

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	METHK131 -ERG	SEMESTER	4th
COURSE TITLE	Methods and Techniques of Sociological Research: Qualitative methods		
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	5
<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>	general background/ Skills development		
PREREQUISITE COURSES:	The Laboratory complements the course METHK-131.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • 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
<p>After the successful completing of the course students are expected to be able to:</p> <ul style="list-style-type: none"> ○ to perform competent literature search by using search engines (eg. Scopus), ○ to prepare a bibliographic review on a specific subject, ○ to formulate research aims and research questions, ○ to conduct interview guide and/or focus group questions, ○ to organize, code and interpret the produced research data

<ul style="list-style-type: none"> to write and present a scientific report 																			
<p>General Competences <i>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?</i></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<ul style="list-style-type: none"> Decision-making Working independently Team work Project planning and management Criticism and self-criticism Production of free, creative and inductive thinking 																			

(3) SYLLABUS

This practical lab aims to familiarize students with all the necessary processes for the design and the conduct of a qualitative research. Specifically, students will be taught and carry out research exercises:

- the process of searching for scientific international literature using search engines,
- the way of studying scientific texts,
- the way of conducting a review,
- the formulation of research aim and research questions,
- the choice and justification of methodological elements of a research design,
- the formulation of interview guide and focus groups opening questions,
- the conduction of interviews and focus groups,
- the documentation, organization and classification of the data,
- the coding and interpretation of research data,
- the writing of a scientific report in the form of a published article,
- the oral presentation of the scientific report.

(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>Lec</td><td>39</td></tr> <tr> <td>Fieldwork</td><td>26</td></tr> <tr> <td>Study and analysis of bibliography</td><td>45</td></tr> <tr> <td>Essay writing</td><td>15</td></tr> <tr> <td>Course total:</td><td>125</td></tr> </tbody> </table>	Activity	Semester workload	Lec	39	Fieldwork	26	Study and analysis of bibliography	45	Essay writing	15	Course total:	125
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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</p> <p>Evaluation procedure:</p> <ul style="list-style-type: none"> ● Active participation in the course ● Oral examination, ● Essay/report 												

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</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. ● Bryman, A. (2012). <i>Social research methods (4th edition)</i>. New York: Oxford University Press Inc. ● Creswell, J. (2012). <i>Educational research : planning, conducting, and evaluating quantitative and qualitative research. (4th edition)</i> Boston: Pearson Education, Inc.. ● 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.
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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^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.

- 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