UNIVERSIDADE DA CORUÑA

Teaching Guide		
Identifying Data		**2023/24**
Subject (*)	Qualitative techniques for the analysis of discourses and social realities	**Code**	615525008d
Study programme	Máster Universitario en Políticas Sociais e Intervención Sociocomunitaria (a distancia)		
Descriptors					
Cycle	**Period**	**Year**	**Type**	**Credits**
Official Master's Degree	2nd four-month period	First	Obligatory	6
Language	SpanishGalician			
Teaching method	Non-attendance			
Prerequisites				
Department	Pedagoxía e DidácticaSocioloxía e Ciencias da Comunicación			
Coordinador	Golías Pérez, Montserrat	**E-mail**	montserrat.golias@udc.es	
Lecturers	Golías Pérez, Montserrat	**E-mail**	montserrat.golias@udc.es	
Web	http://esomi.es/			
General description	The subject deals with qualitative research in the social sciences, focusing on its peculiarity, addressing different methodological approaches and their implications for social action, and showing the different qualitative techniques of data collection and the processes of analysis of the empirical material produced.			

Study programme competences	
Code	**Study programme competences**

Learning outcomes			
Learning outcomes	**Study programme competences**		
Identify the distinctive features and tensions of qualitative research in the social sciences.	AC27	BC23	CC10
		BC23	CC10
		BC23	CC10
		BC23	CC10
		BC23	
Understand the peculiarities of qualitative research through the development of an emerging research design.	AC27	BC23	CC10
	AC27	BC23	CC10
		BC23	CC10
		BC23	CC10
		BC23	CC10
		BC23	CC10
		BC23	
Put into practice the main data collection techniques of qualitative research (interview, observation, focus group, life or biographical stories).	AC27	BC23	CC10
	AC27	BC23	CC10
		BC23	CC10
		BC23	

Analyse and interpret data from the application of qualitative data collection techniques in the social sciences.	AC27	BC23	CC10
	AC27	BC23	CC10
	AC27	BC23	
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		BC23	
		BC23	
Elaborate documents and reports	AC27	BC23	CC10
	AC27	BC23	CC10
		BC23	CC10
		BC23	
		BC23	
		BC23	
		BC23	

Contents	
Topic	**Sub-topic**
1-INTRODUCTION TO QUALITATIVE METHODOLOGY IN THE SOCIAL SCIENCES AND CHARACTERISTICS OF QUALITATIVE DESIGN	- Qualitative social science research - The emergent design and the construction of the research problem. - Defining questions, objectives and working hypotheses. - Sampling decisions in qualitative studies. - Ethical and political reflexivity of qualitative research.
2-QUALITATIVE RESEARCH STRATEGIES AND TECHNIQUES I	- Introduction to the different qualitative research techniques: choice, design and application: - Observation: different modalities - Qualitative interviewing in the social sciences
3-QUALITATIVE RESEARCH STRATEGIES AND TECHNIQUES II	- Focus groups - Life history and biographical narratives.
4-CONTENT AND DISCOURSE ANALYSIS	- The interpretation of empirical material - Content and discourse analysis - Presentation of research results: reporting

Planning				
Methodologies / tests	**Competencies**	**Ordinary class hours**	**Student?s personal work hours**	**Total hours**
Supervised projects	A1 A2 A3 A4 B22 B21 B20 B19 B18 B17 B15 B14 B13 B12 B11 B9 B7 B5 B4 B3 B2 B1 C1 C3 C4 C5 C6 C7	15	50	65
Guest lecture / keynote speech	A1 A2 A3 B3 B4 B11 B12 B16 C1 C2 C3	19	21	40

Workshop	A1 A2 A4 B3 B4 B5 B6 B14 B16 B17 B18 B20 B21 B22 C1 C3 C4 C5 C6	13	30	43
Personalized attention		2	0	2

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	**Description**
Supervised projects	It consists of two parts that will be tutored in coordination with the teaching staff: 1.Design of a research proposal 2.Design of qualitative data collection techniques. Implementation of one of the techniques designed. Analysis and interpretation of the empirical material produced. For online students, specific instructions will be uploaded in the virtual classroom. The teaching staff will guide them in their performance telematically and also through tutorials (collective and individual) as stated in the section corresponding to "personalised attention" in this teaching guide.
Guest lecture / keynote speech	The teachers will introduce the different contents of the subject in lectures whose content will be made available to students online in the Virtual Classroom of the subject. These will encourage student participation and debate (guided discussion), which will be carried out through the virtual forums provided for this purpose. Support documents (textual, audiovisual, etc.), together with the presentations used, will be available on the virtual platform. They will also be able to use the tutorials for clarifications on the contents addressed in the lecture sessions.
Workshop	Practical activities that combine different tests: readings, debates, analysis of secondary sources, problem solving, roll play, these are practices carried out with the support and supervision of the teacher of the subject, which will go through all the phases of the development of a research project with qualitative methodology and the application of different techniques, and therefore will serve as a guide for the correct completion of the tutored work. For online students, these activities will be adapted to be carried out and monitored remotely through the tools provided for this purpose in the Virtual Classroom.

Personalized attention	
Methodologies	**Description**
Supervised projects Workshop	For online students, the teaching staff offers tutorials for all subject methodologies. Group tutorials will be held for online students through the Teams tool, which will be recorded and uploaded to the Virtual Classroom, so that students with incompatible timetables can consult them asynchronously. Individual tutorials will be held at the students' request, which can be carried out virtually, preferably through the institutional tool Teams (prior appointment request in the case of students who cannot attend due to incompatibility with the teaching staff's tutoring schedule). Students will be able to make queries to the teachers of the subject, through the forums of doubts enabled for non-attendance students. Although please use the personal attention channels indicated above, the teaching staff will also be available by e-mail.

Assessment

Methodologies	Competencies	Description	Qualification
Supervised projects	A1 A2 A3 A4 B22 B21 B20 B19 B18 B17 B15 B14 B13 B12 B11 B9 B7 B5 B4 B3 B2 B1 C1 C3 C4 C5 C6 C7	For distance students, the research work will be individual. It will consist of: - The design of a qualitative research proposal on a subject freely chosen by the students. - Selection of qualitative research techniques, methodological design, application and analysis of the empirical material produced.	60
Workshop	A1 A2 A4 B3 B4 B5 B6 B14 B16 B17 B18 B20 B21 B22 C1 C3 C4 C5 C6	Practical activities (group or individual) combining different tests: readings, debates, analysis of secondary sources, problem solving, roll play, etc. These are practical activities on a specific topic, carried out with the support and supervision of the teachers of the subject.	40

Assessment comments

The evaluation of online students, with recognition of part-time dedication or with academic dispensation of exemption from attendance, will carry out the same workshop activities as on-site students (40%). The rest of the evaluation (60%) will consist of individual work.

In the 2nd opportunity, the evaluation criteria and the tutored work will be the same as those proposed for the 1st call.

It is compulsory to solve the activities in a reasoned way, supporting and arguing on the basis of the documents of the subject and others that may be considered of interest.

The improper use of quotations and bibliographical references may result in a penalty in the final grade and plagiarism in the failure of the subject.

The delivery of the work to be done in this subject will be done through the tool provided for it in the virtual classroom, in digital format and on the dates indicated by the teacher.

Sources of information

Basic	Coppedge, M. (2012). Democratization and research methods. New York: Cambridge University Press. Creswell, John W (1994). Research design: qualitative and quantitative approaches. Thousand Oaks: Sage. Goulding, Ch. (2002). Grounded theory: a practical guide for management, business and market researchers. London: Sage. Krueger, R. A. (1997). Developing questions for focus groups. London: Sage. Krueger, R. A. (1997). Analyzing & reporting focus group results. London: Sage. Locke, K.D. (2001). Grounded theory in management research. London: Sage. Morgan, D.L. (1997). Planning focus groups. London: Sage. Morgan, D.L. (1998). The focus group guidebook. London: SAGE. Morse, J. (ed) (1994). Critical issues in qualitative research methods. London: Sage. Nagy Hesse-Biber, P.L. (eds) (2006). Emergent methods in social research. Thousand Oaks, California: Sage Silverman, D. (1993). Interpreting qualitative data: methods for analysing talk, text and interaction. London: Sage. Strauss, A. y Corbin, J. (1990). Basics of Qualitative Research. London: Sage. Wertz, F. J. (2011). Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry. New York: Guilford Press.Denzin, N.K. y Lincoln, Y. S. (Coords) (2012). Manual de investigación cualitativa. Volumen. II. Paradigmas y perspectivas en disputa. Barcelona: Gedisa. Capítulo:8Flick, U. (2004). Introducción a la investigación cualitativa. Madrid: Morata. Capítulo: IIJackson, Ph W. (1991). La vida en las aulas. Madrid: Morata. (Introducción)Lather, P. (2006). Paradigm proliferation as a good thing to think with: teaching research in education as a wild profusion. International Journal of Qualitative Studies in Education,19(1), January-February, 35-57.Denzin, N.K. y Lincoln, Y. S. (Coords.) (2012). Manual de investigación cualitativa. Volumen. I. El campo de la investigación cualitativa. Barcelona: Gedisa (Cap.6 Christians, C. G. La ética y la política en la investigación cualitativa.Flick, U. (2004). Introducción a la investigación cualitativa. Madrid: Morata.Libros generalesGoetz, J. P.y LeCompte. M.D. (1988). Etnografía y diseño cualitativo en investigación educativa. Madrid: Morata.Hammersley, M. y Atkinson, P. (2001). Etnografía. Métodos de investigación. Barcelona: Paidós.House, E. R. y Howe, K. R. (2001). Valores en evaluación e investigación social. Madrid: Morata.Stake, R. E. (1998). Investigación con estudio de casos. Madrid: Morata.Taylor, S.J. y Bogdan, R. (1986). Introducción a los métodos cualitativos de investigación. Barcelona: Paidós. Corbetta, P., & Fraile Maldonado, M. (2003). Metodología y técnicas de investigación social. Madrid: McGraw-Hill. Denzin, N. K., y Lincoln, Y. S. (2011). The Sage handbook of qualitative research (4th ed.).. Thousand Oaks: Sage. Delgado, J.M y Gutiérrez, J (coord) (1994). Métodos y técnicas cualitativas de investigación en Ciencias Sociales. Madrid: Síntesis. García Ferrando, M., Ibáñez, J., y Alvira Martín, F. (1986). El análisis de la realidad social. Métodos y tecnicas de investigación. Madrid: Alianza. Gutiérrez, J. (2008). Dinámica del grupo de discusión. Madrid: Centro de Investigaciones Sociológicas. Ibáñez, J. (1992). Más allá de la sociología: El grupo de discusión: Teoría y crítica (3ª ed.). Madrid: Siglo XXI. Jorge Sierra, E. (2003). Nuevos elementos para la reflexión metodológica en sociología. Del debate cuantitativo/cualitativo al dato complejo. Papers, 70, 57-81. King, G., Verba, S., & Keohane, R. O. (2000). El diseño de la investigación social. La inferencia científica en los estudios cualitativos. Madrid: Alianza. Krueger, R. (1991). El grupo de discusión. Guía práctica para la investigación aplicada. Madrid: Pirámide. Lozares, C, Martín, A. López, P. (1998). El tratamiento multiestratégico en la investigación sociológica. Papers, 55, 27-43. Murillo, S. (2006). Detectives y camaleones: el grupo de discusión. Una propuesta para la investigación cualitativa. Madrid: Talasa. Sarabia, B (1997). Metodología cualitativa en España. Madrid: Centro de Investigaciones Sociológicas. Trinidad., A. Carrero,V y Soriano, R (2006). Teoría fundamentada "grounded theory" : la construcción de la teoría a través del análisis interpretacional. Madrid: Centro de Investigaciones Sociológicas. Valles Martínez, M. (1997 (2003 reimp.)). Técnicas cualitativas de investigación social: reflexión metodológica y práctica profesional. Madrid: Síntesis. William, E. (2007). The case study handbook: how to read, discuss, and write persuasively about cases. Boston, Mass.: Harvard Business School Press. Conde Gutiérrez del Alamo, F. (2009). Análisis sociológico del sistema de discursos. Madrid: Centro de Investigaciones Sociológicas. van Dijk, T.A. (2009). Discurso y poder. Barcelona: Gedisa. Kvale, S. (2011). Las entrevistas en investigación cualitativa. Madrid: Morata. Flick, U. (2014). La gestión de la calidad. Madrid: Morata Flick, U. (2015). El diseño de la Investigación Cualitativa. Madrid: Morata Velasco, M. y Díaz de Rada, A. (1997). La lógica de la investigación etnográfica. Barcelona: Trotta Simons, H. (2011). El estudio de caso teoría y práctica. Madrid: Morata Harrison, H.; Birks, M.; Franklin, R. y Mills, J. (2017). Case Study Research: Foundations and Methodological Orientations . Forum: Qualitative Social Research, 18(1)NOTA: Esta bibliografía é susceptible de ser modificada a medida que avanza o curso académico co fin de adecuarse ás necesidades formativas do alumnado. Realizarase unha selección de títulos da listaxe final que será de traballo e comentario obrigatorios nas diferentes actividades propostas (actividades iniciais, traballos tutelados, sesión

maxistral e/ou discusión dirixida)

Complementary	

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Traineeship/615525028
Research design and proposal/615525029
Master Thesis/615525031
Participatory action research, community action and management of social organizations/615525010
Other comments
As it is a compulsory subject, all students enrolled in the master's degree will take it. The access requirements are the general requirements for admission to the master's degree.Students (regardless of the chosen modality, face-to-face or online) must periodically review the virtual platform and consult the proposed documents and activities.It is mandatory to solve the activities in a reasoned way, supporting and arguing based on the documents of the subject and others that may be considered of interest. The improper use of quotations and bibliographical references may result in a penalty in the final grade and plagiarism in the failure of the course.The delivery of the work to be done in this subject will be done through the tool enabled for it in the virtual classroom, in digital format and on the dates indicated by the teachers. In this subject: - A sustainable use of resources and the prevention of negative impacts on the natural environment must be made.- The importance of ethical principles related to the values of sustainability must be taken into account in personal and professional behaviour.- In accordance with the different regulations applicable to university teaching, the gender perspective must be incorporated in this subject (non-sexist language will be used, the bibliography of male and female authors will be used, the intervention of all students in class will be encouraged, etc.). This will be done in order to identify and modify sexist prejudices and attitudes, and will have an impact on the environment in order to modify them and promote values of respect and equality.- The full integration of students who, for physical, sensory, mental or socio-cultural reasons, experience difficulties in gaining adequate, equal and profitable access to university life will be facilitated.- The principle of democratic debate will be upheld, listening to and respecting all the different opinions on the subjects dealt with, both on the part of the teaching staff and the students.