

Academic year	2017-18
Subject	11462 - Qualitative Analysis Techniques
Group	Group 1, 2S, MDPL
Syllabus	C
Language	English

## Subject

<b>Name</b>	11462 - Qualitative Analysis Techniques
<b>Credits</b>	0.72 in-class (18 hours) 2.28 distance (57 hours) 3 total (75 hours).
<b>Group</b>	Group 1, 2S, MDPL (Campus Extens)
<b>Period</b>	Second semester
<b>Language</b>	English

## Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
Elena Gervilla Garcia <a href="mailto:elena.gervilla@uib.es">elena.gervilla@uib.es</a>	12:30	13:30	Thursday	04/09/2017	29/06/2018	A-212

## Context

Qualitative Analysis Techniques is an elective subject in the Master in Tourism Management and Planning (MTMP). Besides, the subject is part of the specialization of Monitoring Techniques Applied to Tourism in the Master in Economics of Tourism: Monitoring and Evaluation (METME).

Qualitative Analysis Techniques course begins with a general introduction to qualitative techniques and then highlights the practical use of some important qualitative techniques in Tourism, including content analysis, interviews, focus groups and qualitative methodology used in order to be creative, stressing the advantages and disadvantages of each technique and their practical use in the tourism sector.

The student will learn and practice how to implement some of the most used qualitative techniques in order to obtain information in the tourism sector and which technique is useful in every particular context.

## Requirements

This subject does not have any requirements.

## Skills

Qualitative Analysis Techniques aims to cover the following competences:

### Specific

- \* CE1 (MTMP) - Learn how to deal with techniques of data collection and analysis and their application in the tourism sector.

Academic year	2017-18
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- \* CE2 (MTMP) - Learn how to analyze the structure of tourist activities at all levels, taking into account the components of sustainable tourism development, diagnosing needs and opportunities as well as limitations and risks.
- \* CE3 (MTMP) - Know how to design new products, detect new emerging tourist markets or segments and undertake tourism projects starting from the identification of new trends and scenarios, and the dynamics of tourism markets.
- \* CE7 (METME) - To be able to collect, generate, process and analyse statistical data to support monitoring and evaluation activities.
- \* CE8 (METME) - To know and understand the diverse impact that different tourism development alternatives can have on social wellbeing (environment, health, equality of opportunities, etc.).

### Generic

- \* CG1 (MTMP) - Know how to find, process and analyze information concerning the tourism sector from different sources.
- \* CG2 (METME and MTMP) - To develop an innovative capacity by applying the acquired knowledge to the resolution of problems in new environments related to the tourism sector.
- \* CG3 (METME) - To be able to formulate judgements that incorporate reflexions about the social and ethic responsibilities linked to the application of the acquired knowledge regarding the tourism system and its economic analysis.
- \* CG4 (MTMP) - Know the fundamentals and apply methodologies suitable for the analysis of the tourism sector.
- \* CG7 (METME) - To acquire specialized knowledge about the tourism system to make it possible to face challenges and provide solutions.

### Transversal

- \* CT1 (MTMP) - Capacity for analysis and synthesis.
- \* CT2 (MTMP) - Ability to organize and plan.
- \* CT3 (MTMP) - Oral and written communication in English.

### Basic

- \* You may consult the basic competencies students will have to achieve by the end of the Master's degree at the following address: [http://estudis.uib.cat/master/comp\\_basiques/](http://estudis.uib.cat/master/comp_basiques/)

## Content

Qualitative Analysis Techniques will develop the following subjects:

### Theme content

1. Information production and analysis from qualitative social methodology
2. Uses and selection of qualitative techniques
3. Content analysis
4. Interviews
5. Focus Groups
6. Qualitative methodology for creativity: Brainstorming, Delphi,...

Academic year	2017-18
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## Teaching methodology

In this paragraph in classroom activities and distance activities are described.

In order to stimulate students' autonomy and their personal work, Qualitative Analysis Technique is part of Campus Extens project, aimed to offer flexible and distance learning, which includes the use of ICT in higher education. Thus, through the Moodle platform the student will have online and distance communication with the professor, a schedule of news, and electronic documents and Internet links.

### In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures	Large group (G)	Through expository method (lectures) the professor will establish the theoretical foundations, and will give practical examples of the techniques as well. Besides, for each of the themes, information about the advisable method of work and the material that the students have to work with will be offered.  Theoretical classes consist of 3 sessions of 2 hour each.	6
Practical classes	In classroom practices	Large group (G)	Through problem solving and role playing, students will discover the advantages and limitations of some of the most popular qualitative techniques studied in the theoretical sessions.  In classroom practices consist of 4 sessions of 2 hour each.	8
Practical classes	Oral exposition	Large group (G)	Students will have to expose the report to the rest of the class. They will have to explain the specific qualitative technique, the problem they wanted to solve and the results obtained with it.  The specific guidelines of the oral exposition will be presented in Campus Extens.	2
Assessment	Final exam	Large group (G)	The final written exam will ask for some of the themes that have been explained during the lectures and practice classes.	2

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

### Distance education work activities

Academic year	2017-18
Subject	11462 - Qualitative Analysis Techniques
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Modality	Name	Description	Hours
Individual self-study	Self-study of the themes	After the professor explanation of each of the themes, the student will have to expand on them. The professor will help the student putting forward the references they have to read.	15
Group self-study	Report	In groups, students will be asked to select one of the qualitative techniques exposed in class and to apply it to solve a problem. As a result of that, a report will have to be written.  The specific guidelines of this report will be presented in Campus Extens.	30
Group or individual self-study	Practical application of a qualitative technique	In groups or individually, students will select and describe one of the qualitative techniques and explain how they have applied it to solve a problem related to tourism.  The specific guidelines of this oral exposition will be presented in Campus Extens.	12

### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

### Student learning assessment

All the competences established in the subject will be assessed through different assessment methods. In the following table the typology (R: retrievable, NR: non-retrievable), the assesment criteria and its weight in the qualification are described.

#### In classroom practices

Modality	Practical classes
Technique	Oral tests ( <b>non-retrievable</b> )
Description	Through problem solving and role playing, students will discover the advantages and limitations of some of the most popular qualitative techniques studied in the theoretical sessions. In classroom practices consist of 4 sessions of 2 hour each.
Assessment criteria	Student oral participation will be promoted and assessed. Through the course the professor will spell out the specific activities they are expected to do.

Final grade percentage: 10%

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### Oral exposition

Modality	Practical classes
Technique	Oral tests ( <b>non-retrievable</b> )
Description	Students will have to expose the report to the rest of the class. They will have to explain the specific qualitative technique, the problem they wanted to solve and the results obtained with it. The specific guidelines of the oral exposition will be presented in Campus Extens.
Assessment criteria	In groups, students will expose the results of their project highlighting pros and cons of the selected technique as well as the steps they followed to obtain the data.

Final grade percentage: 30%

### Final exam

Modality	Assessment
Technique	Short-answer tests ( <b>retrievable</b> )
Description	The final written exam will ask for some of the themes that have been explained during the lectures and practice classes.
Assessment criteria	The final exam will consist of short questions that could ask for concepts studied in theory and practice.

Final grade percentage: 20%

### Report

Modality	Group self-study
Technique	Papers and projects ( <b>retrievable</b> )
Description	In groups, students will be asked to select one of the qualitative techniques exposed in class and to apply it to solve a problem. As a result of that, a report will have to be written. The specific guidelines of this report will be presented in Campus Extens.
Assessment criteria	The specific assessment criteria of this activity will be posted on Campus Extens.

Final grade percentage: 40%

## Resources, bibliography and additional documentation

### Basic bibliography

Dwyer, L., Gill, A. & Seetaran, N. (2012). *Handbook of Research Methods in Tourism. Quantitative and Qualitative Approaches*. Cheltenham: Edward Elgar Publishing Limited.

### Complementary bibliography

Veal, A.J. (2006). *Research Methods for Leisure and Tourism. A practical Guide* (Third Edition). Harlow: Pearson Educational Limited.

Walle, A.H. (1997). Quantitative versus Qualitative Tourism Research. *Annals of Tourism Research*, 24(3), 524-536.

### Other resources





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Some key articles will be required for student reading. These articles will be selected allowing for the diversity and changing trends found in qualitative tourism research. This extra material could be found in Campus Extens.

