



Teaching Guide

| Identifying Data | | | | | 2023/24 |
|----------------------------|--|---------------|--|-----------|---------|
| Subject (*) | Innovations in Qualitative Data Analysis | | Code | 615545006 | |
| Study programme | Máster Universitario en Métodos Avanzados de Investigación e Innovación na Análise Social | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Official Master's Degree | 1st four-month period | First | Obligatory | 6 | |
| Language | Spanish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Socioloxía e Ciencias da Comunicación | | | | |
| Coordinador | Rodríguez Rodríguez, María del Carmen | E-mail | carmen.rodriguez2@udc.es | | |
| Lecturers | Golías Pérez, Montserrat Rodríguez Rodríguez, María del Carmen | E-mail | montserrat.golias@udc.es carmen.rodriguez2@udc.es | | |
| Web | | | | | |
| General description | The course explores qualitative research in depth, presenting different methodological approaches and different qualitative techniques for data collection and analysis. | | | | |

Study programme competences

| Code | Study programme competences |
|------|---|
| A2 | C2. Know in detail the theoretical and practical foundations of participatory action research and the advanced use of social research for intervention in the public and private spheres. |
| A3 | C3. Know in detail the theoretical and practical foundations of prospective techniques and their advanced use to issue conclusions based on the future evolution of complex and highly uncertain social, economic and political challenges. |
| A4 | C4. Know, compare and combine in a creative and novel way the main paradigms and research designs (quantitative, qualitative, mixed, prospective, participatory), collecting the main recent advances in each design. |
| A6 | C6. Deal with the theoretical and scientific foundations necessary to carry out quantitative and qualitative social research using advanced technological tools (R). |
| A7 | C7. Recognize the different options for presenting and displaying research results and their methodological foundations to clearly convey the results of the research to different audiences. |
| A10 | C10. Acquire advanced knowledge on the theoretical and practical aspects of the challenges of today's societies through the processes of research and social analysis. |
| A11 | H1. Evaluate and select the appropriate methodological paradigm (quantitative, qualitative, mixed, prospective, participatory) to formulate judgments based on incomplete or limited information on phenomena associated with social, economic and political challenges. |
| A12 | H2 Adopt adequate measures for the preservation of the fundamental and advanced ethical principles of social research, as well as for adequate data protection. |
| A14 | H4 Transmit the results of basic and applied research, as well as the most relevant foundations on which they are based, clearly and unambiguously, taking into account the diversity of contexts, audiences and needs, using different presentation and display options. |
| A15 | H5 Carry out qualitative and quantitative research in R. |
| A16 | H6 Develop the ability to plan research, correctly choosing the phases and procedures that guarantee maximum rigor and that are suitable for different contexts within the public or private sphere. |
| A17 | H7 Acquire the ability to continue delving into research and analysis methods in a way that will be largely self-directed and autonomous. |
| A19 | H9 Develop an advanced capacity to evaluate the quality and results of research processes. |
| A20 | CP1. Contrast the importance of the existing methodological diversity for the analysis of the social, political and economic reality, addressing different complex problems of current societies through creative and innovative solutions. |
| A24 | CP5. Being able to work with data sources, scientific research methodologies and techniques, and advanced computer tools typical of the social sciences. |
| A26 | CP7. Develop the ability to generate intermediate-level theories and, therefore, potentially applicable/transferable to society, interpreting the inputs generated by social analysis techniques. |



| Learning outcomes | | | |
|---|---|--|--|
| Learning outcomes | Study programme competences | | |
| Know how to design an advanced research process that includes the steps to be taken to analyse qualitative information of different types and collected during fieldwork through innovative and diverse techniques. | AC2 AC3 AC4 AC11 AC16 AC20 AC24 | | |
| Will be able to analyse complex situations on the basis of discourses and discourse systems derived from the application of qualitative research techniques in a critical and contextual way. | AC4 AC11 AC16 AC17 AC24 AC26 | | |
| You will be able to combine and integrate analysis and interpretation in critical discourse analysis in highly reflexive and specialised scenarios. | AC4 AC7 AC10 AC12 AC17 AC19 AC24 AC26 | | |
| You will be able to analyse data derived from the application of ethnographic research techniques, in different modalities (traditional, multisite, mobile, collaborative, in-house, visual, virtual). | AC4 AC11 AC12 AC16 AC20 AC24 AC26 | | |
| You will learn about applied forms of qualitative information analysis, especially in contexts of social intervention, through Participatory Action Research mechanisms. | AC2 AC4 AC7 AC10 AC12 AC14 AC16 AC17 AC20 | | |
| You will learn about applied forms of qualitative information analysis, especially in contexts of social intervention, through Participatory Action Research mechanisms. | AC6 AC7 AC12 AC14 AC15 | | |

| Contents | |
|----------|-----------|
| Topic | Sub-topic |



| | |
|---|--|
| 1. Ethnographic analysis | 1.1. Introduction to ethnography as a qualitative research method and the main theoretical approaches 1.2. Data collection techniques used in ethnography 1.3. Innovations in ethnographic research |
| 2. Phenomenological analysis | 2.1. Introduction to phenomenology as a qualitative research method and the main theoretical approaches 2.2. Techniques and strategies for data collection 2.3. Innovations in phenomenological research |
| 3. Content analysis | 3.1. Introduction to content analysis: definition and basic characteristics 3.2. Conceptual framework 3.3. Components and applications of content analysis 3.4. Innovations in content analysis |
| 4. Discourse analysis | 4.1. Introduction to discourse analysis: definition and characteristics 4.2. Methodological assumptions and preparation of analysis 4.3. Fragmented or integral approach? 4.4. Pre-analytical assumptions and analytical procedures 4.5. Innovations in discourse analysis |
| 5. Uses and innovations in the use of software for qualitative analysis | 5.1. Qualitative analysis software (CAQDAS) 5.2. Tools and resources for the process of qualitative data analysis 5.3. Import, organisation, management and coding 5.4. Analysis |
| 6. Social intervention and ethics | 6.1. Qualitative analysis in social intervention 6.2. Reflexivity, bias and ethics in qualitative research |

| Planning | | | | |
|--------------------------------|--|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student's personal work hours | Total hours |
| Workshop | A2 A3 A6 A7 A11 A12 A14 A19 A24 A26 | 5 | 68 | 73 |
| Workbook | A2 A3 A4 A7 A10 A16 A17 A19 A20 | 0 | 40 | 40 |
| Document analysis | A2 A3 A4 A6 A7 A10 A11 A15 A16 A19 A24 | 14 | 0 | 14 |
| Guest lecture / keynote speech | A2 A3 A4 A10 A17 A20 | 21 | 0 | 21 |
| 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 |
| Workshop | Training modality oriented to the application of learning in which different methodologies/tests can be combined (presentations, simulations, debates, problem solving, guided practice, ...) through which students develop eminently practical tasks on a specific topic, with the support and supervision of the teaching staff. |
| Workbook | Readings from key texts in qualitative analysis, as well as from specific research to look at the development of different analytical strategies. |
| Document analysis | Practical exercises in qualitative data analysis |
| Guest lecture / keynote speech | Teaching on the fundamentals of qualitative research, its innovations and latest developments. |



Personalized attention

| Methodologies | Description |
|-------------------------------|--|
| Workshop Document analysis | <p>Personalised attention in this subject will be given both face-to-face and distance learning. In order to understand the readings and to carry out the assignments, you will have the presence of the teaching staff in the classroom during the practical sessions and, in addition, you will be able to schedule the face-to-face tutorials that you consider necessary in the timetable that will be communicated at the beginning of the course. The teaching staff will also be available on a non-face-to-face basis, preferably by email (and also through Teams and the virtual campus).</p> <p>Students who apply for recognition of part-time dedication or academic dispensation will follow the evaluation of the distance learning modality.</p> |

Assessment

| Methodologies | Competencies | Description | Qualification |
|---------------|--|---|---------------|
| Workshop | A2 A3 A6 A7 A11 A12 A14 A19 A24 A26 | There will be two practicals, each of which will account for 50% of the mark for the subject. | 100 |

Assessment comments

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| <p>Second opportunity</p> <p>Those who have failed or have not submitted the practicals required to pass the subject will have to repeat them and hand them in on the dates established by the teachers within the assessment period of the second opportunity.</p> <p>The fraudulent performance of the tests or evaluation activities, once verified, will directly imply the qualification of failure (numerical grade 0) in the corresponding call of the subject, thus invalidating any qualification obtained in all the evaluation activities for the extraordinary call. For this, the qualification will be modified in the first opportunity report, if necessary.</p> |
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Sources of information



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|-----------------------------|--|
| <p>Basic</p> | <ul style="list-style-type: none"> - Alonso, L. E. (1998). La mirada cualitativa en sociología. Madrid: Fundamentos - Arroyo, M. y Sábada, I. (coord.) (2012). Metodología de la investigación social: técnicas innovadoras y sus aplicaciones. Madrid: Síntesis - Barley, N. (2003). El antropólogo inocente. Barcelona: Anagrama - Barthes, R. (1989/1980). La cámara lúcida. Nota sobre la fotografía. Barcelona: Paidós - Bertaux, D. (2005). Los relatos de vida. Perspectiva etnosociológica. Barcelona: Bellaterra - Carrero, V.; Soriano, R. y Trinidad, A. (2012). Teoría fundamentada. Grounded Theory. Madrid: CIS - Conde Gutiérrez del Álamo, F. (2009). Análisis sociológico del sistema de discursos. Madrid: CIS - Gibbs, G. (2012). El análisis de datos cualitativos en investigación cualitativa. Madrid : Morata - González Vallés, J.E. y Piñeiro Otero, Teresa (2016). Diseños en la moderna investigación universitaria. Madrid: McGrawHill - Ibáñez, J. (1985). ?Análisis sociológico de textos y discursos?, RIS, 43, pp.119-160. - Ibáñez, J. (2002). Sociología de la vida cotidiana. Madrid: Siglo XXI - Krippendorff, K. (2002). Metodología de análisis de contenido : teoría y práctica. Barcelona : Paidós - Martín Criado, E. (2014). ?Mentiras, inconsistencias y ambivalencias. Teoría de la acción y análisis de discurso?, RIS, 72(1), 115-138. - Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). Qualitative data analysis: A methods sourcebook. Sage Publications - Mills, C.W. (2003). La imaginación sociológica. México: Fondo de Cultura Económica - Rapley, T. (2014). Los análisis de la conversación, del discurso y de documentos en investigación cualitativa. Madrid : Morata - Saldaña, J. (2015). The coding manual for qualitative researchers. Sage Publications - Zárraga, J.L. (2009). ?Por qué, qué y para qué investigamos: la trastienda de la investigación social?, Política y Sociedad, 46, 3, pp. 37-56.. - Woods, M., Macklin, R., & Lewis, G. K. (2016). Researcher reflexivity: Exploring the impacts of CAQDAS use. International Journal of Social Research Methodology, 19(4), 385-403. |
| <p>Complementary</p> | <ul style="list-style-type: none"> - Bardin, L.; (Suárez, C., trad.) (1996). El análisis de contenido. Madrid : Akal - Chávez, B.L. (2014). Analisis de contenido y linguistica computacional: su rapidez, confiabilidad y perspectivas. Anales de psicología (Murcia, Spain) 30.3 : 1146 - Kuckartz, U., & Rädiker, S. (2019). Analyzing qualitative data with MAXQDA. Cham: Springer International Publishing - Medina, I. (2017). Análisis Cualitativo Comparado (QCA), Cuadernos Metodológicos, 56. Madrid : Centro de Investigaciones Sociológicas - Olivier de Sardan, Jean-Pierre, and Jorge Costa Delgado (2018). El rigor de lo cualitativo: las obligaciones empíricas de la interpretación socioantropológica. Madrid: CIS - Pink, S., and Roc F. (2019). Etnografía digital. Madrid: Morata - Pujadas, J.J. et. al (2010). Etnografía. Barcelona: Editorial UOC - Riley, J. (1990). Getting the most from your data : a handbook of practical ideas on how to anlyse qualitative data. Bristol : Technical and Educational Services - Valles Martínez, M. S. (1997). Técnicas cualitativas de investigación social reflexión metodológica y práctica profesional. Madrid: Síntesis - Weaver-Hightower, M.B. (2019). How to Write Qualitative Research. London : Routledge - Wright, P (2022). Reflexiones sobre ontología de la etnografía: Entre la experiencia, el poder y la intersubjetividad.. Runa (Buenos Aires, Argentina) 43.3 (2022): 403?430. |

Recommendations

Subjects that it is recommended to have taken before

Qualitative, Prospective and Participatory Research Techniques/615545004

Subjects that are recommended to be taken simultaneously



Subjects that continue the syllabus

Master`s Dissertation/615545013

Work Placement/615545012

Other comments

According to the different regulations applicable to university teaching, the gender perspective must be incorporated into this subject (non-sexist language will be used, bibliography of authors of both sexes will be used, the intervention of male and female students in class will be encouraged, etc.). Work will be done to identify and modify sexist prejudices and attitudes and influence the environment to modify them and promote values of respect and equality. Situations of gender discrimination will be detected and actions and measures will be proposed to correct them.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.