

Foundations of Qualitative Methods: from Interpretation to Discourse

Code: 42592
 ECTS Credits: 6

Degree	Type	Year	Semester
4313402 Psychosocial Research and Intervention	OT	0	1

Contact

Name: Joan Pujol Tarres

Email: joan.pujol@uab.cat

Other comments on languages

Sessions are held in Spanish, however some materials can be occasionally offered in Catalan or English, and teachers may respond in Catalan to questions or comments made in Catalan by the students.

Use of Languages

Principal working language: spanish (spa)

Teachers

Joel Feliu Samuel Lajeunesse

Isabel Pellicer Cardona

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

At the end of the module, the student will be able to:

- Differentiate between methodology, methods and research techniques
- Identify traditions of qualitative research in the social sciences
- Differentiate quantitative research methods from qualitative methods
- Identify the bases of ethnographic, interactionist and linguistic methods
- Collect relevant information using different information collection techniques
- Analyse and interpret information
- Use resources to guarantee the quality and credibility of qualitative research
- Carry out a research design with qualitative methods

Competences

- Continue the learning process, to a large extent autonomously.
- Establish operational objectives substantiated theoretically and socially relevant to take into account the complexity of the psychosocial reality.
- Selecting and applying necessary for collection, analysis and presentation of empirical material qualitative techniques.

- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Teamwork, creating synergies in working environments that involve different people working in a coordinated and collaborative.
- Theoretically guide the definition of objectives, design and analysis in understanding the psychosocial phenomena.
- Using information technology and communication in the collection, processing and transmission of knowledge.

Learning Outcomes

1. Continue the learning process, to a large extent autonomously.
2. Describe the methodological frameworks involved in the study of a particular research problem.
3. Perform a viable plan research from a research question and objectives set
4. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
5. Specify and evaluate the operational objectives of a research plan according to a question from psychosocial research
6. Teamwork, creating synergies in working environments that involve different people working in a coordinated and collaborative.
7. Using information technology and communication in the collection, processing and transmission of knowledge.

Content

The module deals with the following topics:

- The qualitative approach in Psychosocial Research and Intervention
- Theoretical-conceptual foundation of the qualitative approach
- To know and Transform from the Discursive Perspective
- To know and transform from the Narrative Perspective
- To know and transform from the Ethnographic Perspective
- Designing a psychosocial project: what to look at and how to watch
- Analysis and evaluation of psychosocial research designs

Methodology

A. Face-to-face learning (in the classroom):

Teacher:

- Reading assignments
- Presentation of basic contents
- Organisation of class discussions

Students:

- Analyse assigned readings
- Prepare questions in relation to their own research interests
- Presentation of group work
- Answer to questions by students and lecturers
- Argue one's own theoretical / methodological / ethical / political stance

B. Supervised teaching - learning activities (outside the classroom):

- Tutorials
- Organise bibliographic search based on student's research interests.

C. Autonomous learning activities (outside the classroom)

- Gathering and systematising academic references
- Studying the recommended references and those found
- Systematization, summary and analysis of the information collected
- Personal study
- Teamwork
- Theoretical and methodological integration
- Writing conclusions and recommendations from the research
- Preparation of research papers and reports

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class debate and practical exercises	10	0.4	4, 1, 6
Presentation of basic contents	20	0.8	2, 3, 5, 4, 1
Type: Supervised			
Group Tutorials	10.5	0.42	5, 4, 1, 6
Individual Tutorials	14.5	0.58	2, 3, 5, 4, 1
Type: Autonomous			
Dissertations	40	1.6	2, 3, 5, 4, 1, 6, 7
Reading of texts	25	1	2, 3, 5, 4, 1
Search and systematization of bibliographic information	15	0.6	6, 7
Team work	15	0.6	2, 3, 4, 1, 6

Assessment

Qualification:

- Module passed: The module will be considered passed if the student obtains an average grade higher than 5 in all the evaluation tests.
- Assessable: The student who has presented evidence of learning with a weight equal to or greater than 40% of the total module will be considered assessable.
- Non-assessable: The fact that, although the student has presented several tests, the total weight in relation to the module as a whole is less than 40% will be considered non-assessable.
- Reevaluation: There is no reevaluation.

Evaluation guidelines of the Faculty of Psychology:

<https://www.uab.cat/web/estudiar/graus/graus/evaluacions-1345722525858.html>

Learning Outcomes:

- Learning Outcome 1 (EV1): Attendance, practical exercises and regular participation in face-to-face classes. Authorship: Individual. Weight: 10%
- Learning Outcome 2 (EV2): Presentation on a subject to choose among the thematic blocks. Authorship: Group. Weight: 20%
- Learning Outcome 3 (EV3): Work that contributes to the research work and that consists of the reasoned design of the research that each student will develop. Authorship: Individual. Maximum length: 7,000 words. Weight: 50%
- Learning Outcome 4 (EV4): Learning report of the module for the TFM. Report on the application of the module to the TFM process, corrected by the student's tutor following the guidelines of the person who coordinates the module. Authorship: Individual. Weight: 20%

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Assistance and active participation	10%	0	0	4, 1, 6
EV2. Group presentation	20%	0	0	2, 5, 4, 1, 6, 7
EV3. Research Design Assignment	50%	0	0	2, 3, 5, 4, 1, 7
EV4. Learning module report for the TFM	20%	0	0	4, 1

Bibliography

- Agar, M. (1996). *The professional stranger: An informal introduction to ethnography* (2nd ed). Academic Press.
- Alvesson, M., & Sköldberg, K. (2009). *Reflexive Methodology: New Vistas for Qualitative Research*. SAGE.
- Ato, M., López, J. J., & Benavente, A. (2013). Un sistema de clasificación de los diseños de investigación en psicología. *Anales de Psicología*, 29(3), 1038-1059.
<https://doi.org/10.6018/analesps.29.3.178511>
- Bolívar, A. (2020). Análisis del discurso y hermenéutica como métodos en la interpretación de textos. *Interpretatio. Revista de hermenéutica*, 5(1), 17-34.
- Brewer, J. D. (2000). *Ethnography*. Open University Press.
- Calquin Donoso, C., Guerra Arrau, R., Escobar Villalobos, K., & Martínez Riquelme, J. (2020). Repertorios interpretativos de un manual de intervención en la infancia temprana en Chile. *Política y Sociedad*, 57(1), 197-215. <https://doi.org/10.5209/poso.60255>
- Denzin, N. K. (2003). *Strategies of qualitative inquiry*. SAGE.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The SAGE handbook of qualitative research*. SAGE.
- Echeverría, G., & Martín Maturana, J. (2015). Análisis crítico del discurso de políticas públicas en diversidad sexual en Chile. *Universitas Psychologica*, 14(4), 1485-1498.
<https://doi.org/10.11144/Javeriana.up14-4.acdp>
- Fina, A. D., & Georgakopoulou, A. (2015). *The handbook of narrative analysis*. John Wiley & Sons.
- Flick, U. (2009). *An introduction to qualitative research*. Sage Publications Ltd.

- Galaz, C. J., & Rubilar Donoso, M. G. (2019). Experiencias profesionales en intervención psicosocial: El ejercicio narrativo como metodología de reflexividad y vigilancia epistemológica. *Revista Latinoamericana de Metodología de las Ciencias Sociales*, 9(1).
<http://www.memoria.fahce.unlp.edu.ar/library?a=d&c=arti&d=Jpr10125>
- Gandarias Goikoetxea, I., & García Fernández, N. (2015). Producciones narrativas: Una propuesta metodológica para la investigación feminista. En I. Menda Azkue, M. Luxán, M. Legarreta, G. Guzmán, I. Zirion, & J. Azpiazu Carballo (Ed.), *Otras formas de (re) conocer. Reflexiones, herramientas y aplicaciones desde la investigación feminista* (p. 97-110). Hegoa.
<http://publicaciones.hegoa.ehu.es/publications/329>
- García Fernández, N., & Montenegro Martínez, M. (2014). Re/pensar las Producciones Narrativas como propuesta metodológica feminista: Experiencias de investigación en torno al amor romántico. *Athenea Digital. Revista de pensamiento e investigación social*, 14(4), 63-88.
<https://doi.org/10.5565/rev/athenea.1361>
- González-Domínguez, C., & Martell-Gámez, L. (2013). El análisis del discurso desde la perspectiva foucauldiana: Método y generación del conocimiento. *Ra Ximhai*, 9(1), 153-172.
- Grollmus, N. S., & Tarrés, J. P. (2015). Relatos metodológicos: Difractando experiencias narrativas de investigación. *Forum: Qualitative Social Research*, 16(2), Art. 24.
- Hammersley, M., & Atkinson, P. (2009). *Etnografía: Métodos de investigación*. Paidós Ibérica.
- Hesse-Biber, S. N., & Leavy, P. (2010). *The Practice of Qualitative Research*. SAGE.
- Hollway, W., & Jefferson, P. T. (2000). *Doing Qualitative Research Differently: Free Association, Narrative and the Interview Method* (1a ed.). Sage Publications Ltd.
- Iñiguez-Rueda, L. (1995). Métodos cualitativos en Psicología Social. *Revista de Psicología Social Aplicada*, 5(1/2), 5-26.
- Jr, V. A. A., & Mertz, N. T. (2014). *Theoretical Frameworks in Qualitative Research*. SAGE Publications.
- Medina Cárdenas, O. (2019). El gobierno de la felicidad. Análisis de los discursos de autoayuda de la Psicología Positiva. *Quaderns de psicología. International journal of psychology*, 21(1), e1481-e1481.
<https://doi.org/10.5565/rev/qpsicologia.1481>
- Olmos Alcaraz, A. (2015). Análisis crítico de discurso y etnografía: Una propuesta metodológica para el estudio de la alteridad con poblaciones migrantes. *Empiria. Revista de metodología de ciencias sociales*, 32, 103-128. <https://doi.org/10.5944/empiria.32.2015.15311>
- Palacios Díaz, D. (2020). *Norman Fairclough y el análisis crítico de discurso: Armas para una lingüística materialista*. <https://digitum.um.es/digitum/handle/10201/91320>
- Parker, I. (1994). Qualitative Research. En P. Banister, E. Burman, I. Parker, M. Taylor, & C. Tindall (Ed.), *Qualitative methods in psychology: A research guide* (p. 1-16). Open University Press.
- Puertas Cartón, N., & Samper Seró, C. (2016). El ascenso de García Albiol. Politización del discurso migratorio y aplicación de la teoría del «agenda setting» en las elecciones locales de 2011. *Papers. Revista de Sociología*, 101(2), 137. <https://doi.org/10.5565/rev/papers.2140>
- Pujol Tarrés, J., & Montenegro Martínez, M. (2013). Producciones narrativas: Una propuesta teórico-práctica para la investigación narrativa. En M. Rodigou Nocetti & H. Luis Paulín (Ed.), *Coloquios de investigación cualitativa. Desafíos en la investigación como relación social* (p. 15-42). Universidad Nacional de Córdoba. <http://generatech.org/sites/default/files/coloquioii.pdf>
- Rodríguez Illera, J. L., & Annacontini, G. (Ed.). (2019). *Metodologías narrativas en educación*. Edicions Universitat de Barcelona.

- Rosiek, J. L., & Snyder, J. (2020). Narrative Inquiry and New Materialism: Stories as (Not Necessarily Benign) Agents. *Qualitative Inquiry*, 26(10), 1151-1162. <https://doi.org/10.1177/1077800418784326>
- Sanchez Oller, S. M., & Villalobos Carrillo, K. G. (2020). La Narrativa Sistémica como modelo de intervención terapéutica en el manejo del dolor crónico no oncológico en mujeres. *REDES. Revista de Psicoterapia Relacional e Intervenciones Sociales*, 41, Article 41. <http://www.redesdigital.com.mx/index.php/redes/article/view/283>
- Sebrango, V., Castillo, O., & Carrera, G. (2013). Análisis semiótico del discurso racista en la publicidad de Burberry Prorsum. *Commons. Revista de Comunicación y Ciudadanía Digital*, 1(1), 110-130.
- Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text, and interaction*. SAGE.
- Silverman, D. (2013). *Doing qualitative research: A practical handbook*. SAGE Publications Limited. <https://books.google.es/books?hl=ca&lr=&id=LySjM0tY-tEC&oi=fnd&pg=PP2&dq=silverman+doing+qualit>
- Smith, J. A. (2015). *Qualitative Psychology: A Practical Guide to Research Methods*. SAGE.
- Starks, H., & Trinidad, S. B. (2007). Choose Your Method: A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory. *Qualitative Health Research*, 17(10), 1372-1380. <https://doi.org/10.1177/1049732307307031>
- Strauss, A. L., & Corbin, J. M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Sage Publications.
- Toledano, N., & Anderson, A. R. (2020). Theoretical reflections on narrative in action research. *Action Research*, 18(3), 302-318. <https://doi.org/10.1177/1476750317748439>
- van Dijk, T. A. (2016). Estudios Críticos del Discurso: Un enfoque sociocognitivo. *Discurso & Sociedad*, 1, 137-162.
- van Dijk, T. A. (2017). Análisis Crítico del Discurso. *Revista Austral de Ciencias Sociales*, 30, 203-222.
- Velasco Maíllo, H. M., & Díaz de Rada, Á. (2018). *La lógica de la investigación etnográfica: Un modelo de trabajo para etnógrafos de escuela*. Trotta.
- Willig, C. (2008). *Introducing qualitative research in psychology: Adventures in theory and method*. McGraw-Hill.
- Willig, C., & Stainton-Rogers, W. (2008). *The SAGE handbook of qualitative research in psychology*. SAGE.
- Wolcott, H. F. (2008). *Ethnography: A way of seeing* (2nd ed). Altamira Press.

Software

Article 169 of the UAB statutes states that teaching at the University is developed in a framework of coexistence and solidarity based on the principles and values of an open and democratic society. It is for this reason that, although there is no mandatory software, we recommend using free software.