



Universitat de Lleida

DEGREE CURRICULUM **METHODOLOGY AND QUANTITATIVE TECHNIQUES**

Coordination: SANVICEN TORNE, FRANCISCA

Academic year 2023-24

Subject's general information

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|--|--|--------|-------------|------------------|
| 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 | PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK | | | |
| Teaching load distribution between lectures and independent student work | The workload is 150 hours. 60 hours of classroom work 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 a maximum of 4 people. In order to guarantee teamwork and that each member carries out his responsibility as a whole, each group must sign a document of agreements of commitments to be made in the group research. The formation of the teams will be left to the freedom of the students. However, in the classroom and in adhoc tutorials, the good operation will be followed and that each member of the team participates, works and achieves the learning. In the event that

conflicts are observed, the teacher - after having analyzed the situation with the team as a whole and the people directly involved - may agree on regulatory punctuation systems, such as for example: a) distribute the % of mark activities and evaluation blocks differently and weighted to the involvement/work of each team member; b) leave to the team's decision the weighted distribution of the % grade of the activities or the block for each of the members based on their involvement and work done. In any case, decisions must be agreed between the teacher and the people/teams involved.

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

The evaluation system followed is continuous evaluation.

Alternative assessment With regard to this type of evaluation, we refer to the content of article 5. of the Regulations on the evaluation and qualification of learning in Bachelors and Masters, of the UdL approved by the Governing Council of July 21 2023. In this sense, a specific evaluation system is established. We take into account the characteristics of the alternative assessment and also the objectives of this subject which is completely practical and aimed at giving the students the basic tools they need to prepare the TFG, the assessment will consist of two blocks and the students who take the alternative assessment will be able to develop them individually. A specific delivery schedule can also be agreed upon. The assessment blocks are: Block 1 (shared with the continuous assessment) Work of analysis, reflection and individual improvement (block weight, 25%) which consists of a single activity; Individual written work on the improvement aspects of a previously prepared quantitative research with a value also of 25%. Block 2: Written test on research phases and process (75%). This test will consist of a series of questions or examples related to the research process and/or specific research that the students will have to answer, revise, improve, etc. in order to demonstrate that he has achieved the necessary knowledge required in the subject. This test will be recoverable as it has a value greater than 30% of the total.

Ordinary assessment

BLOCK 1. Individual activity. Analysis work, reflection and improvement of a case 25%

Activity:

Individual written work on the aspects of improving a quantitative research previously prepared by the student.....25%

Identify the improvement elements of a research done with quantitative methodology from a previous course (not approved or with a low grade) and propose/develop the improvements. If in any case no research had previously been carried out using this methodology, other possibilities of developing the task with other types of completed work will be discussed with the teacher. (for example the Final Baccalaureate Project) This blog has the objective of reflection/self-reflection on the work done and identification of doubts, theoretical and practical shortcomings and elements of improvement. Therefore, even though the score for this assignment is not equal to or higher than 30%,

students who have obtained a score lower than 20% will have the option of repeating it to improve it.

Expected date of delivery: March 2024, specific date to be agreed with the student body during the first fortnight of the course (2nd semester)

Block 2. Team activity. Research work phases (micro perspective)50%

The aim of this block is for students to understand the research process as a whole and phase by phase. Although none of the 4 activities in the block exceed 30%, they can all be repeated and recovered. Each one will be delivered on the date that the class group and the teacher have agreed on in the first half of the year. The teacher will review it and come back with improvement comments if necessary. The activities are logically ordered following the process of preparing a research, therefore it will not be possible to move on to the next one without the previous one having been handed in and reviewed and there having been the corresponding feedback with the teacher.

Activities:

- a) Written work: title, introduction, preliminary schedule....., 5%
- b) Written work: concepts, theoretical framework/question status/bibliographic sources. initials..... 10%
- c) Written work: research questions, general/specific objectives, methodology 20%
- e) Written work: data analysis, conclusions..... ..15%

Expected delivery dates for each of the works to be agreed with the student body

Block 3. Elaboration and presentation of the final research report
.....25%

Written work, final full research report, final references, appendices.....25%

Delivery Date: first week of the evaluation period of the second semester. Specific date to be agreed with the student body

Bibliography

BASIC

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

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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>

SANVICEN-TORNÉ, P. (2020). *Introducción a las metodologías cuantitativas y cualitativas en ciencias sociales*. Tema 1 asignatura Metodología para la investigación y la innovación en Medios. Universidad Europea Miguel de Cervantes

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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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 Joventut 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