evaluación global

Sem	Descripción	Modalidad	Tipo	Duración	Peso en la nota	Nota mínima	Competencias evaluadas
3	2.2. Submission of informed consent	TG: Técnica del tipo Trabajo en Grupo	No Presencial	00:00	15%	2 / 10	CG07 CB08 CG03
4	2.3. Submission of application to ethics committee	TG: Técnica del tipo Trabajo en Grupo	No Presencial	00:00	15%	2 / 10	CG07 CB08 CG03
7	3.3. Submission of Data Management Plan	TG: Técnica del tipo Trabajo en Grupo	No Presencial	00:00	15%	2 / 10	CG07 CB08 CG03
11	4.2. Submission of inclusive usability test planning	TG: Técnica del tipo Trabajo en Grupo	No Presencial	00:00	15%	2 / 10	CG07 CB08 CG03
17	Final written exam	EX: Técnica del tipo Examen Escrito	Presencial	03:00	40%	2 / 10	CG07 CB08 CG03

6.1.3. Evaluación convocatoria extraordinaria

Descripción	Modalidad	Tipo	Duración	Peso en la nota	Nota mínima	Competencias evaluadas
Final written exam	EX: Técnica del tipo Examen Escrito	Presencial	03:00	40%	5 / 10	CG03 CG07 CB08
2.2. Submission of informed consent	TI: Técnica del tipo Trabajo Individual	Presencial	00:00	15%	2 / 10	CG07 CB08 CG03
2.3. Submission of application to ethics committee	TI: Técnica del tipo Trabajo Individual	Presencial	00:00	15%	2 / 10	CG03 CG07 CB08
3.3. Submission of Data Management Plan	TI: Técnica del tipo Trabajo Individual	Presencial	00:00	15%	2 / 10	CG07 CB08 CG03
4.2. Submission of inclusive usability test planning	TI: Técnica del tipo Trabajo Individual	Presencial	00:00	15%	2 / 10	CG07 CB08 CG03

6.2. Criterios de evaluación

All the evaluation activities are carried out in teams, and both content (completeness, accuracy, coherence...) and form (well-presented/written, well-organized, professional, etc.) will be assessed. In addition, students' ability to research, understand, analyse, synthesise, perform written or oral presentation, answer to questions and debate will be assessed.

Progressive evaluation

The **progressive evaluation** is carried out through a set of activities, including puzzle, flipped classrooms and written reports. All of them are carried out in a team, and weigh, respectively, 20%, 20% and 60% of the final grade. Assistance to puzzle and flipped classroom sessions is mandatory, so none of them can be recovered individually either in the global or in the extraordinary evaluations, since they all culminate in a classroom oral presentation.

Both in-person activities (puzzles and flipped classrooms) and written reports have a minimum grade of 2/10.

Global evaluation

The **global evaluation** of the subject consists of resubmitting any of the written reports (in groups), provided that the grade obtained in the assignment in the progressive assessment is lower than 5. The knowledge acquired during the puzzles and flipped classrooms can be reassessed through a final written exam, as long as the average grade of said activities is less than 5.

Extraordinary evaluation

The **extraordinary evaluation** of the subject consists of two parts. First, student can carry out a final written exam in which it will be assessed if he/she has adequately assimilated the theoretical concepts explained during the puzzles and flipped classrooms, as well as their critical spirit and capacity for analysis focused on said concepts. This exam weighs 40% of the final grade. On the other hand, student can submit any of the written reports of the progressive evaluation, but tit has to be done individually. Each of the reports weigh 15%. Both the exam and reports have a minimum grade of 2/10.

Actions to be taken when fraud and copying are detected

If fraudulent acts are detected during the development of evaluation activities, the provisions of Article 13 of the UPM assessment regulations approved by the Governing Council on May 26, 2022, will apply.

7. Recursos didácticos

7.1. Recursos didácticos de la asignatura

Nombre	Tipo	Observaciones
Moodle	Recursos web	https://moodle.upm.es/titulaciones/oficiales
The Belmont Report	Recursos web	https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html
Declaration of Helsinki	Recursos web	https://www.wma.net/policies-post/wma-declaration-of-helsinki/
General data protection regulation (GDPR)	Recursos web	https://eur-lex.europa.eu/EN/legal-content/summary/general-data-protection-regulation-gdpr.html
The FAIR Guiding Principles for scientific data management and stewardship	Bibliografía	https://www.nature.com/articles/sdata201618
Advances in Disability Research Ethics	Recursos web	https://www.emerald.com/insight/publication/doi/10.1108/s2398-6018202411

8. Otra información

8.1. Otra información sobre la asignatura

Sustainable Development Goals (SDG)

The objective of this course is for graduates to understand the importance of ethics in their professional work and to recognize that its proper application is essential for inclusion, diversity, sustainability, and respect for human rights in research. Taking this into account, and the UN recommendations on the Sustainable Development Goals, this course develops competencies related to the following SDGs:

- **SDG3 - Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.** The course promotes responsible and ethical research with humans, ensuring the protection of participants? rights and safety in experiments and other research activities, in alignment with the Declaration of Helsinki and the Belmont Report.
- **SDG4 - Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.** It fosters critical and responsible scientific training by integrating ethical principles into knowledge production and encouraging fair, rigorous research practices, paying especial attention to vulnerable groups.
- **SDG5 - Gender Equality: Achieve gender equality and empower all women and girls.** By addressing diversity and inclusion, the course tackles gender bias and promotes equal opportunities in research teams and topics.
- **SDG9 - Industry, Innovation and Infrastructure: Build resilient infrastructure, promote inclusive and sustainable** industrialisation **and foster innovation.** The emphasis on FAIR principles and ethical data management supports open, reproducible science and responsible, sustainable innovation.
- **SDG10 - Reduced Inequalities: Reduce inequality within and among countries.** It encourages inclusive research that is sensitive to cultural, socioeconomic, and demographic differences, helping to mitigate structural inequalities in research.
- **SDG16 - Peace, Justice and Strong Institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.** It strengthens values such as integrity, transparency, and accountability in research, reinforcing ethical and institutional frameworks for research governance.
- **SDG17 - Partnerships for the Goals: Strengthen the means of implementation and** revitalise **the Global Partnership for Sustainable Development.** Adherence to international ethical standards and shared frameworks like FAIR data principles and data protection enables global scientific collaboration based on trust and mutual respect.

Innovative teaching methodologies

In order to promote more active learning, in which the student develops his or her ability to work in a team, analysis and critical thinking, the following innovative teaching methodologies are used in this subject:

- Flipped classroom: Students read, understand and analyse theoretical content at home, and using it during class time for active learning through presentation, discussion, problem-solving and/or application.
- Puzzle (or jigsaw): Students work in expert groups to learn different parts of a topic and then teaching their section to their peers, promoting collaborative learning and mutual responsibility.
- Case study: Students analyse real or simulated scenarios to apply theoretical knowledge, develop critical thinking, and propose informed solutions collaboratively.

Notes

- **NOTE 1:** What is included in this guide will be applied if and only if the course has the necessary human and material resources to be able to apply what is set forth here. In case of not having the necessary means, both the teaching and the way of evaluating the students will be adapted to the available means.
- **NOTE 2:** Please bear in mind tutoring hours may change along the course. Please, ask for an appointment in advance.

- **NOTE 3:** Please note that concrete dates for the assignments will be informed at the beginning of the course and are subject to changes during the course due to justified reasons which, if any, will be communicated with sufficient notice.