GUÍA DOCENTE
2026 - 2027

FICHA TÉCNICA DE LA ASIGNATURA

Datos de la asignatura	
Nombre completo	Diseños de investigación cualitativa / Qualitative research designs
Código	E000014099
Título	Máster Universitario en Métodos de Investigación para Gestión Empresarial, Economía y Finanzas / Master in Research Methods for Management, Economics and Finance por la Universidad Pontificia Comillas [MIGEEF 25]
Impartido en	Máster Universitario en Métodos de Investigación para Gestión Empresarial, Economía y Finanzas [Primer Curso]
Nivel	Posgrado Oficial Master
Cuatrimestre	Semestral
Créditos	6,0 ECTS
Carácter	Obligatoria
Departamento / Área	Departamento de Métodos Cuantitativos
Descriptor	This course introduces students to the foundations of qualitative research and offers an overview of the main qualitative methodological approaches and the types of research problems they address. These approaches encompass the study of meanings and experiences, processes, practices, discourses, structures of domination, and participatory forms of social inquiry. In addition to understanding and distinguishing among these qualitative approaches, students will also learn how to implement qualitative research designs, with a focus on data collection techniques as well as the analysis and interpretation of qualitative data.

Datos del profesorado	
Profesor	
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DATOS ESPECÍFICOS DE LA ASIGNATURA

Contextualización de la asignatura

Aportación al perfil profesional de la titulación

This course equips students with foundational methodological skills for designing and conducting qualitative research. For students pursuing either academic or professional careers (especially those engaged in knowledge production, analysis, or advisory work), the course enhances their capacity to interpret complex social phenomena, generate insights from qualitative data, and communicate findings effectively.

Prerrequisitos

There are no prerequisites for this course.

Competencias - Objetivos

Competencias

Conocimientos o contenidos

CN01	Los fundamentos, controversias, retos y contextos del trabajo de investigación, desde principios y valores democráticos, de justicia y de cuidado y con orientación hacia el logro de los Objetivos de Desarrollo Sostenible.
CN02	Las posiciones onto-epistemológicas, metodológicas y axiológicas que representan el contexto del trabajo de investigación.
CN03	Los principios y elementos integrantes del diseño de una investigación en el ámbito de la Gestión, la Economía y la Empresa.
CN04	Los principales enfoques, métodos y técnicas de investigación que permiten responder a problemas de investigación propios de la diversidad de áreas y disciplinas ligadas al territorio de la Gestión, la Economía y la Empresa.

Competencias

CM01	Identificar y formular de modo claro, fundamentado y consistente problemas de investigación relevantes tanto desde la perspectiva científico-académica como social, desde los principios y valores democráticos y el marco de los Objetivos de Desarrollo Sostenible como referentes.
CM02	Desarrollar el proceso completo de diseño y ejecución de un proyecto de investigación (en elementos y fases del proceso), consistentes con el problema de investigación, generadores de contribución científica relevante, y orientados por el impacto social.
CM04	Reportar y difundir resultados fundamentados de la investigación a través de una comunicación eficaz, oral y escrita, tanto a la comunidad de investigadores y de profesionales relacionados con las problemáticas estudiadas, como a una diversidad de públicos no especializado.

Habilidades o destrezas

HA02	Apreciar las implicaciones de los enfoques metodológicos alternativos (y sus fundamentos onto-epistemológicos y axiológicos) sobre el diseño de la investigación, sobre el análisis, interpretación y reporte de datos, y sobre la construcción de teorías.
HA03	Evaluar críticamente los diversos métodos y técnicas de investigación, así como discernir su utilidad para cada contexto de investigación.
HA04	Ser consistentes en el uso de las herramientas de investigación en el conjunto dentro del diseño y el contexto de un proyecto de investigación.
HA05	Mantener una actitud reflexiva y consciente sobre sus posiciones como investigadores y de sus necesidades formativas en términos de investigación

BLOQUES TEMÁTICOS Y CONTENIDOS

Contenidos – Bloques Temáticos
Introduction to Qualitative Research
Qualitative Designs I: Consciousness, Discourse, Power
Qualitative Designs II: Practices, Processes, Co-creation
Implementing Qualitative Research Designs
Software/AI-Assisted Qualitative Data Analysis

METODOLOGÍA DOCENTE

Aspectos metodológicos generales de la asignatura

A combination of lectures, seminars and workshops will be used. Students are expected to engage in the proposed pre- and post-class work.

Regarding the use of artificial intelligence, this course is classified as Level 3 (permitted with special conditions), in accordance with the institutional AI Assessment Scale (Perkins et al., 2024). This means that students may use AI to collaborate in specific tasks, provided that they critically evaluate and modify any AI-generated content and thoroughly document the use of AI. Unrestricted or uncontrolled use of AI is not allowed. Students must demonstrate critical capacity in order to ensure academic integrity and their own learning.

For non-generative AI, students must specify which tools were used and in which parts of the work they were applied. For generative AI, students must specify which tools were used, the prompts or instructions provided, and the exact sections of the work where they intervened. The use of generative AI for producing written text or doing data analysis is strictly prohibited.

Metodología Presencial: Actividades

Lectures combine theoretical exposition with debate and/or discussion of the methodological topic at hand. This requires students to come to class prepared to reflect on and engage with the content and the readings assigned for each session.	CN01, CN02, CN03, CN04, HA02, HA03, HA05

Short assignments (individual or group) designed to familiarise students with and prompt reflection on the main qualitative research designs, as well as to give them hands-on experience in collecting, analysing, and interpreting qualitative data.	CN01, CN02, CN03, CN04, HA02, HA03, HA05
Workshops provide a space for presenting work in progress, discussing methodological choices, and receiving constructive feedback. Students share components of their research design proposals, engaging in peer review and collective reflection to refine their methodological approaches.	CM01, CM02, CM04, CN01, CN02, CN03, CN04, HA02, HA03, HA04, HA05
Academic tutoring. Lecturers will be available during designated hours, dates, and locations to assist students with any questions or difficulties related to course content, the development of assignments.	CM01, CM02, CM04, CN01, CN02, CN03, CN04, HA02, HA03, HA04, HA05
Exam. The exam is designed as a formative learning opportunity to consolidate key methodological concepts and strengthen students' ability to critically apply qualitative research design principles to concrete research scenarios.	CN01, CN02, CN03, CN04, HA02, HA03, HA04
Metodología No presencial: Actividades	
Individual Study. Students are expected to engage in individual reading of texts and other materials related to the subject matter. They will have available in Moodle access to documentation, session materials, and practical activities.	CN01, CN02, CN03, CN04
Research-design essay aimed at developing the ability to formulate a qualitative research design that is coherent with a clearly defined research problem and research questions, and grounded in appropriate conceptual frameworks.	CM01, CM02, CM04, CN01, CN02, CN03, CN04, HA02, HA03, HA04, HA05

RESUMEN HORAS DE TRABAJO DEL ALUMNO

HORAS PRESENCIALES		
AF1. Lecciones de carácter expositivo. Sesiones en las que los/as docentes exponen contenidos concretos, que pueden estar apoyados o no por recursos tecnológicos, en la que existirán periodos de explicación a cuestiones o dudas planteadas por los/as estudiantes.	AF2. Exposición pública de temas o trabajos. Los/as estudiantes presentarán en el aula de manera individual o en grupo, con apoyo de medios audiovisuales, los temas que les hayan encargado los/as docentes o que hayan elegido libremente, dentro de un conjunto de contenidos de la asignatura.	AF6. Sesiones tutoriales. Orientación personal o virtual que el docente realiza con los/as estudiantes y que consiste en una ayuda particular integrada dentro del proceso formativo, ayudando así al avance en el proceso formativo.
27.00	9.00	3.00
HORAS NO PRESENCIALES		

AF3. Ejercicios y resolución de casos y de problemas. Sesiones en las que los/as docentes realizan de manera individual o junto con los/as estudiantes problemas, casos o cualquier tipo de ejercicio pertinente vinculado con la actualidad de la materia y/o con empresas u organizaciones reales, para la adquisición de competencias de las asignaturas.	AF8. Trabajos monográficos y de investigación, individuales o colectivos. Los/as estudiantes trabajan de manera individual o colectiva un tema objeto de estudio relacionado con una asignatura o materia y/o con empresas u organizaciones reales, mediante la búsqueda de información, el análisis y la elaboración de documentos.	AF7. Estudio y lectura organizada. Tiempo de estudio por parte del estudiante dedicado a preparar, profundizar y analizar en los contenidos de las asignaturas o materias, así como realizar ejercicios prácticos.
25.00	40.00	46.00
CRÉDITOS ECTS: 6,0 (150,00 horas)		

EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN

El uso de IA para crear trabajos completos o partes relevantes, sin citar la fuente o la herramienta o sin estar permitido expresamente en la descripción del trabajo, será considerado plagio y regulado conforme al Reglamento General de la Universidad.

Actividades de evaluación	Criterios de evaluación	Peso

Qualitative research design	• **Rationale for the research:** A clear statement of the aims of the research is made; the research problem and research questions are based on literature; the intended audience and the expected contribution of the research are addressed. • **Review/conceptual framework:** Breadth of reading; arguments are offered to defend the decision to draw from a particular theory (or a blending of theories); a conceptual framework is presented coherent with the research problem and goal. • **Methodological coherence:** Arguments and evidence are provided to demonstrate the suitability of the selected method (s) for addressing the goal and research questions; the methods are consistent with the epistemological assumptions presented. • **Methodological feasibility:** Enough evidence is offered of the soundness and feasibility of the research design; the replicability of the methodological procedures; and the validity of the results to be achieved. • **Methodological accuracy:** Explanations are detailed, accurate and comprehensive regarding procedures for recruitment strategy and data collection; approaches to data analysis and interpretation; ethical issues and how they would be addressed. • **Structure, format, and flow:** The structure of the paper is clear and coherent; ideas flow logically organized; academic writing is correctly used; a conventional citation system is used (i.e., Harvard or APA); citations and references are correct and homogeneous throughout the document; tables and/or figures are correct in format. • **The work process:** Clear description of the main tasks carried out at each stage, showing the progression of the work; explicit mention of the tools and resources used, and reflection on their role in the process (including GAI); identification of challenges, decisions, and lessons learned, with evidence of critical engagement.	50

Short assignments	• **Identification** and definition of the core ideas/arguments of the course readings, class presentations and discussions. • **Integration, comparison, and contrast** of the variety of ideas/arguments, including reflections on other students' contributions. • Going beyond ideas/arguments in a **critical and constructive** manner (e.g. discuss explicit and implicit assumptions, consider their implications, articulate own position in relation to central ideas/arguments, make a new application).	20
In-class exam	• **Conceptual understanding**: Demonstrates a clear and accurate understanding of key qualitative research concepts, methodological approaches, and epistemological foundations discussed in the course. • **Applicied reasoning:** Applies methodological principles and choices to specific research problems. • **Coherence**: Responses integrate elements of a research design in a consistent and epistemologically coherent way. • **Critical reflexivity:** Demonstrates reflexivity and awareness of methodological implications, limitations, and ethical considerations. • **Structure and clarity**: Arguments are logically organised, expressed with precision and coherence; academic language is used appropriately.	30

Calificaciones

This course is classified as Level 3 (permitted with special conditions) in accordance with the institutional AI Assessment Scale (Perkins et al., 2024). This means that students may use AI to collaborate in specific tasks, provided that they critically evaluate and modify any AI-generated content, and they thoroughly document the use of AI. Unrestricted or uncontrolled use of AI is not allowed. Students must demonstrate critical capacity in order to ensure academic integrity and their own learning.

- For non-generative AI, students must specify: which tools were used, in which parts of the work, and the keywords employed (if applicable).
- For generative AI, students must specify: which tools were used, the prompts or instructions provided, and the exact sections of the work where they intervened.

The activities and/or tasks for which AI is permitted (including recommendations of use) can be read in the Assessment guide of each module. The use of **generative AI for producing written text or doing data analysis** is strictly prohibited.

The student is responsible for any incorrect information or data presented and generated by AI.

The improper use of ChatGPT or other GAI platforms will be considered a serious offense as stated in the General Regulations of the University. In this regard, the use of ChatGPT or other GAI in the production of the assignment will be considered improper (and therefore prohibited), insofar as its use would seriously compromise the ability of these evaluation systems to assess the student's acquisition of the course competences. Notwithstanding, the instructor may authorize specific uses of GAI. The conditions under which these uses are allowed will be specified in the assignment description.

As one of the learning goals of this course, you are expected to develop a critical and reflexive attitude toward GAI as a research tool so that it does not hinder the development of your research skills. A goal of the course is for you to internalize that GAI is not a substitute for your reasoning, nor for the collection or interpretation of lived data. We strongly recommend using walled AI such as Notebook LM as opposed to ChatGPT.

- Never rely on GAI for full summaries of articles. It often omits key assumptions, misrepresents details, or generates non-existent references (unless you work with a walled AI such as Notebook LM). Reflective work on empirical papers that illustrate methods should be based primarily on your own reading and interpretation of the assigned papers.
- You cannot use GAI for the reflection pieces on qualitative designs. Use of IA for this task will hinder the acquisition of the expected skills.
- You cannot use GAI for the debriefing or qualitative data analysis. Use of IA for this task will hinder the acquisition of the expected skills.
- You cannot use GAI for writing. Do not ask GAI to generate a paragraph. To develop your academic writing skills, you must create the paragraph yourself; afterwards, you may ask why it is weak or how it can be improved. Outsourcing the writing process to GAI will prevent you from improving your communication skills. You can use Grammarly for proofreading.
- You may use GAI for self-assessment of your work. For example, in the essay you can input the rubric and ask GAI to what extent you meet the criteria and how you can improve. Bear in mind, however, that GAI tends to be compliant and agreeable, often downplaying or overlooking the kinds of mistakes a human evaluator would notice. You will therefore need to formulate specific questions based on the rubric to obtain meaningful feedback.

In sum, you must adhere to the following principles of Human–AI collaboration:

- **Transparency**: Document how and when GAI was used (include prompts and outputs).
- **Privacy**: Never upload sensitive data to open platforms.
- **Verisimilitude**: Critically assess whether GAI outputs are consistent with the epistemological and methodological foundations addressed in the course. If your rationale is shallow or weak from this perspective, you will fail the course.
- **Integrity**: Never use fabricated, non-existent, or irrelevant references. Using references proposed by GAI without verifying their existence in peer-reviewed journals constitutes serious misuse of GAI and will result in automatic failure of the course.

BIBLIOGRAFÍA Y RECURSOS

Bibliografía Básica

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Dorobantu, S., Gruber, M., Ravasi, D., & Wellman, N. (2024). The AMJ management research canvas: A tool for conducting and reporting empirical research. *Academy of Management Journal*, *67*(5), 1163-1174.

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Freire, P. (1970). *Pedagogy of the oppressed.* London, Continuum.

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Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, *2*(163-194), 105.

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Thatcher, S. M., & Fisher, G. (2022). From the editors—The nuts and bolts of writing a theory paper: A practical guide to getting started. *Academy of Management Review*, *47*(1), 1-8.

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Wilson, S. (2020). *Research is ceremony: Indigenous research methods*. Fernwood publishing

Woods, P. (2006): Successful writing for qualitative researchers. Routledge, London.

Bibliografía Complementaria

Additional resources are available in Moodle