

**COURSE DATA****DATA SUBJECT****Code:** 42391**Name:** Qualitative research**Cycle:** Master's Degree / Doctorate**ECTS Credits:** 10**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2178 - Master's Degree in Research and Intervention in Physical Activity and Sport	Facultat de Ciències de l'Activitat Física i Esports	1	First quarter
3172 - PhD in Physical Activity and Sport	Escola de Doctorat		First quarter
3172 - PhD in Physical Activity and Sport	Escola de Doctorat		First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2178 - Master's Degree in Research and Intervention in Physical Activity and Sport	Qualitative research	COMPULSORY
3172 - PhD in Physical Activity and Sport		
3172 - PhD in Physical Activity and Sport		

COORDINATION

PEREZ SAMANIEGO VICTOR MANUEL

SUMMARY

Qualitative research includes various methodological traditions of inquiry that explore personal experiences and social problems. Qualitative researchers obtain and analyze data from a variety of sources and procedures that seek to build a complex and holistic picture of the facts, events, individuals and social groups studied. Taken together, these methods focus on understanding the perspective of the participants in an attempt to obtain a contextualized interpretation of their experiences and their points of view.

This module introduces the fundamentals of qualitative research and its main methodological traditions in order to acquaint students with this tradition of research and experiment with different ways of collecting and analyzing qualitative data, as well as different ways to represent and assess research results.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



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

OTHER REQUIREMENTS

It is not necessary previous knowledge

COMPETENCES / LEARNING OUTCOMES

2092 -

Conocer distintas formas de representación de las investigaciones cualitativas y elaborar pequeños borradores de algunas de ellas.

Conocer programas de análisis de datos cualitativos asistidos por ordenador y utilizar alguno de ellos.

Conocer y analizar ejemplos de investigación cualitativa en diversos contextos sociales del ámbito de la actividad física y el deporte, de acuerdo a principios éticos de investigación cualitativa.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

To adapt the design and methodology to the subject matter and research characteristics, as well as to interpret the results, discuss and develop clear and consistent conclusions.

To apply knowledge and be able to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related Physical Activity and Sport Sciences.

To be able to integrate knowledge and make complex judgments based on information that remains incomplete or limited, but include social and ethical responsibility reflections linked to the application of their knowledge and judgments, from a gender perspective.

To conceive, design and develop applied research in one of the social contexts of physical activity and sport.

To detect and identify social problems related to physical activity and sport that can be studied from a qualitative methodology.

To identify new problems related to physical activity and sport that can be studied through applied research.

To know and consult the main qualitative research publications in the field of sport and physical activity.

To know different forms of qualitative data analysis.

To understand and analyze the research being done in the context of exercise and health, physical education and sport, and sports performance and management of physical activity and sport.

To understand and discuss methodologies and techniques of qualitative research in social sciences and



use some of them.

DESCRIPTION OF CONTENTS

1. Characteristics of qualitative research

- 1.1. Introduction: characteristics of qualitative research.
- 1.2. Diversity of traditions

2. The research process.

- 2.1. The problem of the choice of the problem
- 2.2. The problem and objectives
- 2.3. Qualitative planning
- 2.4. The choice of the method
- 2.5. The selection of subjects, cases, places and instruments
- 2.6. Access to the field
- 2.7. Data collection
- 2.8. Analysis
- 2.9. Interpretation
- 2.10. Representation of results

3. Qualitative research traditions

- 3.1. Case Study
- 3.2. Ethnography
- 3.3. Life stories
- 3.4. Collaborative research and action research
- 3.5. Narrative research
- 3.6. Post-qualitative research

4. The research and data collection: examples

- 4.1. The role of the qualitative researcher
- 4.2. Interviews
- 4.3. Discussion groups
- 4.4. Observations
- 4.5. Documents
- 4.6. Visual methods



5. Forms of qualitative data analysis

- 5.1. Qualitative data and qualitative analysis
- 5.2. There are proper aprioristic procedures priori analysis? Grounded theory as an example
- 5.3. There are not proper aprioristic procedures priori analysis: the analysis of the "whats" and "hows" of qualitative data.
- 5.4. The researcher facing analytical perspectives

6. Analysis of computer assisted qualitative data.

- 6.1. Rationale and procedures
- 6.2. Use and application of qualitative analysis software packages

7. Writing and forms of representation

- 7.1. Why is it important to write?
- 7.2. Scientific tales
- 7.3. Realistic tales
- 7.4. Confessional tales
- 7.5. Ethnodrama and visual methods
- 7.6. Autoethnography
- 7.7. Fictional tales
- 7.8. The researcher facing representation

8. The rigor and quality in qualitative research.

- 8.1. The validity and reliability. Not the same.
- 8.2. Perspectives of validity in qualitative research
- 8.3. The investigator validity against

9. Ethics in qualitative research

- 9.1. The (special) importance of ethics in qualitative research
- 9.2. Ethics and procedural aspects

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	50,00
Computer classroom practice	15,00



Total hours	65,00
--------------------	--------------

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	100,00
Independent study and work	75,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	185,00

TEACHING METHODOLOGY

Teaching methodologies and work would vary depending on the type of activity, including:

- Lectures.
- Discussion in small and large groups.
- Practices with software for qualitative data analysis
- Presentations.
- Tutorials.

EVALUATION

Student assessment will be based upon a written work and oral presentation of the work, the theoretical and practical tasks and other activities carried out along the module. In both assessment activities students should show significant learning on the contents of the module and their ability to transfer them into an empirical approach to qualitative research.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and qualification regulations of the University of Valencia. The use of artificial intelligence tools is strictly limited to form review of works and activities submitted for the course. This is expressly prohibited for generating any type of content, unless their use for such purpose is explicitly acknowledged.

REFERENCES

- Atkinson, P., Coffey, A., y Delamont, S. (2003). Key themes in qualitative research. Oxford: AltaMira Press.
- Barbero, J.I. (2006). Ficción autobiográfica en torno a la cultura corporal y la vida cotidiana.



Educación Física y Deporte, 25(2), 47-63.

- Boeije, H. (2010). Analysis in qualitative research. Los Angeles: SAGE
- Bruner, J. (2002). Making stories. Cambridge, MA: Harvard University Press.
- Denzin, N. y Lincoln, Y. (5ª Ed) (2017) Handbook of Qualitative Research, Thousand Oaks: Sage.
- Devís, J. y Sparkes, A.C. (2001). La crisis de identidad de un estudiante universitario de educación física: un estudio biográfico. En J. Devís (Ed.). La Educación Física, el Deporte y la Salud en el S. XXI, (pp. 87-100). Alcoy: Marfil.
- Edwards, A. (2009). Qualitative research in sport management. Amsterdam: Butterworth-Heinemann.
- Elliott, J. (2005). Using narrative in social research. Londres: Sage.
- Flick, U. (2004). Introducción a la investigación cualitativa. Madrid: Morata
- Frank, A. (1995). The wounded storyteller. Chicago: The University of Chicago Press. - Frank, A. (2010). Letting stories breathe: A socio-narratology. University of Chicago Press.
- Gergen, J.K. (1992). El yo saturado. Barcelona: Paidós
- González Ávila, M. (2002). Aspectos éticos de la investigación cualitativa. Madrid : Organización de Estados Iberoamericanos (OEI).
- Lieblich, A., Tuval-Masiach, R., y Zilber, T. (1998). Narrative research: reading analysis and interpretation. London: Sage - Monforte, J., & Garcia-Puchades, W. (2024). The meaning and value of poetic thinking in qualitative sport research. Qualitative Research in Sport, Exercise and Health, 1-16. - Monforte, J., & Smith, B. (2021). Conventional and postqualitative research: An invitation to dialogue. Qualitative Inquiry, 27(6), 650-660.
- Pérez-Samaniego, V.; Devís-Devís, J.; Smith, B. y Sparkes, AC. (2011) La investigación narrativa en la educación física y el deporte: qué es y para qué sirve. Movimiento, 17 (1), 11-38. [accesible en <http://seer.ufrgs.br/Movimiento/article/view/17752/13844>]
- Pérez-Samaniego, V.; Fuentes-Miguel, J. y Devís-Devís, J. (2011) El análisis narrativo en la educación física y el deporte. Movimiento, 17 (4), 11-42. [accesible en <http://seer.ufrgs.br/Movimiento/article/view/24402/14880>]



- Riessman, C. (2008). Narrative methods for the human sciences. Londres: Sage.
- Smith, B., & McGannon, K. R. (2018). Developing rigor in qualitative research: Problems and opportunities within sport and exercise psychology. *International review of sport and exercise psychology*, 11(1), 101-121. - Smith, B., & Sparkes, A. C. (2020). Qualitative research. *Handbook of Sport Psychology*, 999-1019. - Smith, B., & Sparkes, A. C. (Eds.). (2016). *Routledge handbook of qualitative research in sport and exercise*. Taylor & Francis.
- Schostak, J. F (2006). *Interviewing and representation in qualitative research*. New York : Open University Press.
- Silverman, D. (2010). *Doing qualitative research: a practical handbook*. Los Angeles (CA): SAGE.
- Sparkes, A.C. (2002). *Telling stories in sport and physical activity. A qualitative journey*. Champaign, Illinois: Human Kinetics.
- Sparkes, A.C. (2003). Investigación narrativa en la educación física y el deporte. *Ágora para la E. F. y el Deporte*, 2-3, 51-60.
- Sparkes, A.C. y Devís, J. (2008). Investigación narrativa y sus formas de análisis: una visión desde la educación física y el deporte. En William Moreno (Ed.). *Educación cuerpo y ciudad. El cuerpo en las interacciones e instituciones sociales*. Medellín: Funambuleros editores
- Sparkes, A.C. y Smith, B. (2013). *Qualitative Research Methods in Sport, Exercise and Health: From Process to Product*. Londres: Routledge