



Universitat de Lleida

DEGREE CURRICULUM
**DATA ANALYSIS AND
INTERPRETATION II**

Coordination: BRIONES VOZMEDIANO, ERICA TULA

Academic year 2023-24

Subject's general information

Subject name	DATA ANALYSIS AND INTERPRETATION II			
Code	14092			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Research, Innovation and Health Transfer	1	COMPULSORY	Blended learning
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	3	3	
	Number of groups	1	1	
Coordination	BRIONES VOZMEDIANO, ERICA TULA			
Department	NURSING AND PHYSIOTHERAPY			
Important information on data processing	Consult this link for more information.			
Language	Spanish, english readings.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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Learning objectives

- To become familiar with the process of analysis and interpretation in qualitative research.
- To know the basis and specificities of the main techniques to analysis and interpretation in qualitative research.
- To acquire skills related to the analysis of qualitative data, developing the processes of coding text fragments, creating categories, and identifying themes.
- To learn how to use qualitative textual data analysis softwares.

Competences

Core Competences

- CB06 To possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
- CB07 Students should be able to apply acquired knowledge and have problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
- CB08 Students must be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- CB09 To Students being able to communicate their conclusions - and the knowledge and rationale underpinning them - to specialist and non-specialist audiences in a clear and unambiguous way.
- CB10 Students should possess the learning skills that will enable them to continue studying in a largely self-directed or autonomous manner.

General

- GC2 To consider the gender and equity perspective in the scientific field in health
- GC4 To apply information and computer technologies in the scientific-technical field.

Specific

- SC4 To use the appropriate techniques to analyse data and relationships between variables or categories in quantitative and/or qualitative research in health sciences.

Subject contents

1. Conceptual and theoretical bases of the analysis and interpretation of qualitative data.

1.1. Differences between qualitative and quantitative data analysis.

2. Techniques for analyzing qualitative data: Description and interpretation. Induction, deduction and abstraction.

2.1. Qualitative content analysis.

2.2. Thematic analysis.

2.3. Grounded theory.

2.4. Discourse analysis.

3. Phases of qualitative data analysis.

3.1. Data collection.

3.2. Revision and transcription of the data.

3.3. Organisation of the data: Coding and categorisation of the data.

3.4. Analysis of the data and generation of hypotheses, theories, conclusions, etc.

4. Software for the support of qualitative data analysis:

4.1. ATLAS. ti.

4.2. NVivo.

4.3. Open.code

Methodology

The course will be taught with live and virtual sessions, and with autonomous work; through lectures, videos, readings, and practical exercises.

Examples of practical exercises:

- o Coding a piece of interview transcription, and sharing with the group the codes created.
- o To identify preliminary categories by organizing the previous codes.

Development plan

Week	Subject	Methodology
1	Conceptual and theoretical bases of the analysis and interpretation of qualitative data	Group activity Individual activity

2 to 5	Techniques for analyzing qualitative data: Description and interpretation. Induction, deduction and abstraction	Group activity Individual activity Practical seminar
6 to 9	Phases of qualitative data analysis	Group activity Individual activity Practical seminar
10 to 12	Software to support qualitative data analysis	Individual activity Practical seminar

Evaluation

Two practical individual activities at two different moments of the course related to the theoretical-practical contents developed.

Activity	% Evaluation
Individual activities	40%
Group work	30%
Resolution of exercises and problems, and participation in practical seminars	30%

Bibliography

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