



Universitat de Lleida

DEGREE CURRICULUM **METHODOLOGY AND QUANTITATIVE TECHNIQUES**

Coordination: SANVICEN TORNE, FRANCISCA

Academic year 2022-23

Subject's general information

Subject name	METHODOLOGY AND QUANTITATIVE TECHNIQUES			
Code	101747			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Social Worker	3	COMMON/CORE	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	2		1
Coordination	SANVICEN TORNE, FRANCISCA			
Department	GEOGRAPHY AND SOCIOLOGY			
Teaching load distribution between lectures and independent student work	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			
Important information on data processing	Consult this link for more information.			
Language	Catalan			
Distribution of credits	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. On this aspect it is necessary to read and take into account what is explained and argued in 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. Editorial Milenio, especially the second chapter. "Ahí va el meollo de la cuestión... Sobre el plagio" (35-63)

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: For the development of the contents of the subject, in addition to the bibliography and resources of the subject, the recommendations that the UdL in the section Resources for the Final Work of Grau (TFG) and of Màster (TFM) will be used. online in the section <https://biblioguies.udl.cat/tfgtfm> The Personal Library resource will also be used, a resource to identify the main ideas of reading books and articles developed by the professor and ASIC UdL Available at [http:// ocw.udl.cat/ciencias-socials-i-juridiques/biblioteca-personal](http://ocw.udl.cat/ciencias-socials-i-juridiques/biblioteca-personal)

The general content is:

UNIT 1. SOCIAL RESEARCH AND SCIENTIFIC METHODOLOGY

Conditions and characteristics Responsibility of the person who investigates Scientific research for transformation and social change

Process of elaboration of a scientific investigation.

Phases from the first idea to the delivery of the final report Methodology and scientific methods

Open data and use of open databases

UNIT 2. QUANTITATIVE METHODOLOGY

a.General characteristics

b. Quantitative discourse analysis

c.The survey for scientific research

- c.1. important concepts: survey, questionnaire, universe, sample, sampling frame, sampling,
- c.2. The design of the survey. Aspects to consider.
- c.3. The elaboration of the questionnaire. Aspects to consider.
- c.4. The administration of the questionnaire. Aspects to consider.
- c.5. The collection of information. Aspects to consider.
- c.6. Data processing and analysis. Aspects to consider.
- c.7. The conclusions and proposals. Aspects to consider.

UNIT 3. PREPARATION AND PRESENTATION OF THE FINAL INVESTIGATION REPORT

The essential parts of the final report.

Writing style, registration.

Diverse presentations according to the purpose, the communication channel and the recipient population of the report

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 students will have to carry out in the micro environment.

The subject is located in third, so the ultimate goal is to solve the basic knowledge that is not yet fully achieved, learn from the self-detection of what needs to be improved to each, and give the tools needed by the students to do a good final degree project (TFG). With this perspective, coordination is planned between the two subjects that in this course deal with research methodologies: Quantitative Methodology and Qualitative Research Techniques

A level and needs detection questionnaire will be passed for the first class. Based on the results of the questionnaire, the sessions of the first month will be dedicated to resolving doubts and to the basic theoretical aspects of the subject (UNIT 1, 2).

From here, the classroom space (either face-to-face or virtual) becomes a research seminar in which students in small groups, collaborative teams, to work independently accompanied by the guide and supervision of the accompanying teacher, resolves doubts, reviews, guides, etc.

Of the two evaluation tasks, the first must be presented individually, although the development can be done as a team, in a collaborative reflection work. It is based on the evidence that each student has acquired a particular level of research expertise, that each student may have doubts, individual aspects of improvement that will be addressed with the support of the teacher individually while sharing the reflections, proposals, etc. with the team so that the learnings are shared. The second must be done in a small group of up to 4 people. From the first day 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.

That is why the classroom (face-to-face / videoconference space with spaces created for each group in the virtual

sessions) goes from being a one-way space to becoming a seminar / work laboratory that integrates individual and collaborative work. . However, it is also important to acquire different perspectives and experiences, it is expected that you can count on the participation of an expert researcher from inside and outside the UdL (in person or online) so that the students know their research and experience with quantitative methodology and can have direct feedback with them.

Development plan

During the first fifteen days of the course, the monthly work plan, the research topics, the tasks that score will be set. The dates of delivery of tasks proposed in this pet teaching guide will also be discussed in order to agree them definitively 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 TASK: 20% 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

This task has a goal of reflection / self-reflection on the work done and identification of doubts, theoretical and practical shortcomings and elements for improvement. Therefore, even if the score of this task is not equal to or higher than 30%, students who have taken less than 10% and / or who do not reach 20% will have the option to repeat it and improve it.

SECOND TASK: 80% DESIGN AND EXECUTE RESEARCH Competences developed and evaluated: **CG1, CG3,CG6,CG 7, CG13, CE2, CE6, CT4**

This second task consists of a sum of five subtasks plus the final delivery. One for each of the phases of the research process and the final delivery of the entire task (research). It has been considered divided into partial deliveries so that they allow the improvement / recovery of each of the parts in the final report. The teacher will correct, evaluate and return each part pointing out the elements of improvement and having feedback with the students to improve -if necessary- each part towards the final delivery. Each of these delivered subtasks has a certain value (see below grid assignment score second task) .Although none exceeds 30% score, each can be redone / recovered if there are significant errors. The final report to be submitted at the end of the investigation must incorporate the set of parts and the set of improvements. The grade, therefore, of each previously evaluated part can be improved in the end if the content has been improved according to the indications given. Each subtask is delivered at a given time and is evaluated and returned with comments to each group / members of each group. The final, complete work, which will be delivered at the end, will not be able to be recovered as the delivery is expected already at the end of the course an investigation cannot be improvised: June 15, 2023. That is why in the final delivery of the task each subsection is re-reviewed as a whole.

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 20%)
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.	de 0% a 10%
Adequacy of the improvement solutions that have been applied. The solutions applied have been the right ones	de 0% a 10%
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. Research on a topic chosen by the group that must be developed entirely at the micro level. The specific delivery dates for each of the different subtasks will be established once the results of the first task have been corrected and commented on individually and collectively. Still, they are expected to take place between March 27 and May 26 end date of the course. The date of delivery of the final work with the integrated sum of all parts is expected to be June 15, 2023

ASPECTS THAT ARE WORK	PART SCORE (70%)
First subtask: (preliminary) title, introduction, schedule	De 0 a 5%
Second subtask: concepts, theoretical framework / question state	De 0 a 15%
Third subtask: research questions / hypotheses / general and specific objectives	De 0 a 20%
Fourth subtask: purpose, scope, orientation, population object of methodological study, questionnaire.	De 0 a 20%
Fifth subtask: data analysis, conclusions	De 0 a 20%
Sixth: delivery of full research work	revision of the set and of the score -if applicable- of each one of the subparts delivered previously from the improvements incorporated in the final document

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 Investigaciones 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

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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

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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