

Degree	Type	Year
2503878 Sociocultural Gender Studies	FB	1

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

This course has no prerequisites, although it is recommended to have previously completed the course Tools for Analysis I: Methodology and Design.

## Objectives and Contextualisation

The primary interest of the subject is to provide the students with the theoretical foundations and technical instruments for the application of qualitative and quantitative techniques in the phase of the empirical comparison of the investigation, in particular, data analysis. The course will focus especially on the methods and qualitative techniques of observation and analysis of qualitative data (content analysis and discourse analysis). And from a quantitative perspective, the subject focuses on univariate and bivariate descriptive statistical analysis techniques.

## Learning Outcomes

1. CM10 (Competence) Put teamwork skills into practice: a commitment to the team, regular collaboration, encourage problem solving, apply the ethics of care and provision.
2. CM16 (Competence) Assess and correct your own work based on the evaluation of previous studies and having detected and identified specific needs for social intervention.
3. KM21 (Knowledge) Analyse the theoretical framework in question and the presence or absence of the gender perspective in existing research, projects or experiences of psychosocial, educational and community intervention.
4. SM16 (Skill) Select the appropriate methodology, tools and data collection techniques in order to diagnose and interpret gender-focused intervention needs in different contexts and situations.
5. SM17 (Skill) Select qualitative and quantitative data to assess the intersectionality between factors such as gender, class, age, ethnicity, disability, etc.

## Content

## TRANSVERSAL MODULE

### Topic 1. The bibliographic search

- Support tools
- Construction of a bibliography
- Bibliographic citation in APA7 style
- Software for information management

## QUALITATIVE MODULE

### Topic 1. Observation techniques: direct observation

- Conceptual and terminological clarification
- Aspects of the design, field and execution of direct observation
- Advantages and limitations of observation

### Topic 2. The in-depth interview

- The interview from a feminist perspective
- The design of the interview script
- Typological grid and case file
- The execution of the interview

### Topic 3. Content analysis and qualitative thematic analysis

- The epistemic framework
- The elements of analysis and research strategies
- Methods and analysis techniques
- Support tools for qualitative analysis

## QUANTITATIVE MODULE

### Topic 1. The structure of quantitative data

- The question, operationalization and model of analysis
- Metrics
- Dimensionality and heterogeneity
- Procedure map

### Topic 2. Univariate descriptive analysis

- Measures of central tendency, position and dispersion
- Frequency tables
- Rates, ratios, proportions and index
- Graphical representation of a variable

### Topic 3. Bivariate descriptive analysis

- Comparison of means and grouped box diagrams
- Correlation, regression line and dispersion diagram
- Contingency tables and stacked bar diagrams

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master lecture	37	1.48	
Workshops	15	0.6	
Type: Supervised			

Programmed group supervision	15	0.6
Type: Autonomous		
Group work	23	0.92
Individually writing papers	11	0.44
Preparing individually written tests	22	0.88
Reading	23	0.92

Given that the subject is fundamentally oriented towards learning the basic techniques of quantitative and qualitative analysis, the teaching methodology and formative activities of the subject place it at the center of the teaching-learning process. Thus, the teaching methodology will combine: expository sessions (to guide and clear doubts about the mandatory readings), face-to-face practices (in seminars, and in classrooms to guide and clear doubts about the mandatory readings), face-to-face practices (in seminars, and in computerized classrooms ). This teaching format allows you to apply the acquired concepts and explained techniques, combining throughout the course with follow-up tutorials and independent work. Next, the different activities are specified, with their specific weight within the distribution of the total time that the student must dedicate to the subject.

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final written test	30%	2	0.08	SM16, SM17
Mid-term written test	20%	2	0.08	SM16, SM17
Qualitative block: group paper	25%	0	0	
Qualitative block: participation and workshops	5%	0	0	CM10, CM16, KM21, SM16, SM17
Quantitative block: group paper	15%	0	0	
Quantitative block: participation and workshops	5%	0	0	CM10, CM16, KM21, SM16, SM17

#### 1. Evaluation model

This subject requires active participation by students and includes regular class attendance as a way of integrating the different learning activities.

#### 2. Requirements for passing the subject.

To pass the subject, a minimum final grade of 5 is required, calculated as a weighted average of the 6 assessment activities. See the distribution of the weight of each activity in the table below.

To calculate this weighted average, the following criteria will be applied, depending on the course follow-up: - Students who do not attend class regularly (attendance less than 70%): the average will only be calculated if

the grade for each and every part is at least 5.

Those people who do not take the written tests (partial or final) and/or who do not present the final work will be considered "Not evaluable."

## SINGLE EVALUATION

An individual reflective work on readings and the contents of the subject (30% of the grade)

Oral exam (40% of the grade)

Multiple choice exam (30% of the grade)

The submission of the work, the completion of the exam and the oral exam will take place on a single date indicated in the course program, accessible from the virtual campus.

### 3. Recovery.

During the recovery period, anyone who does not pass (<5) any of the individual tests or group work may take the assessment again within the same session. The practices are excluded from recovery.

In the case of recovery, the maximum grade for the re-evaluated part will not exceed 7 under any circumstances.

### 4. Policy against plagiarism in academic works or written tests.

We remind you that, at the time of signing your registration, you made the following commitment: "I DECLARE that the Autonomous University of Barcelona has informed me that (...) Plagiarism is the act of disclosing, publishing or reproducing a work or part of it in the name of an author other than the authentic one, which implies an appropriation of the ideas created by another person without making an explicit recognition of their origin. It is an infringement of the intellectual property rights of that person which I am not authorized to do under any circumstances, whatever the circumstances: exams, assignments, internships... Therefore, I AGREE to respect the regulatory provisions relating to intellectual property rights in relation to the teaching and/or research activity carried out by the UAB in the studies I am taking."

The presentation of assessment materials written by artificial intelligence as your own results will be considered plagiarism.

Exams: If students are found to have copied prohibited content, all those involved will be automatically failed without the possibility of accessing the retake exam.

In the case of plagiarism in the writing of assignments, each case will be assessed and, in extreme cases, the option of direct failure without the option of retake will be considered.

## Bibliography

- Raynond, Quivy., & Luc Van, Campenhoudt. (2005). *Manual de la investigación en ciencias sociales. México DF: Limusa SA.* Chapter4
- Oleson, K., & Arkin, R. (2006). Reviewing and evaluating a research article. *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants, 2nd ed., SAGE Publications, Thousand Oaks, CA*, 59-75
- Sanjuán Núñez, Lucía (2019). L'observacio participant. *Materials de la Universitat Oberta de Catalunya*. <http://hdl.handle.net/10609/146889>
- Pita Fernández, S., & Pértiga Díaz, S. (2001). Estadística descriptiva de los datos. *Unidad de Epidemiología Clínica y Bioestadística. Complejo Hospitalario Juan Canalejo. A Coruña*, 5.
- Folgueiras Bertomeu, Pilar (2016). Técnica de recogida de información: La entrevista. *Documents de treball / Informes (Mètodes d'Investigació i Diagnòstic en Educació)*. <http://hdl.handle.net/2445/99003>
- López-Roldán, P., & Fachelli, S. (2015). Análisis de tablas de contingencia. *Metodología de la investigación social cuantitativa*, cap-III.
- Sanjuán Núñez, Lucía. (2019). L'anàlisi de dades en recerca qualitativa. *Materials de la Universitat Oberta de Catalunya*. <http://hdl.handle.net/10609/146889>

## Software

Document processor: LibreOffice Writer, or MicroSoft-WORD

Support for presentations: LibreOffice Impress, or MicroSoft-POWERPOINT

Spreadsheet: LibreOffice Calc, or MicroSoft-EXCEL

Quantitative data transformation and analysis: RStudio/jamovi

Treatment of qualitative data: RQDA

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed