

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	SOCIOLOGY		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	METHK1 32	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	Methods and Techniques of Sociological Research : Quantitative 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>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	Available at E-Learn (Moodle)		

### (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 acquire broader knowledge in designing, evaluating and understanding different research designs of the quantitative social research. Specifically, they acquire the adequate knowledge and skills to design a sampling survey by implementing specific stages of the research process (such as literature review, formulating research hypotheses, designing, constructing and pre-testing questionnaires, data collection techniques, probabilistic and non-probabilistic sampling methods). Also, they learn the basic principles of the content analysis, social experiments and secondary quantitative data analysis as well as the ethical issues associated with the research processes. At the end of the term students acquire basic knowledge and skills to plan sample surveys, to identify possible methodological limitations and advantages in the implementation of specific quantitative research designs, as well as to evaluate the results of relevant research projects by suggesting possible ways to improve them.

#### General Competences

**Διεργασία 4. Εσωτερική Αξιολόγηση**  
**Αναμόρφωση του Προγράμματος Προπτυχιακών Σπουδών**  
**Υπόδειγμα Β5 ΑΔΙΠ**

*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  
 Team work  
 Working in an interdisciplinary environment  
 Production of new research ideas  
 Decision-making  
 Criticism and self-criticism  
 Production of free, creative and inductive thinking

### (3) SYLLABUS

Brief syllabus (The analytical syllabus and outline of the course is provided during the first week of the semester): The first section refers to the ontological, epistemological and methodological characteristics of positivism. The following section is related to the different designs of the quantitative social research. In different sections are developed the main stages of conducting social research including theory/literature review, formulating research hypotheses, measurement (conceptualization, operationalization), questionnaire design (types of questions/scales) and pre-testing, sampling procedures (non-probabilistic/probabilistic sampling, simple random sampling, systematic sampling, stratified sampling, cluster sampling), survey administrating methods (self-administrated questionnaires, interviews, telephone surveys, mail surveys, online surveys). Additionally in three different sections the main principles of content analysis, social experiments and secondary quantitative data analysis are presented. The last sections of the course involve issues associated with presenting/writing the research results as well as the ethical considerations in social research (such as voluntary participation, protection of participants, anonymity, codes of professional conduct).

### (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>	Use of ICT in communication with students	
<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</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	125

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the ECTS	Course total	125
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation: Written exams at the end of the semester</p> <p>The written exams include:</p> <p>i. Multiple choice questionnaires including questions examining knowledge and interpretation of methodological issues of quantitative research (40% of written exam)</p> <p>ii. Long-answer questions that require a synthesis of knowledge about designing a quantitative social research (60% of written exam)</p> <p>Students know the evaluation criteria from the course's syllabus distributed at the beginning of the semester.</p>	

**(5) ATTACHED BIBLIOGRAPHY**

**- Suggested bibliography:**

**Greek:**

Κυριαζή, Ν. (2011). Η Κοινωνιολογική Έρευνα: Κριτική Επισκόπηση των Μεθόδων και των Τεχνικών (Νέα διευρυμένη έκδοση). Αθήνα: Πεδίο.

Babbie, E. (2011). Εισαγωγή στην Κοινωνική Έρευνα (επιμ. Ζαφειρόπουλος Κ.) Αθήνα:Κριτική.

Υφαντόπουλος, Γ. & Νικολαΐδου, Κ. (2008). Η Στατιστική στην Κοινωνική Έρευνα. Αθήνα: Gutenberg

Bryman, A. (2017.) Μέθοδοι Κοινωνικής Έρευνας. Επιμ. Α.Αϊδίνης, Μετ. Παναγιώτης Σακελλαρίου. Αθήνα: Gutenberg.

Robson, C. (2007). Η Έρευνα του Πραγματικού Κόσμου. Αθήνα: Gutenberg

Schnell, R., Hill, P.B., & Esser, E. (2014). Μέθοδοι Εμπειρικής Κοινωνικής Έρευνας. Αθήνα: Προπομπός - Κιμέρης Κ. Θωμάς

Δαουτόπουλος, Γ. (2005). Μεθοδολογία Κοινωνικών Ερευνών. Πεύκα: Δαουτόπουλος.

Νόβα-Καλτσούνη, Χ. (2006). Μεθοδολογία εμπειρικής έρευνας στις κοινωνικές επιστήμες-Ανάλυση δεδομένων με τη χρήση του SPSS 13. Αθήνα: Gutenberg.

Παπαγεωργίου, Γ. (1998). Μέθοδοι στην Κοινωνιολογική Έρευνα. Αθήνα: Gutenberg.

**English**

DeVellis, R. (2003). Scale Development (2nd Ed.). Thousand Oaks, CA: Sage.

De Vaus, D. (1990). Surveys in Social Research (2nd Ed.) Sydney: Allen & Unwin.

Dillman, D. (2007). Mail and Internet Surveys: The Tailored Design Method 2007 update with new internet, visual, and mixed-mode guide. Hoboken, New Jersey: John Wiley & Sons, Inc.

Foddy, W. (1993). Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research. Cambridge: Cambridge University Press

Fowler, F. (1995). Improving Survey Questions: Design and Evaluation. Thousand Oaks, CA: Sage.

Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E. & Tourangeau, R. (2009). Survey Methodology (2nd Ed.). New York: John Wiley & Sons.

Hox, J., de Leeuw, E. & Dillman D. (2008). International Handbook of Survey Methodology. Mahwah, NJ: Taylor & Francis.

Oppenheim, A. (1992). Questionnaire Design, Interviewing and Attitude Measurement (2nd Ed.). London, UK: Pinter.

**- Related academic journals:**

International Journal of Social Research Methodology (<https://tandfonline.com/toc/tsrm20/current>)

