



Universitat de Lleida

DEGREE CURRICULUM  
**METHODOLOGY AND  
QUANTITATIVE TECHNIQUES**

Coordination: SANVICEN TORNE, FRANCISCA

Academic year 2021-22

Subject's general information

<b>Subject name</b>	METHODOLOGY AND QUANTITATIVE TECHNIQUES			
<b>Code</b>	101747			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Social Worker	3	COMMON	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	2		1
<b>Coordination</b>	SANVICEN TORNE, FRANCISCA			
<b>Department</b>	GEOGRAPHY AND SOCIOLOGY			
<b>Teaching load distribution between lectures and independent student work</b>	The workload is 150 hours. 60 hours of classroom work (3 hours large group online and 1 hour face-to-face in medium group) and 90 hours of independent work outside the classroom			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan			
<b>Distribution of credits</b>	6 credits theory and practic			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SANVICEN TORNE, FRANCISCA	paquita.sanvicen@udl.cat	7,8	

## Subject's extra information

Being a practical subject, it is based on content and skills that must be learned especially by practicing. Class attendance is mandatory. Attendance will be monitored for both medium and large groups. Learning is based mainly on practice. Except in the case of students who have been granted the alternative assessment, the tasks of those who do not attend the classes will not be accepted, both in the online and face-to-face sessions.

**PLAGIARISM, COPYING AND DECEPTION: REASONS TO DIRECTLY SUSPEND THE SUBJECT WITH A 0**  
 Student productions must be original and made for the subject. Plagiarism will be penalized in all cases. These are reasons to suspend the subject directly: the repetition of plagiarism when the student has already been warned on the subject and also the presentation of tasks that have been done and presented in other subjects, the presentation of own tasks (parts or whole) of other year; the presentation of assignments from other students in other subjects or other courses (parts or whole) and other similar copy and paste practices.

**LINGUISTIC AND COMMUNICATIVE COMPETENCE** Applied research and methodological development involve oral and written communication. Therefore, students are asked to have acquired the appropriate communication skills. They will be required from the first moment the correct **WRITING, SCORING and SPELLING. REITERATION and NO CORRECTION** and improvement of misspellings, writing errors and punctuation in tasks that are worth more than 10% of the grade **WILL** reason to **SUSPEND** the subject.

**STUDENTS WITH SUBJECTS PENDING FROM OTHER YEARS** Students who have suspended the subject from previous years will have to do the same type of activities that are scheduled in this course and the load of dedication that is marked. Attendance is equally mandatory in both large and medium-sized groups. Likewise, the obligations regarding activities, periods of delivery of works, tutorials, and everything that refers to the subject, will be the same that are established for the class group. Repeating students have the obligation to keep up to date with the subject in communication with the teachers and the class delegate.

## Learning objectives

**OBJECTIVES** (with identification code id)

1. Know how to analyze situations of conflict and social or cultural marginalization (id: ob1)
2. Know the basics of quantitative research (id: ob2)
3. Know the methodology of quantitative research (id: ob3)
4. Know how to design a quantitative research project and develop it from start to finish (id: ob4)
5. Know how to use correctly the techniques of quantitative research according to the type of research (id: ob5)
6. Know how to write a social research report correctly, both from a formal point of view and in terms of content and

bibliographic citations (id: ob6)

## Competences

### COMPETENCES

CG1. Develop critical capacity for analysis and synthesis

CG3. Develop the ability to solve problems and make decisions

CG7. Exercise autonomous learning and adaptation to new situations Ability to learn autonomously through research and bibliographic analysis and adaptation to new situations.

CG13. Get acquainted with the new phenomena and scenarios in which some type of social intervention can be made.

CE2. To know the referents of the human and social sciences that contribute to the TS elements of understanding of the social reality

CE6. Analyze and evaluate the problems and social needs that exist in society.

CT4. Promote respect for fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values

## Subject contents

Previous: To develop the contents of the subject will use - in addition to the bibliography and the own resources of the asignatura - the recommendations of the UdL in the section Resources for the Final Work of Degree (TFG) and of Máster (TFM) available online at <https://biblioguies.udl.cat/tfgtfm>

It will also be used The Personal Library resource will also be used, a resource to identify the main ideas for reading books and articles developed by the professor and ASIC UdL Available at <http://ocw.udl.cat/ciencias-sociales-i-juridiques/biblioteca-personal>

### CONTENTS

1. Research to know and be able to act. Basic aspects - What is social research? Why is it important and essential?

-Scientific methodology and social research applied to Social Work

-Elements of social research.

-The state of the matter, the phase prior to considering any research. Where and how to look. How to prepare a document of the state of the theoretical question prior to the topic to be investigated.

-Types of research. The research process. Project and design. Timing. Aspects to consider. Difference between methodology and method

-Methodological design, adaptation to the objectives and the object of study. Social research techniques.

2. Quantitative methodology The survey. Definition. Basic terminology. Features and methods. Difference between "survey" and "questionnaire" Survey design. Universe and sample. Sampling. Sample error. The basic tool of the survey: the questionnaire.

3. The design of the questionnaire. The questions. Presentation, pretext and final writing.
4. The administration of the questionnaire. Network support tools. Advantages and disadvantages.
5. Univariate and bivariate analysis.
6. The processing of the information collected. Data processing and analysis. Draw conclusions and proposals for action
7. The final report
- 7.1. The key parts of the final report. Writing style, registration. Various presentations depending on the purpose and recipients.

## Methodology

The teaching method to be used will be adapted to the characteristics of the group and - if the group is small in number and allows it - to those of each student. It is based on the idea that research is learned, researched and learned to use the right methodology if you work with real examples and with designs and development of entire research. Techniques and methodology are not isolated aspects, they are part of the research and must be learned in an integrated way. Therefore, the development of quantitative methodology will be contextualized based on concrete and real research that the student will have to carry out.

The subject is located in third, so the ultimate goal is to give all the tools that students need to do a good final degree project. From the first week of class that should serve to get to know the group and identify the degree of knowledge achieved in previous courses and the shortcomings that need to be covered, the classroom -be it face-to-face or virtual- becomes a nominal space. research in which each student separately and / or in a small group works autonomously accompanied by the guidance and supervision of the teacher who resolves doubts, reviews, guides, etc.

Although there will be tasks throughout the course that will be developed in groups (of a maximum of 4 people), the assessment tasks must be done individually. For two reasons: the first because it is based on the evidence that each student has acquired a particular level of research expertise and has doubts, aspects of individual improvement that need to be addressed and advised individually. the second because, in practice, most of the final degree projects are done individually and the student will have to work alone.

Obviously, they will work in groups and the doubts and elements of improvement that are common to the whole group will be treated together for the whole class.

The explanation of the program will also be developed for the whole class. Thus, the theory will be worked from the practice. From two points of view: on the one hand, the self-evaluation, review and personal reflection of the methodological knowledge of each one with the aim of improving them; and on the other, the approach, design and execution from beginning to end of research with quantitative methodology. To achieve this, the classroom goes from being a one-way space to becoming a seminar / work laboratory. Students must have at their disposal in the online sessions a computer with which to work comfortably and in the middle class face-to-face classes they must bring a laptop, for the same reason.

## Development plan

During the first week of the course, the monthly work plan will be set, the research topics will be explained, the tasks they score will be explained in detail and the specific dates of each delivery will be agreed with the students.

## Evaluation

**ALTERNATIVE EVALUATION** Students who wish to do so will have the right to waive continuous assessment at the beginning of the semester and take advantage of the alternative assessment method. This assessment does not in any way imply a reduction in assessment evidence, but if necessary there may be a readjustment in the delivery schedules previously agreed with the student involved. In order to enjoy this type of assessment, the student must submit an application to the Secretariat within the time limit set for doing so (you must consult the Secretariat) and provide documentation justifying work activity and / or others. personal situations that justify the demand. Once with the authorization of the Secretary, it is necessary to agree on the follow-up of the course with the teacher.

### SCORING TASKS

**FIRST POCKET: 30% IMPROVE A RESEARCH DONE WITH A QUANTITATIVE METHODOLOGY THAT HAS BEEN DONE IN ANY PREVIOUS COURSE.** (not approved or with a low grade) Competences developed and evaluated CG7, CG1, CG 3

**SECOND TASK: 70% DESIGN AND EXECUTE RESEARCH** Competences developed and evaluated: **CG1, CG3,CG6,CG 7, CG13, CE2, CE6, CT4**

### SCORE DISTRIBUTION General issues

The first task as a whole has a value of 30% of the grade. Accordingly, the partial elements that are evaluated may be recovered if the result of the task has not been done correctly when delivered. There will be a week to review it and improve the result The second task, which is the development of an investigation, adds up to more than 30% of the grade and cannot be recovered in its entirety as the delivery is at the end of the course. However, it has been taken into account that the task is divided into partial submissions so that they allow the teacher to evaluate each part pointing out the improvements and having regular feedback with each student in order to improve each part towards the final delivery. The final report to be submitted at the end of the task must incorporate the set of parts and the set of improvements made. The grade, therefore, of each part already evaluated, now improved - if it is - can be re-evaluated in the final delivery.

### DISTRIBUTION OF THE SCORE FIRST TASK- Improvement of an investigation done in previous courses (date of delivery to agree with the student the first week of course)

ASPECTS TO BE EVALUATED	PART SCORE total sum 30%)
Detection of elements for improvement and reflection on the solutions to be applied. The problems that have been identified have been identified and the way to solve them has been identified.	15%
Adequacy of the improvement solutions that have been applied. The solutions applied have been the right ones	15%
The delivery document for this task will be a comparative report between the wording of the original research and the final one once the improvements have been incorporated. The document must also contain in a differentiated way a specific chapter / section that contains the argument, data, etc. of each aspect being evaluated.	

**DISTRIBUTION OF SCORES SECOND TASK.** New research carried out (delivery date to be agreed with the student in the first week of the course)

ASPECTS THAT ARE EVALUATED	PART SCORE (70%)
Title	De 0 a 5%
Justification	De 0 a 10%
Theoretical framework	De 0 a 10%
Targets	De 0 a 10%
Methodological design	De 0 a 15%
Data Analysis and Conclusions	De 0 a 15%
Presentation and drafting of the final report	De 0 a 5%

## Bibliography

### BIBLIOGRAPHY

#### OBLIGATORY

Compulsory reading book for students who have not read it before. It should help them do better searches and investigations.

SANVICÉN, P. (2017) . *Para pensar un rato...o más. Reflexiones para estudiantes que no quieren ser arrastrados por la información que va a mil por hora.* Lleida: editorial Milenio

#### BASIC

AMORÓS, M. (2018). *Fake News. La verdad de las noticias falsas.* Barcelona: Plataforma actual

BELL, J. (2002). *Como hacer tu primer trabajo de investigación,* Barcelona: Gedisa

BELTRAN, M. (2003) "Cinco vías de acceso a la realidad social" dins *La realidad social*, p.13-157, Madrid, Tecnos

BRUNET, I; BELZUNEQUI, A.; PASTOR, I. (2000): *Les tècniques d'investigació social i la seva aplicació.* Universitat Rovira i Virgili, Tarragona

COLOMER, J.L. (2001) "Lentes sociológicas. ¿Cómo ven y analizan la sociedad los sociólogos y las sociólogas?" dins *Los métodos de investigación en ciencias sociales.* P.43-75, Madrid: Laberinto.

DIAZ DE RADA, V., DOMINGUES, J.A., POSADAS, S. (2019). *Internet como modo de administración de encuestas.* Madrid: Centro de Investogaciones Sociológicas.

DOMÍNGUEZ, M; COCO, A. (2000): *Tècniques d'Investigació Social I.* Barcelona: Edicions de la Universitat de Barcelona.

GARCIA-FERRANDO, M., ALVIRA; F., ALONSO, L.E., ESCOBAR, M. (comps) (2020). *El análisis de la realidad social. Métodos y técnicas de investigación.* Madrid: Alianza editorial.

GUINOT, C. (coord.) (2008) *Métodos, técnicas y documentación utilizado en Trabajo Social*. Bilbao: Deusto

LOPEZ-ROLDAN, P., FACHELLI, S. (2015). *Metodología de la investigación social cuantitativa*, Universitat Autònoma de Barcelona. Consultable a <https://ddd.uab.cat/record/129382>

## COMPLEMENTARY

ALVIRA, f. (2011): *La encuesta: una perspectiva general metodológica*. Cuadernos metodológicos, núm. 35 Madrid: Centro de Investigaciones Sociológicas

ANDER-EGG, E. (2003): *Métodos y técnicas de investigación social*, Lumen, Buenos Aires

ARIAS, A.; FERNÁNDEZ, B. (1998). "La encuesta como técnica de investigación social", a A. Rojas, J. Fernández, y C. Pérez: *Investigar mediante encuestas*. Madrid: Síntesis

GARCIA, M. (2014): *Sobre el método. Problemas de la investigación empírica en Sociología*. núm. 22. Madrid: Centre de Investigacions Sociològiques

GARCIA, F. (2006) *La intervención profesional en Trabajo social: supuestos prácticos*, Málaga: Colegio Oficial de Diplomados de Trabajo Social

LOSADA, JL. & LOPEZ-FEAL, R. (2003): *Métodos de investigación en ciencias humanas y sociales*, ed. Thompson

SIERRA BRAVO, R. (2001): "El proceso de investigación social", a Sierra Bravo, R.: *Técnicas de Investigación Social. Teoría y ejercicios*. Madrid: Paraninfo. (14ª edición)

## SOURCES TO SEEK INFORMATION (will be expanded throughout the course according to the topics and areas in which students want to learn more)

Institut d'Estadística de Catalunya

Instituto Nacional de Estadística

Injuve

Observatori de la Juventut de Catalunya

Observatori Empresa i Ocupació

Observatori de la Violència de Gènere

Generalitat de Catalunya (vegeu departaments)

Gobierno del Estado (vegeu departaments)

Centre d'Estudis d'Opinió

Centro de Investigaciones Científicas

Consejo del Poder Judicial

Síndic de Greuges

## BUSCADORS DE LITERATURA CIENTÍFICA

Dialnet

Google Scholar



Latindex

Tesis en xarxa

World Wide Science

SCIENTIFIC MAGAZINES

They will be indicated according to the interests and research topics of the student body