

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	METHK393	SEMESTER	6th and over
COURSE TITLE	Collecting and analyzing qualitative data in sociological research (seminar)		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
Lectures, discussions, laboratory exercises, oral student presentations.		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development (seminar)		
PREREQUISITE COURSES:	METHK131 Methods and techniques of sociological research: qualitative methods.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1233		

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Students are expected after the successful end of the semester:

- To design a qualitative research project, to formulate goals and research questions.
- To define the different types of questions that can be formulated in an interview guide.
- To construct and use an interview guide.
- To describe the main features of focus group method and utilize focus group as a method of generating qualitative data.
- To apply thematic analysis in its stages and procedures.
- To name and apply the basic principles and procedures of narrative analysis.

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...
.....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The seminar aims at the methodological reflection on and applying research methods and practices of production and analysis of qualitative data in social research. Emphasis will be placed on the different types of qualitative interviewing tools as well as on the technique of focus group. The specificity of each method, will be discussed, its methodological requirements, and the type of research question that is compatible with it. Different ways of analytical approaches will also be presented and tested and attempts will be made to connect these approaches with their epistemological and theoretical prerequisites in order to highlight the possibilities and limits of each version. The students will be invited to design and implement a research project in a selected topic, to produce data and to analyze them.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face																				
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <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”.																				
TEACHING METHODS <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>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Study and analysis of bibliography</td><td>41</td></tr> <tr> <td>Project</td><td>50</td></tr> <tr> <td>Essay writing</td><td>20</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Course total:</td><td>150</td></tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Study and analysis of bibliography	41	Project	50	Essay writing	20									Course total:	150
Activity	Semester workload																				
Lectures	39																				
Study and analysis of bibliography	41																				
Project	50																				
Essay writing	20																				
Course total:	150																				
STUDENT PERFORMANCE EVALUATION <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>	<p>Language of evaluation: Greek but in the case of Erasmus students who are not competent with the Greek language, working essays should be submitted in English or German language</p> <p>Evaluation procedure:</p> <ul style="list-style-type: none"> ● Active participation in the course ● Essay/report ● Public presentation 																				

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> ● Bazeley, P. (2013). <i>Qualitative Data Analysis. Practical Strategies</i>. Thousand Oaks: Sage. ● Braun, V., & Clarke, V. (2006). <i>Using thematic analysis in psychology. Qualitative Research in Psychology</i>, 3 (2), pp. 77-101. ● Braun, V., & Clarke, V. (2013). <i>Successful Qualitative Research – A practical guide for beginners</i>. London: SAGE. ● Chamberlayne, P., Bornat, J. & Wengraf, T. (επιμ.) (2000). <i>The Turn to Biographical Methods in Social Science</i>. London: Routledge. ● Coffey A. & Atkinson P. (1996) <i>Making Sense of Qualitative Data. Complementary Research Strategies</i>. London: Sage ● Ezzy, D. (2002) <i>Qualitative Analysis, Practice and Innovation</i>, New South Wales: Allen & Unwin. ● Flick, U. (1998). <i>Qualitative Forschung. Theorie, Methoden, Anwendung in Psychologie und Sozialwissenschaften</i>. Reinbek: Rowohlt Verlag.

- 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.
- 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^η 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.

- Συναφή επιστημονικά περιοδικά:

- 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