



Universitat de Lleida

DEGREE CURRICULUM
**TECHNIQUES AND
QUALITATIVE METHODS**

Coordination: HERNANDEZ TREJO, MARIO

Academic year 2023-24

Subject's general information

Subject name	TECHNIQUES AND QUALITATIVE METHODS			
Code	101157			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Geography	1	COMMON/CORE	Attendance-based
	Double degree: Bachelor's degree in Geography and Bachelor's degree i Tourism	2	COMMON/CORE	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	HERNANDEZ TREJO, MARIO			
Department	GEOGRAPHY, HISTORY AND HISTORY OF ART			
Teaching load distribution between lectures and independent student work	Classes (in class or virtual): 60 hours Students' autonomous work outside the classes: 90 hours			
Important information on data processing	Consult this link for more information.			
Language	Lectures are given in Catalan Readings include content in Catalan, Spanish and English			
Distribution of credits	Theoretic work in class: 3 Practic work in class: 3			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
HERNANDEZ TREJO, MARIO	mario.hernandez@udl.cat	6	Booked in advance

Subject's extra information

The module introduces students to qualitative research techniques typical of Geography. This methodological background will be systematically applied to one or more case studies. This practical enquiry will allow students to critically analyze current issues and develop core research skills for their professional practice inside and outside the academic field

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 and ethical habits in the research approach

Competences

CB2 Apply their knowledge to their work or vocation in a professional way and possess the competencies 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 (usually within their study area) to make judgments that include a reflection on relevant social, scientific or ethical issues

CB4 Be able to transmit information, ideas, problems and solutions to both a specialized and non-specialized audience)

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 geographic and social thought

CE6 Acquire the skills and methodologies of the geographer's field work

CE9 Achieve the skills of qualitative methodologies

CT5 Acquire essential notions of scientific thought

Subject contents

BLOCK 1. INTRODUCTION

1. Qualitative research and its place in Human Geography

2. Four paradigms in Geography
3. History and decolonisation of geographical research

BLOCK 2. QUALITATIVE METHODOLOGIES IN HUMAN GEOGRAPHY

4. Landscape interpretation
5. Interviews
6. Ethnographies and participant observation
7. Stories of human and non-human life
8. Analysis of audiovisual content
9. ReliefMaps
10. Collaborative cartographies and counter-cartographies

BLOCK 3. INTERPRETATION AND COMMUNICATION OF QUALITATIVE RESEARCH IN HUMAN GEOGRAPHY

13. Organizing and interpreting qualitative data
14. Writing qualitative geographies

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.]
- 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- Fieldwork. [Activity of a group of students, directed by the teaching staff, which consists of doing a fieldtrip 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 1

Introduction to the subject

WEEKS 2-3

BLOCK 1. INTRODUCTION

1. Qualitative research and its place in Human Geography
2. Four paradigms in Geography

3. History and decolonisation of geographical research

WEEKS 4-13

BLOCK 2. QUALITATIVE METHODOLOGIES IN HUMAN GEOGRAPHY

4. Landscape interpretation
5. Interviews
6. Ethnographies and participant observation
7. Human and non human life stories
8. Audiovisual content analysis
9. ReliefMaps
10. Collaborative cartographies and counter-cartographies

WEEKS 14-15

BLOCK 3. INTERPRETATION AND COMMUNICATION OF QUALITATIVE RESEARCH IN HUMAN GEOGRAPHY

13. Organizing and interpreting qualitative data
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Evaluation

Evaluation

	Points (total: 100)
Academic Essay	40
Practical assignments (x4)	60 (15% each)

Students who want to request an 'Alternative Assessment' must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

If academic fraud or plagiarism is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

Bibliography

BIBLIOGRAPHY

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