

## 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: [www.uco.es/moodle](http://www.uco.es/moodle)

### LECTURER INFORMATION

Name: BULLEJOS MARTÍN, DAVID (Coordinator)

Department: INGENIERÍA ELÉCTRICA Y AUTOMÁTICA

Area: INGENIERÍA ELÉCTRICA

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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.   |

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### 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.

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

### METHODOLOGY

#### Clarifications

Methodological adaptations will be specified in an interview with the students 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
<b>Total hours</b>	<b>15</b>

## COURSE DESCRIPTION

### Off-site activities

Activity	Total
<i>Information search</i>	10
<i>Reference search</i>	10
<i>Self-study</i>	15
<b>Total hours</b>	<b>35</b>

## WORK MATERIALS FOR STUDENTS

Case studies - [www.uco.es/moodle](http://www.uco.es/moodle)

Exercises and activities - [www.uco.es/moodle](http://www.uco.es/moodle)

Lessons summary - [www.uco.es/moodle](http://www.uco.es/moodle)

References - [www.uco.es/moodle](http://www.uco.es/moodle)

## EVALUATION

Tools	Percentage
<b>Assignments and projects</b>	60%
<b>Case studies</b>	30%
<b>Group work</b>	10%

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### 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).

### Clarifications:

## 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](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>

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.