

Degree programme	Type	Course
Psychology	OP	4

Contact lecturer

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Group languages

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

Prerequisites

In addition to having completed the obligatory subject *Social Psychology* (comprising of the courses *Social Influence and Groups* and *Social Psychology of the Contemporary World*) it is recommended to have studied, previously or simultaneously, the following optional courses: *Social psychology for Analysis and Intervention* and *Applied Social Psychology*.

Objectives

a) Contextualization

Research and Psychosocial Knowledge is a subject that aims to introduce the student to the field of qualitative research, both from a theoretical and a practical point of view. The aim is for the student to delve into and familiarise themselves with the research process through a reflective and analytical approach, critically examining others' research, but, above all, by practising research themselves, becoming involved and taking on the role of a research project's promoter.

In order to meet these two goals, the subject is aimed at: a) problematise social issues in a well-founded manner, whilst taking into account the ethical and political dimensions intrinsic to any research process; b) design and plan, attending to the selection of the topic, the definition of the problem and the research question; c) formulate research objectives; d) develop a theoretical framework that forms the basis and contributes to the justification of the research; e) conduct observations, and carry out individual and group interviews; f) explore post-qualitative methods with rigour and creativity; g) use strategies for the selection and access of informants; h) conduct a categorical content analysis; i) structure and write research reports and evaluate their own and others' research.

b) Objectives

1. To become familiar with the processes of problematising psychosocial issues, and with the design and conduct of psychosocial research, particularly of a qualitative nature.
2. Learn to construct instruments for the analysis of social phenomena, practices and relationships, delving into the practical and functional aspects of each method and technique studied.
3. To acquire, through reflection and practice, the criteria to evaluate the appropriateness of using methods

and techniques in both one's own and others' research.

4. To formulate projects and conduct research.

Learning outcomes

1. Describe the processes involved in social interaction.
2. Relate current psychosocial concepts to contemporary social phenomena.
3. Identify theoretical concepts that have greater explanatory power for specific social phenomena.
4. Identify the demands of collective movements.
5. Contrast social needs with institutional responses to them.
6. Analyse the demands of social movements from a government perspective.
7. Identify current psychosocial research methods.
8. Translate research questions to methodological designs.
9. Assessing the adequacy of the different research methods to study specific phenomena.
10. Identify the main methods and techniques of social research.
11. Theoretically translate specific research results.
12. Apply specific investigative techniques psychosocial phenomena.
13. Communicate with rigor and documentary support.
14. Structure, organize and provide written results taking into account areas, contexts and readers.
15. Give solid arguments for the different components and sections that make up a research report.
16. Identify the epistemological principles of contemporary psychosocial theories.
17. Outline research proposals arising from the major theoretical perspectives in analysis and social intervention.
18. Assess the limitations of the theoretical perspectives in the analysis of contemporary social phenomena.
19. Argue the relevance of decisions under the issues studied.
20. Frame and draw conclusions about the epistemology involved in the choice of each method.
21. Assess the relevance of the links between theory and method.
22. Use different ICTs for different purposes.
23. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
24. Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
25. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
26. Critically analyse the principles, values and procedures that govern the exercise of the profession.
27. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
28. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
29. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
30. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
31. Assess how stereotypes and gender roles impact professional practice.
32. Propose projects and actions that incorporate the gender perspective.
33. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
34. Identify situations in which a change or improvement is needed.
35. Analyse a situation and identify its points for improvement.
36. Propose new experience-based methods or alternative solutions.
37. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Contents

1. Research in social psychology and the construction of knowledge.
2. The design of the investigation: the planning and the procedures of the investigation process.

3. Overview of qualitative research methods: phenomenological method, hermeneutical method, ethnographic method, method of investigation-action, method of life histories, linguistic method and post-qualitative methods.
4. Data construction devices: observation, individual and group interviews.
5. Strategies for selection and access to informants.
6. The data analysis device: categorized content analysis.
7. The research report: structure and writing.
8. The evaluation of the investigation.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
2. Writing individual reports	13.5	0.54	
1. Research design (group work)	37	1.48	
2. Participation in virtual forums	8.5	0.34	
Tutorials	8	0.32	
3. Readings of articles and papers	20	0.8	
4. Study	25	1	
1. Seminars of theoretical-practical study	20	0.8	
2. Seminars of critical discussion on the analysis of psychosocial phenomena	18	0.72	

This subject follows the innovative teaching methodology of Project-Based Learning (PBL) and is organised around the following types of activities.

Teaching Methodology:

- Theoretical-practical seminars in which the lecturer, together with the students, develop the theoretical and practical elements of the module.
- Critical discussion seminars on the analysis of psychosocial phenomena, in which research materials will be presented and analysed.
- Tutorships: supervision and guidance of activities.

Formative activities:

- Reading of articles and reports to encourage critical reading.
- Writing individual reports: reviews and essays based on a guide for their completion, and the creation of a research journal.
- Writing group papers: theoretical, methodological and practical analysis based on a guide for their completion.
- Study: creating outlines and concept maps.
- Research design: practice in psychosocial research.

- Conducting interviews.
- Conducting observations.
- Participation in virtual forums and seminars: discussion and reflection on issues relating to the research process.

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	Weight	Hours	ECTS	Learning outcomes
Ev. 3: Research project (group work)	40%	0	0	1, 2, 3, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 24, 26, 27, 28, 30, 31, 33, 35, 36, 37
Ev. 4: Attendance & participation: classes and learning spaces (forums)	10%	0	0	2, 3, 4, 5, 6, 9, 11, 13, 16, 18, 20, 21, 23, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37
Ev. 2: Interview and participation in the interviews seminars	20%	0	0	7, 8, 9, 10, 12, 13, 14, 19, 21, 22, 24, 25, 26, 27, 33, 35
Ev. 1: Individual report of carrying out an observation (includes field journal)	30%	0	0	1, 2, 3, 12, 13, 14, 19, 20, 22, 24, 33

1. CONTINUOUS ASSESSMENT

a) Conditions of the evaluation

In order to pass the subject, all the learning outcomes linked to the acquisition of the different competences included in the subject will be taken into consideration. More specifically, it is essential to have carried out and delivered the following evidence:

Ev1. (30%) Development (individual) of the report of an observation (includes field diary).

Ev2. (20%) Conducting (individual) an individual interview.

Ev3. (40%) Design, development and (group) preparation of a research project report.

Ev4. (10%) Attendance and participation in classes and other learning spaces (forums).

The final grade will be the sum of the weighted results of evidence 1, 2, 3 and 4.

To pass the subject, a minimum grade of 5.0 points and a grade equal to or more than 4.0 points must be obtained in each of the evaluation tests that have a contribution equal to or more than 20% of the grade of this continuous evaluation.

A student who has submitted evidence of learning (one or more) with a weight equal to or greater than 4 points (40%) will not be able to appear in the minutes as "not assessable".

No.	Authorship	Weight	Presentation format	Via	Delivery	Return
Ev1	Individual	30%	Written: Report on the observation (including field diary)	Virtual	Week 7	Rubric/Classroom
Ev2	Individual	20%	Written: Interview report	Virtual	Week 11	Rubric/Classroom

Ev3 Group	40%	Oral/Written: Research project and report	Both	Week 18	Rubric/Classroom
Ev4 Individual	10%	Attendance and participation in class and learning spaces	Both	Week 1-21	Auto-register

b) Resit

Students who throughout the continuous assessment have carried out evidence with a weight equal to or greater than 2/3 of the total grade and have obtained a grade of less than 5 points and more than or equal to 3.5 points may opt to resit.

The resit will consist of the delivery of the failed evidence (with a grade greater than or equal to 3.5 points) during the period stipulated for the resit. The maximum final grade that can be obtained in the subject through resit is 5.

c) Final exam

It is not expected that students in the 2nd or subsequent enrolment will be evaluated by means of a single non-resit synthesis test.

Evaluation guidelines of the Faculty of Psychology:

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

2. SINGLE ASSESSMENT

This subject does not provide for single assessment

3. USE OF AI ENABLED

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in personal analysis and reflection. The student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how they have influenced the process and the final result of the activity. The non-transparency of the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater sanctions in cases of severity. More information: <https://publicacions.uab.cat/es/revistas/politica-ia>

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Gordo López, Ángel J. i Serrano Pascual, Araceli (Coor.) (2008). *Estrategias y prácticas cualitativas de investigación social*. Madrid: Pearson - Prentice Hall.

Vasilachis de Gialdino, I. (Coord.). (2006). *Estrategias de investigación cualitativa*. Gedisa.

Complementary

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Software

Not necessary.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	11	Spanish	first semester	morning-mixed