

**COURSE DATA****Data Subject**

<b>Code</b>	41057
<b>Name</b>	Qualitative and quantitative techniques for territorial planning and administration
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	10.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2001 - M.D. in Environmental and Territorial Management Techniques	Faculty of Geography and History	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2001 - M.D. in Environmental and Territorial Management Techniques	4 - Methods and techniques applied to land use planning	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
ESCRIBANO PIZARRO, JAIME	195 - Geography

**SUMMARY**

With this subject it is intended that the student learn to use the qualitative techniques of information collection, from the design of the research to the communication and implementation of the same. You can divide the matter into two parts.

In the first part, the student must know the different qualitative techniques, and, above all, which are the most suitable for each possible case study. First, the analysis of the information and the presentation of results will be fundamental parts to complete the learning in this subject. Second, the course aims to facilitate the learning of negotiation principles and techniques to create skills in students, which allow them to resolve conflicts, take advantage of opportunities and make decisions in the context of planning. The methodological learning is framed in the elaboration of participation and communication plans linked to management instruments, territorial and environmental management.



The most important skills for a good manager of territorial plans are: listening and empathy, necessary to negotiate with those social actors who wish to be involved in the processes of social participation and decision making.

Third, the subject addresses the issue of monitoring and evaluation as elements of project implementation (largely of a socioeconomic nature). In a few years, there has gone from a situation in which the monitoring and evaluation mechanisms were little or nothing implanted, to one in which their use is widespread. There is a clear "European" impulse in the transition from one situation to another, marked by the obligation imposed by the European Union to establish monitoring and evaluation mechanisms in the application of policies and programs designed and / or financed by it. This conditioning has been the main incentive for the generalization of the use of evaluation systems and techniques. In this matter some of these techniques are approached with an introductory character, always keeping in mind that monitoring and evaluation is a very broad scope of work and that it covers a large number of methodologies and techniques, and these in turn can be considered from different perspectives. different

The second part of the subject deals specifically with two specific topics related to urban and territorial studies: demographic analysis and sustainable urban mobility. In relation to demographic analysis, the subject provides students with the basic tools for the study of the population and the analysis of sociodemographic problems and their applications in spatial planning at different scales. It provides theoretical and practical knowledge about demographic dynamics, the structure of the population and the migratory phenomenon, finally proposes to the students the integration of all these aspects from the resolution of a population projection exercise. Finally, it addresses the urban and territorial issues related to the daily mobility of the population and introduces tools for analysis and intervention in the territory elements of mobility analysis and intervention instruments derived from current legislation, in particular the Plans of Sustainable Urban Mobility.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

None

## OUTCOMES

### 2001 - M.D. in Environmental and Territorial Management Techniques

- Capacidad de organización, planificación y gestión de la información ambiental y territorial
- Técnicas de análisis cuantitativo



- Manejo de Sistemas de Información Geográfica aplicados a los problemas medioambientales y territoriales
- Conocer y aplicar las teorías, enfoques y técnicas de concertación y participación sociocomunitaria.
- Capacidad de realizar la planificación territorial: análisis, diagnóstico y propuestas.
- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.

## LEARNING OUTCOMES

- Use of qualitative information gathering techniques; design and operation of surveys and interviews, observation and fieldwork
- Know the basic aspects of negotiation and conflict management in order to use them properly in the design and management of planning tools
- Know the theories, approaches and techniques of concertation and socio-community participation.
- Learn to conduct studies and design tools for public participation in plans and projects
- Know how to apply the main techniques for social participation and concertation
- Apply the appropriate quantitative techniques for sociodemographic analysis
- Know the basic elements that determine the mobility of people
- Develop knowledge of sustainable mobility plans

## DESCRIPTION OF CONTENTS

### 1. GENERAL INTRODUCTION TO THE QUALITATIVE METHODOLOGY

- 1.1. Qualitative research in Geography
- 1.2. Qualitative vs. quantitative methodology. Towards the overcoming of dualism
- 1.3. Definition of the qualitative method. Objectives and utilities
- 1.4. Subjectivity and rigor in the qualitative analysis



## **2. QUALITATIVE TECHNIQUES USED IN GEOGRAPHY**

- 2.1. Surveys
- 2.2. Interviews
- 2.3. The stories of life
- 2.4. Delphi method
- 2.5. Observation techniques. Simple observation and participant observation.
- 2.6. The analysis of the speech
- 2.7. Documentary techniques Personal documents: photographs, literature, movies ...
- 2.8. Fieldwork in the qualitative analysis

## **3. THE ANALYSIS OF DATA AND THE DRAFTING OF REPORTS**

- 3.1. The coding of qualitative data
- 3.2. Computer science at the service of qualitative analysis
- 3.3. Preparation of reports
- 3.4. Communication of results

## **4. ESSENTIAL CONCEPTS TO UNDERSTAND THE PROCESSES OF SOCIAL PARTICIPATION AND CONFLICT RESOLUTION**

- 4.1 Conflict: notion, classification and resolution
- 4.2. The stages for the resolution of conflicts
- 4.3. Strategies for conflict resolution
- 4.4. Analysis of the beaver case

## **5. PARTICIPATORY STRATEGIES**

- 5.1. Participation in social settings
- 5.2. Participatory practices
- 5.3. Participation experiences
- 5.4. Analysis of the case of participatory budgets

## **6. THE TECHNIQUES OF PARTICIPATION AND RESOLUTION OF CONFLICT**

- 6.1. Concertation techniques
- 6.2. Participation and decision-making techniques
- 6.3. The practical application of techniques and the manifestation of skills
- 6.4. Analysis of the Strategic Plan case



## **7. INTRODUCTION TO THE EVALUATION: CONCEPTS AND DEVELOPMENT**

- 7.1. Evaluation: what is it, why and for what
- 7.2. Objectives and criteria
- 7.3. When, who and for whom to evaluate
- 7.4. Difficulty and quality of evaluation tools

## **8. EVALUATION TECHNIQUES**

- 8.1. Discussion groups and Focus Group
- 8.2. METAPLAN
- 8.3. SAP method

## **9. STRATEGIC PROSPECTION: DELIMITATION AND METHODS**

- 9.1. Five key ideas of foresight
- 9.2. MICMAC and MACTOR methods
- 9.3. Regnier's Abaco

## **10. THE SOCIO-DEMOGRAPHIC ANALYSIS AT LOCAL AND REGIONAL SCALE**

- 10.1. Sociodemographic structures and population dynamics.
- 10.2. Methodology for the investigation of immigration at local level
- 10.3. Population perspectives

## **11. THE DAILY MOBILITY OF THE POPULATION**

- 11.1 The problems of mobility and its territorial scales
- 11.2 The planning of sustainable urban mobility. The SUMP

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Classroom practices	20,00	100
Seminars	12,00	100
Other activities	12,00	100
Theory classes	10,00	100
Computer classroom practice	6,00	100
Tutorials	2,00	100
Study and independent work	90,00	0
Preparation of evaluation activities	70,00	0
Resolution of case studies	28,00	0
<b>TOTAL</b>	<b>250,00</b>	

**TEACHING METHODOLOGY**

The course includes the following activities:

- 1) Theoretical classes: explaining main concepts, methods, and techniques; as well as doubts that may have arisen during personal work.
- 2) Practical classes: students solve simplified real problems by applying techniques discussed in lectures
- 3) Individual work: students perform exercises, produce short written assignments, and practical reports responding to issues raised by faculty.
- 4) Seminars and fieldwork: techniques include participatory workshops and field trips. Students produce technical reports.



5) Tutorials: virtual tutorials using virtual classroom tools.

## EVALUATION

The evaluation model is:

- Attendance in class (minimum of 80% attendance)
- Examination: 25% -50%
- Projects and guided work: 50% -70%
- Other activities: up to 5%

## REFERENCES

### Basic

- ANDER-EGG, E. (1989). Introducción a las técnicas de investigación social. Buenos Aires. Humanitas.
- SÁNCHEZ BRACHO, M., FERNÁNDEZ, M., & DÍAZ, J. (2021). Técnicas e instrumentos de recolección de información: análisis y procesamiento realizado por el investigador cualitativo. Revista Científica UISRAEL, 8(1), 107-121.
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- GIVEN, L. M. (Ed.). (2008). The Sage encyclopedia of qualitative research methods. Sage publications.
- DELGADO, J.M.; GUTIÉRREZ, J. (coord.) (1994) Métodos y técnicas cualitativas de investigación en ciencias sociales, Madrid: Síntesis.
- GARCÍA ROCA, J. (2004). Políticas y programas de participación social. Síntesis. Madrid.
- JELICOE, GEOFFREY & SUSAN (1995): El paisaje del hombre. La conformación del entorno desde la prehistoria hasta nuestros días. Gustavo Gili, Barcelona.
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- CARVAJAL, B. C., & CARVAJAL, M. (2020). Triangulación de métodos en ciencias sociales. Mayéutica Revista Científica De Humanidades Y Artes, 8, 170-196.



### Additional

- CORBETTA, P. (2003) Metodología y técnicas de investigación social. Madrid, McGraw Hill.
- ESPARCIA, J. y NOGUERA, J. (2009): Evaluación de proyectos y programas. En Noguera, J., Pitarch, M.D. y Esparcia, J. (Coords.): Gestión y Promoción del Desarrollo Local. Ed. Instituto Interuniversitario de Desarrollo Local Universidad de Valencia. 20pp.
- EYLES, J. (ed.) (1988): Research in Human Geography: Introductions and Investigations. Oxford: Basil Blackwell.
- FERNÁNDEZ CORDÓN, Juan Antonio y Leal, Jesús -coord.- (2006): Análisis territorial de la demografía española, Madrid, Fundación Fernando Abril Martorell
- FLICK, U. (2004): Introducción a la investigación cualitativa. Madrid: Ediciones Morata y A Coruña: Fundación Paideia Galiza.
- FOUNDATION LANDSCAPE ARCHITECTURE EUROPE LAE (ED.) (2006): Fieldwork: Landscape Architecture Europe. Birkhauser Verlag.
- GARCÍA FERRANDO, M.; IBÁÑEZ, J. y ALVIRA, F. (Comp.) (1992). El análisis de la realidad social. Madrid. Alianza.
- HAY, I. (ed.) (2000): Qualitative Research Methods in Human Geography. Oxford and New York: Oxford University Press.
- LEGUINA, J. (1989): Fundamentos de Demografía, Madrid, Siglo XXI.
- LÓPEZ ARANGUREN (1996): El análisis de contenido, en Ferrando, M.G.: El análisis de la realidad social. Métodos y técnicas de investigación. Compilación. Alianza Ed. Madrid.
- López Trigal, L., Abellán, A. y Godenau, D. -coord.- (2009): Envejecimiento, despoblación y territorio, Área de publicaciones, Universidad de León.
- MONTORO, C. y LÓPEZ, D. -coord.- (2009): La inmigración internacional: motor de cambios sociodemográficos y territoriales, EUNSA, Universidad de Navarra, Pamplona
- ONU (2002). Herramientas para una gestión urbana participativa. Sur. Santiago de Chile.
- PASTOR, E. (2009). Participación ciudadana y gestión de las políticas sociales municipales. Edit.um (Servicios de publicaciones de la Universidad de Murcia). Murcia.
- PONS, J.J., MONTORO, C. y LÓPEZ, D. -coord.- (2009): Territorio y movilidad interior de la población en España, EUNSA, Universidad de Navarra, Pamplona.
- VILLASANTE, T. R. et al (2000). La investigación social participativa. Barcelona. Viejo Topo.

### ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**



## **SEMI-PRESENTIAL TEACHING**

### **1. Contents**

The contents initially included in the teaching guide are maintained

### **2. Workload and time schedule**

The activities and their hours of dedication in ECTS credits marked in the original course guide will be kept. If the classrooms capacity according to the sanitary norms allows it, the theoretical and practical class attendance will be 100%; if the capacity couldn't be guaranteed, the class attendance would be reduced, replacing face-to-face classes with synchronous non-face-to-face teaching.

The field work trips that may be necessary for the planned activities are conditioned by the health situation. If they cannot be carried out for health reasons, they will be replaced by non-attendance activities that will be specified during the course in the Annex to the Teaching Guide, like the rest of the teaching planning.

If the sanitary situation changes and no access to the University facilities is possible, all teaching activities will be carried out completely online (synchronous non-classroom teaching). In this case, the adaptations will be communicated to the students through the Virtual classroom.

### **3. Teaching Methodology**

Theory and practice classes that may be complemented with different types of materials and activities in the Virtual classroom.

Tutorials will be done online (through the UV corporate mail) or face-to-face by prior appointment with the teacher.

If the sanitary situation changes and no access to the University facilities is possible, teaching and tutorials will be carried out completely online. In this case, the adaptations will be communicated to the students through the Virtual classroom.

### **4. Evaluation**



The evaluation criteria established in the Course Guide are kept.

If the University facilities were closed on the dates set in the official calendar for the exams, the face-to-face exam would be replaced by an online test.

## **5. Bibliographic references**

The recommended bibliography in the Course Guide is kept. If the sanitary situation changes and the access to the recommended bibliography is not possible, it will be replaced by materials accessible online.