

**Methodological Perspectives and Foundations in  
Social Psychology**

Code: 42780  
ECTS Credits: 6

Degree	Type	Year	Semester
4313402 Psychosocial Research and Intervention	OT	0	2

## Contact

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## Use of Languages

Principal working language: spanish (spa)

## Other comments on languages

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

## Teachers

Francisco Javier Elejabarrieta Olabbari

Joan Pujol Tarres

Luz María Martínez Martínez

Jenny Cubells Serra

## Prerequisites

There are no prerequisites.

It is advisable to have completed the previous modules of the itinerary (M1, M2a; M3a, M3b, M4)

## Objectives and Contextualisation

- To know the theoretical foundations and practical bases that support information gathering systems in order to be able to implement them in the study and approach to social reality.
- To acquire the theoretical and practical bases for the selection and use of methodological resources aimed at obtaining information in current social psychology.
- To learn the craft skills involved in resorting to procedures for obtaining information and to learn how to operate so that their use is adequate and fits consistently to the needs and conditions of a particular context and purpose.

## Competences

- Defend and justify arguments with clarity and precision, so appropriate to the context, valuing the contributions of others.
- Establish operational objectives substantiated theoretically and socially relevant to take into account the complexity of the psychosocial reality.
- Identify, relate and apply concepts, theories and perspectives in the theoretical and practical approach to psychological 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.
- Theoretically guide the definition of objectives, design and analysis in understanding the psychosocial phenomena.

## Learning Outcomes

1. Assess the adequacy of the techniques in the research process, according to the established objectives
2. Defend and justify arguments with clarity and precision, so appropriate to the context, valuing the contributions of others.
3. Describe different techniques for collecting qualitative information on the psychosocial field
4. Designing and implementing the fieldwork of a specific investigation in the field of social psychology
5. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
6. Theoretically guide the systematization of the collected empirical material in their own research

## Content

- Conducting sampling: good and bad practices
- Obtaining individual linguistic information
- Discussion groups
- Social research in virtual times
- Ethnographic material
- Narrative productions

## Methodology

Teaching methodologies may combine the following ways of work: seminars, individual and group tutorials, preparation and development of work, collection of empirical materials, reading articles and/or reports of interest and personal study.

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			
Lectures and group discussion	30	1.2	2, 3, 4, 6, 5, 1
Oral presentations	10	0.4	2, 3, 4, 6, 5, 1

Type: Supervised				
Collection of empirical material	49	1.96	2, 3, 4, 6, 5, 1	
Type: Autonomous				
Elaboration and development of tasks	40	1.6	2, 3, 4, 6, 5, 1	

## Assessment

a) Conditions for assessment.

It is imperative that the student:

1. Ev1: Supervised learning activities (outside the classroom) (50%): Written assignment presenting the results of the fieldwork and the preanalysis of an empirical material (individual activity submitted virtually).
2. Ev2: Classroom teaching-learning activities (in the classroom) (30%): Oral presentation of emerging difficulties related to the collection and analysis of empirical material, reflecting on possible ways of solution (individual activity presented in the classroom).
3. Ev3: Autonomous learning activities (outside the classroom) (20%): Module Learning Report for Master's degree Final project (TFM). A written report on the application of this module to the TFM process, corrected by the student's tutor following the guidelines of the person coordinating the module. (individual activity submitted virtually).

The final grade will be the sum of the weighted results of assessments 1, 2 and 3.

A student who has submitted a learning assessment (one or more) with a weight equal to or greater than 4 points (40%) cannot be designated in the final results as "non-assessable".

b) Submissions / accomplishment of assessments:

See the Master's Calendar

c) Re-assessment

There are no resit assessments.

Facultat de Psicologia: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1: Development and written presentation of fieldwork results and pre-analysis of an empirical material	50%	20	0.8	4, 6, 5, 1
Ev2: Oral presentations	30%	1	0.04	2, 5, 1
Ev3: Module Learning Report for Master's degree Final project (TFM)	20%	0	0	2, 3, 5, 1

## Bibliography

Banister, Peter; Burman, Erica; Parker, Ian; Taylor, Maye and Tindall, Carol (1994). *Qualitative Methods in Psychology. A Research Guide*. Bristol: Open University Press.

Delgado, José Manuel and Gutiérrez Fernández, Juan (Coord.) (1995). *Métodos y técnicas cualitativas de investigación en ciencias sociales*. Madrid: Síntesis, 1999.

Denzin, Norman K. i Lincoln, Yvonna S. (Eds.). (1994/2013) *Manual de investigación cualitativa. Vol III. Las estrategias de investigación cualitativa*. Gedisa.

Denzin, Norman K. i Lincoln, Yvonna S. (Eds.). (1994/2013) *Manual de investigación cualitativa. Vol IV. Métodos de recolección y análisis de datos*. Gedisa.

Ibáñez, Jesús (1986). *Perspectivas de la Investigación Social: el diseño en las tres perspectivas*. In M. García Ferrando, J. Ibáñez and F. Alvira (Comps.) *El análisis de la realidad social. Métodos y técnicas de investigación*. Madrid: Alianza Editorial, 1996, 42-75.

Ibáñez, Tomás Iñiguez, Lupicinio (1997). *Aspectos Metodológicos de la Psicología Social Aplicada*. In J.L. Álvaro, A. Garrido J.R. Torregrosa (Coords.) *Psicología Social Aplicada*. Madrid: McGraw Hill, 57-84.

Pla, Marga (1999). *El rigor en la investigación cualitativa*. *Atención Primaria*, 5(24), 295-300.

Ruiz Olabuénaga, José Ignacio (1996). *Metodología de la investigación cualitativa*. Bilbao: Universidad de Deusto.

Silverman, David (2000). *Doing Qualitative Research. A Practical Handbook*. London: Sage

Taylor, Steven J. and Bogdan, Robert (1984). *Introducción a los métodos cualitativos de investigación*. Barcelona: Paidós, 1987.

The specific bibliography for each content of the module will be provided through the virtual campus.

## **Software**

We encourage the use of free and open source software for ethical and political reasons. We recommend students to use free operating systems (e.g. Linux distributions...), to produce their work in free software (e.g. LibreOffice and similars) and to deliver it in open formats (e.g. .pdf, .odt, .odp., ods...).