

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **METODOLOGÍA DE LA INVESTIGACIÓN CUALITATIVA**

Code: 622006

Degree/Master: **MÁSTER UNIVERSITARIO ERASMUS MUNDUS EN JUEGO, EDUCACIÓN, JUGUETES Y LENGUAS** Year: 1

ECTS Credits: 2.0

Classroom hours: 15

Face-to-face classroom percentage: 30.0%

Study hours: 35

Online platform:

LECTURER INFORMATION

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Area: FILOLOGÍA INGLESA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

Not applicable.

Recommendations

Not applicable.

INTENDED LEARNING OUTCOMES

- | | |
|------|--|
| CG4 | To obtain the theoretical knowledge, the assimilation of contents, and the practical tools to implement and assess research and practice based on data, in order to promote the improvement and continuous development of good practices in professional environments. |
| CB6 | To possess and understand knowledge that provides students with a basis or opportunity for originality when developing and/or applying ideas, often in a research context. |
| CB10 | To develop the learning skills which will allow students to continue studying in a self-directed or autonomous way. |
| CT2 | To develop a conceptual, procedural and attitudinal command for the professional exercise of teamwork, as well as for the effective and positive interaction with other people, and the creation of national and international working and research networks. |
| CE2 | To implement their original scientific or didactic research, as well as their innovative ideas, about games, toys, early childhood education, intercultural studies, and early second language acquisition. |
| CE3 | To develop research projects in their own countries and/or in international teams. |



COURSE DESCRIPTION

OBJECTIVES

1. To know the different theories that support research and practice based on qualitative data.
2. To consider the different research and statistical hypotheses that can be subjected to empirical contrast, establishing the necessary relationships between the different qualitative variables.
3. To learn the effective management of tools and statistical packages for qualitative data analysis.

CONTENT

1. Theory contents

1. Introduction to qualitative research.
2. The first phase of qualitative research: design, sample, and instruments.
3. Approach to qualitative data.
4. Qualitative data analysis.

2. Practical contents

1. Qualitative research design.
2. Types of study variables.
3. Basic descriptive statistics.

METHODOLOGY

Clarifications

Methodological adaptations will be specified in an interview with the teachers at the beginning of the course, taking into account all the skills and competences necessary to pass the course.

Face-to-face activities

Activity	Total
<i>Case study</i>	4
<i>Debates</i>	2
<i>Group work (cooperative)</i>	4
<i>Lectures</i>	4
<i>Tutorials</i>	1
Total hours	15

Off-site activities

Activity	Total
<i>Information search</i>	10
<i>Reference search</i>	10

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Activity	Total
Self-study	15
Total hours	35

WORK MATERIALS FOR STUDENTS

Case studies - <http://moodle.uco.es/moodlemap/>

Exercises and activities - <http://moodle.uco.es/moodlemap/>

Oral presentations - <http://moodle.uco.es/moodlemap/>

References - <http://moodle.uco.es/moodlemap/>

EVALUATION

Tools	Percentage
Assignments and projects	60%
Case studies	30%
Group work	10%

Period of validity for partial qualifications:

Not applicable

Clarifications:

The University of Córdoba has regulations into force regarding fraud, cheating and plagiarism. Students who have committed serious fraud may even fail the subject. It is therefore important that students follow all these academic rules, including those related to repeated absence to the lessons or any alteration of the Basic Rules of Coexistence recognized in the Coexistence Regulations of the University of Córdoba (BOUCO, July 1, 2016).

BIBLIOGRAPHY

1. Basic Bibliography

Ingleby, E. (2012). Research methods in education. *Professional Development in Education*, 38(3), 507-509. <https://doi.org/10.1080/19415257.2011.643130>

Lichtman, M. (2013). *Qualitative Research in Education, A User's Guide*. (2nd edition). Sage Publications Inc.

Merriam, S. B. (1998). Qualitative research and case study applications in education. *Journal of Applied School Psychology* (Vol. 5., pp. 81-102). Jossey-Bass Publishers. https://doi.org/10.1300/J370v22n02_05

2. Further reading

Djamba, Y. K., & Neuman, W. L. (2002). Social Research Methods: Qualitative and Quantitative Approaches. *Teaching Sociology*, 30(3), 380. <https://doi.org/10.2307/3211488>

Farr, B. C. (2008). Designing Qualitative Research. *Transformation: An International Journal of Holistic Mission Studies*. <https://doi.org/10.1177/026537880802500310>

COURSE DESCRIPTION

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

Methodological adaptations will be specified in an interview with the teachers at the beginning of the course, taking into account all the skills and competences necessary to pass the course.

EVALUATION

Tools	Percentage
Assignments and projects	60%
Case studies	30%
Group work	10%

Period of validity for partial qualifications (Scenario A):

Not applicable

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

The University of Córdoba has regulations into force regarding fraud, cheating and plagiarism. Students who have committed serious fraud may even fail the subject. It is therefore important that students follow all these academic rules, including those related to repeated absence to the lessons or any alteration of the Basic Rules of Coexistence recognized in the Coexistence Regulations of the University of Córdoba (BOUCO, July 1, 2016).

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

Methodological adaptations will be specified in an interview with the teachers at the beginning of the course, taking into account all the skills and competences necessary to pass the course.

COURSE DESCRIPTION**EVALUATION**

Tools	Percentage
Assignments and projects	60%
Case studies	30%
Group work	10%

Moodle Tools	Casos y supuestos prácticos	Trabajos en grupo	Trabajos y proyectos
Asistencia	X	X	X
Elección de grupo		X	
Rúbrica de evaluación		X	X
Videoconferencia	X		

Period of validity for partial qualifications (Scenario B):

Not applicable

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

The University of Córdoba has regulations into force regarding fraud, cheating and plagiarism. Students who have committed serious fraud may even fail the subject. It is therefore important that students follow all these academic rules, including those related to repeated absence to the lessons or any alteration of the Basic Rules of Coexistence recognized in the Coexistence Regulations of the University of Córdoba (BOUCO, July 1, 2016).