

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>METHK131</b>	<b>SEMESTER</b>	<b>4<sup>th</sup></b>
<b>COURSE TITLE</b>	Methods and Techniques of Sociological Research I: Qualitative methods		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=557">https://elearn.uoc.gr/course/view.php?id=557</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>After the successful completing of the course students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Define and describe the core feature of the qualitative research approach,</li> <li>• Define and describe the stages of qualitative research design,</li> <li>• Distinguish the different types of research questions, which are appropriate for a qualitative research project, as well as to formulate such questions,</li> </ul>

- Describe the basic techniques for the collection of qualitative data (interviews, focus group, participant observation, documents) and to design appropriate guides,
- Recognize and implement the premises and the procedure of thematic and narrative analysis of qualitative data,
- Implement the premises and the procedure of the “Grounded Theory” approach (theoretical sampling, coding, theoretical saturation, constant comparison) in order to analyze qualitative data,
- Define and implement criteria for the evaluation of qualitative research and to distinguish them from the conventional "validity" and "reliability" criteria of the (post) positivist approach.

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Adapting to new situations*  
*Decision-making*  
*Working independently*  
*Team work*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Project planning and management*  
*Respect for difference and multiculturalism*  
*Respect for the natural environment*  
*Showing social, professional and ethical responsibility and sensitivity to gender issues*  
*Criticism and self-criticism*  
*Production of free, creative and inductive thinking*  
*.....*  
*Others...*  
*.....*

- Working independently
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### **(3) SYLLABUS**

The main topics covered within the course are:

- Introduction to qualitative methods
- The epistemological and theoretical background of qualitative research
- Premises and characteristics of qualitative research
- Research design in qualitative approach
- Sampling strategies in qualitative research
- Field research - Entry into the field
- Methods of qualitative data production (Observation, Interview, Focus Group).
- “Documents” as qualitative data
- Ethics and politics in qualitative research
- Premises and procedures of qualitative analysis
- The “Grounded Theory” approach

- Computer Assisted/Aided Qualitative Data Analysis Software (CAQDAS)
- Judging Quality: Evaluative Criteria in qualitative research
- Secondary analysis in qualitative research – Research Infrastructures

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of learning procedure and communication with students via online learning platform “elearn”.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Study and analysis of bibliography	79
	Essay writing	20
	Course total:	125
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<i>Language of evaluation: Greek</i> <i>Evaluation procedure:</i> <ul style="list-style-type: none"> <li>• Active participation in the course</li> <li>• Written exams</li> <li>• Multiple choice questionnaires</li> <li>• Short-answer questions,</li> <li>• Open-ended questions.</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> <li>• Bazeley, P. (2013). <i>Qualitative Data Analysis. Practical Strategies</i>. Thousand Oaks: Sage.</li> <li>• Braun, V., &amp; Clarke, V. (2006). <i>Using thematic analysis in psychology</i>. <i>Qualitative Research in Psychology</i>, 3 (2), pp. 77-101.</li> <li>• Braun, V., &amp; Clarke, V. (2013). <i>Successful Qualitative Research – A practical guide for beginners</i>. London: SAGE.</li> <li>• Bryman, A. (2012), <i>Social research methods (4th edition)</i>. New York: Oxford University Press Inc.</li> <li>• Creswell, J. (2012). <i>Educational research : planning, conducting, and evaluating quantitative and qualitative research. (4th edition)</i> Boston: Pearson Education, Inc..</li> <li>• Chamberlayne, P., Bornat, J. &amp; Wengraf, T. (επιμ.) (2000). <i>The Turn to Biographical Methods in Social Science</i>. London: Routledge.</li> <li>• Coffey A. &amp; Atkinson P. (1996) <i>Making Sense of Qualitative Data. Complementary Research Strategies</i>. London: Sage</li> <li>• Ezzy, D. (2002) <i>Qualitative Analysis, Practice and Innovation</i>, New South Wales: Allen &amp; Unwin.</li> <li>• Flick, U. (1998). <i>Qualitative Forschung. Theorie, Methoden, Anwendung in Psychologie und Sozialwissenschaften</i>. Reinbek: Rowohlt Verlag.</li> </ul>
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- Gubrium, J. & Holstein, J. (1997) *The new Language of Qualitative Method*. New York, Oxford: Oxford University Press.
- Lawrence Neuman, W. (2000). *Social Research Methods. Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Liamputtong Pr. (2007) *Researching the Vulnerable. A guide to sensitive research methods*. London: Sage.
- Mason, J. (2002) *Qualitative Researching*, London:Sage.
- Morgan D (1997) *Focus groups as qualitative research*. London: Sage.
- Silverman, D. (1993). *Interpreting Qualitative Data. Methods for Analysing Talk, Text and Interaction*. London: Sage
- Strauss, A. & J. Corbin (1998). *Basics of Qualitative Research. Techniques and Procedures for Developing Grounded Theory*. (2<sup>η</sup> Έκδ.) London: Sage Publications.
- Strauss, A. (1987) *Qualitative analysis for social scientists*. Cambridge:Cambridge University Press.
- Tashakkori, A. & Teddlie, C. *Handbook of Mixed Methods in Social and Behavioral Research*. Thousand Oaks, CA: Sage 2003.
- William, E. S. and Maureen, J. M. (2000). *Owning the Story: Ethical Considerations in Narrative Research*, *Ethics & Behavior* 10(4):311-336.

- Related academic journals:

- International Journal of Qualitative Methods
- International Journal of Qualitative Studies in Education
- Qualitative Health Research
- Qualitative Inquiry
- The Qualitative Report
- Qualitative Research
- Qualitative Research in Psychology
- Qualitative Research Journal (Association for Qualitative Research)
- Qualitative Social Work
- Qualitative Sociology
- Quality & Quantity: International Journal of Methodology
- Forum Qualitative Sozialforschung / Forum Qualitative Social Research