



DEGREE CURRICULUM

TECHNIQUES AND QUALITATIVE METHODS

Coordination: STRECKER , TANJA CONNI

Academic year 2020-21

Subject's general information

Subject name	TECHNIQUES AND QUALITATIVE METHODS			
Code	101157			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Geography	1	COMMON	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRACAMP	PRAULA	TEORIA
	Number of credits	2	1	3
	Number of groups	1	1	1
Coordination	STRECKER , TANJA CONNI			
Department	GEOGRAPHY AND SOCIOLOGY			
Teaching load distribution between lectures and independent student work	Classes (in class or virtual): 60 hours (includes a 2-day field trip) Students' autonomous work outside the classes: 90 hours			
Important information on data processing	Consult this link for more information.			
Language	Catalan (80%), English (20%)			
Distribution of credits	Theoretic work in class: 2 Practic work in class: 2 Field trip: 2			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BAUTISTA PUIG, NÚRIA	nuria.bautista@udl.cat	3,5	
STRECKER , TANJA CONNI	tanja.strecker@udl.cat	2,5	

Subject's extra information

The character of this course is eminently practical: it presents the different research techniques that are part of the qualitative method, which will be implemented by students in a supervised field work.

20% of the classes are held in English. Above all, we will work with readings in English.

The course includes field work to perform intensively during a weekend field trip. Should the number of students not reach a certain minimum to allow for the realization of the trip, the fieldwork will be completed in another modality.

Learning objectives

Results of the learning process

- Mastery of the basic tools of research with qualitative techniques
- Development of skills to design and carry out research using qualitative methods
- Ability to design, carry out, exploit and summarise an interview
- Good methodological habits in the research approach

Competences

Competence to...

CB2 Apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study

CB3 Ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues

CB4 To be able to transmit information, ideas, problems and solutions to a specialized and non-specialized public

CB5 Know how to develop those learning skills necessary to undertake further studies with a high degree of autonomy

CG4 Identify the main currents of geographical and social thought

CE7 Acquire the skills of qualitative methodologies

CT5 Acquire essential notions of scientific thought

Subject contents

Programme

1. Introduction: qualitative methods in social sciences.
2. Fieldwork and participant observation.
3. Ethical aspects of qualitative research.
4. Semi-structured interview and life story.
5. Focus group.
6. Auxiliary methods: case studies, genealogies, social networks and netnography.
7. Audiovisual methods: photography and video.
8. Analysis and interpretation of qualitative data I.
9. Analysis and interpretation of qualitative data II.
10. The presentation of results.

Methodology

1- Master classes. [In the lectures, the contents of the subject are exposed orally by a lecturer without the active participation of the students.]

5- Seminar. [Group dynamics technique consisting of working sessions of a rather small group that investigates a topic through dialogue and discussion, under the direction of a lecturer or an expert. Seminars can be held to deepen on monographic topics, based on the information previously provided by the teaching staff.]

10- Realization of the learning folder/portfolio. [The realization of a student's learning portfolio allows to collect the students' efforts and the results of the learning process, incorporating works elaborated by the student.]

11- Elaboration of projects. [Active teaching methodology that promotes learning from the realization of a project: idea, design, planning, development and evaluation of the project.]

12- Case study. [Method used to study an individual, an institution, a problem, etc. in a contextual and detailed way (analysis processes must be developed).]

14- Visit. [Activity of a group of students, directed by the teaching staff, which consists of going to see a certain place to obtain direct information that favors the learning process.]

15- Practices. [They allow to apply and configure, on a practical level, the theory of a domain of knowledge in a specific context.]

Development plan

Week*	Topic
1	Introduction
2	Fieldnotes
3-4	Ethics
5-6	Interview
7-8	Focus Group
9	Social Networks/Netnography
10	Photography/Video
11-13	Analisis
14	Result presentation
(could vary according to the student vote)	Intensive practical fieldwork
13-15	Tutored work
15	Oral presentations and written work release
18.06.2021	Release of written works (re-examination)

*according to the academic calendar of the Faculty of Arts of this course (see <http://www.lletres.udl.cat/export/sites/FI/ca/galleries/Documents/Calendari-Academic-Facultat-de-Lletres.pdf>)

In the event of online classes, sessions can be registered. In this case, in accordance with current regulations on data protection of a personal nature, we inform you that: The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat). The recorded images and voices shall be used exclusively for teaching purposes. The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>). The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject. The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law. The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

Evaluation

Evaluation

	Points (total: 100)
Learner portfolio (individual) Includes the practical activities realized in the weekly practical classes.	25
Research project (individual or in small groups) Includes the preparation, realization, transcription, analysis and the elaboration of an oral and written presentation of a small research project.	45
Oral presentation of the research project	20
Active participation in class and throughout the fieldwork.	10

Students who combine their degree with a full time job have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to academic@lletres.udl.cat or ask for information at the Faculty's secretary (Secretaria de la Facultat de Lletres).

In the alternative evaluation the research project report is individual (45%). The attendance at the oral presentation of the research report (20%) is compulsory, but a certificate of examination is issued to students who require it. If the students' choice is to carry out the fieldwork intensively, the assistance in the field trip will also be compulsory. In the case of choosing another option, the students who choose the alternative assessment will be informed of any dates of compulsory attendance. The learner's portfolio (25%) consists, in the case of the alternative evaluation, of activities similar to those of the continuous evaluation, but the mandatory delivery will be the same day as the delivery of the research report. Instead of active participation in class and during practices (10%), students taking the alternative assessment, have to deliver reviews on the readings of each topic treated in class. Their active participation in compulsory participation classes (the field trip, visits, etc.) is also taken into consideration.

Bibliography

Reading:

Ferrandiz, F. (2011). *Etnografías contemporáneas. Anclajes, métodos y claves para el futuro*. Barcelona: Anthropos.

Additional reading for each topic:

1. Introducció: els mètodes qualitius en ciències socials.

- Ferrandiz (2011), cap. 1-4.1. p. 9-49.
2. **El treball de camp i observació participant.**
Ferrandiz (2011), cap. 4.2.-4.6. i 4.10. p. 49-95 i 167-174.
 3. **Aspectes ètics en la investigació qualitativa.**
Ferrandiz (2011), cap. 4.6. p. 95-111.
Zimmer, M. (2010). "But the data is already public": on the ethics of research in Facebook. *Ethics and Information Technology*, 12(4), 313-325. (download at: https://www.google.com/url?sa=t&rcit=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwj7qjHN763jAhV7A2MBHeirBWYQFjAAegQIAhAC&url=http%3A%2F%2Fwww.sfu.ca%2F~palys%2FZinr2010-EthicsOfResearchFromFacebook.pdf&usg=AOvVaw1nkNULmKlqF_upP1AM5VTI)
 4. **L'entrevista semiestructurada i la història de vida.**
Ferrandiz (2011), cap. 4.7. + 4.8. p. 111-146.
Flick, U. (2012). *Introducción a la investigación cualitativa*. Madrid: Ediciones Morata. Cap. 8 .
 5. **Els grups focals.**
Flick, U. (2012). *Introducción a la investigación cualitativa*. Madrid: Ediciones Morata. Cap.10.
Caillaud, S., & Flick, U. (2017). Focus groups in triangulation contexts. In R. S. Barbour & D. L. Morgan (Eds.), *A New Era in Focus Group Research* (pp. 155-177). Hampshire, UK: Palgrave Macmillan UK. (download at: https://www.google.com/url?sa=t&rcit=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwjm6Zvn7q3jAhWIAmMBHbXBB3AQFjAAegQIBBAC&url=https%3A%2F%2Fwww.ewi-psy.fu-berlin.de%2Ffeinrichtungen%2Farbeitsbereiche%2Fqualitative_sozial-_bildungsforschung%2FMedien%2F978-1-137-58614-8_8.pdf&usg=AOvVaw1gEQTy4VVfaH2l2X1QxFyA)
 6. **Mètodes auxiliars: estudis de cas, genealogies, xarxes socials i netnografia.**
Ferrandiz (2011), cap. 4.9. p. 146-167.
Molina JL, Ávila J., eds. (2009). "Antropología y redes sociales. Una introducción a UCInet6-NetDraw, EgoNet y el análisis comparado con SPSS". (download at: https://www.google.com/url?sa=t&rcit=j&q=&esrc=s&source=web&cd=2&ved=2ahUKEwiR4Y-d763jAhVfBGMBHevGAFUQFjABegQIBBAC&url=http%3A%2F%2Frevista-redes.rediris.es%2Frecerca%2FEgoredes%2Fantropologia_y_redes_sociales.pdf&usg=AOvVaw2EdOI9iMB6ui8TxdKbhHXO)
Turpo Gebera, O. (2008): La netnografía: un método de investigación en Internet. *Educar* 42, 81-93. (download at: <https://www.google.com/url?sa=t&rcit=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwj7qOC1763jAhUMNBQKHURTCUQFjAAegQIBBAB&url=http%3A%2F%2Fwww.redalyc.org%2Fpdf%2F3421%2F34213C>)
 7. **Mètodes audiovisuals: fotografia i vídeo.**
Ferrandiz (2011), cap. 4.9. p. 146-167..
 8. **Anàlisi i interpretació de dades qualitatives I.**
Ferrandiz (2011), cap. 4.11. p. 174-193.
Flick, U. (2012). *Introducción a la investigación cualitativa*. Madrid: Ediciones Morata. Caps. 15-17.
 9. **Anàlisi i interpretació de dades qualitatives II.**
Veure 8.
 10. **La presentació dels resultats.**
Ferrandiz (2011), cap. 4.11. p. 174-193
Flick, U. (2012). *Introducción a la investigación cualitativa*. Madrid: Ediciones Morata. Cap. 19.