

## COURSE OUTLINE

### (1) GENERAL

<b>LECTURER</b>	STEFANIA KALOGERAKH		
<b>SEMESTER</b> (fall/spring)	FALL		
<b>SCHOOL</b>	SCHOOL OF SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF SOCIOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	METHK396	<b>SEMESTER</b>	5+
<b>COURSE TITLE</b>	APPLIED SOCIAL RESEARCH		
<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>
		3	6
<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>	Skills development		
<b>PREREQUISITE COURSES:</b>	Methods and Techniques of Sociological Research: Quantitative Methods (METHK132)		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	E-Learn		

### (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

By the end of the semester, students will have acquired the appropriate knowledge for designing and conducting specific phases of survey research on a social issue. In particular, they will have acquired the skills necessary to link the relevant literature to the formulation of specific research questions/hypotheses. At the same time, they will acquire important skills for linking research questions/hypotheses and the research design (e.g. the most appropriate sampling and data collection technique) with the construction of the questionnaire, the application of the optimal methodological procedures and the evaluation of the questionnaire for its final formulation. In summary, students will gain skills and important experience in making the best decisions for designing their own research, addressing potential challenges and familiarizing themselves with the ways in which they can solve potential problems when conducting a sample survey.

#### 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*

*Project planning and management*

<i>information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>γ</i>	<i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
Search for, analysis and synthesis of data and information, with the use of the necessary technology Team work Decision-making Production of new research ideas Respect for difference and multiculturalism Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking		

### **(3) SYLLABUS**

Brief outline (The detailed outline of the course will be announced in the first week of the semester):

#### A. Refresher courses:

1. Research questions-Research hypotheses & literature review
2. Basic phases of survey research- Sampling techniques- Data collection techniques (or questionnaire completion techniques)
3. Measurement techniques - Basic principles of questionnaire construction -Techniques of questionnaire evaluation

#### B. Students' group presentations/essays

- 4-5. First round of group presentations for the study of the literature
- 6-8. Second round of group presentations for the formulation of research questions/hypotheses based on bibliography
- 9-12. Third round of group presentations for the design of the survey, for the construction and evaluation of the questionnaire.
13. Group essay writing (research design and final formulation of the questionnaire)

#### (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 teaching Use of ICT in communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          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.           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	18
	Study and analysis of bibliography	50
	Presentations of essays	35
	Essay writing	47
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure           Language 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           Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<b>Language of the evaluation:</b> Greek	
	<b>Assessment methods:</b> Group projects/essays i. During the semester: Short presentations on the different stages of the research process ii. at the end of the semester: (a) Presentations (presentations on the entire research process) b) Written essays (assignments for the entire research process including questionnaire evaluation and final formulation)  Students know the assessment criteria based on the course's outline provided at the beginning of the semester.	

#### (5) ATTACHED BIBLIOGRAPHY

##### - Suggested bibliography:

##### Greek

Adler, E.S. & Clark, R. (2018). Κοινωνική έρευνα. Μια ξενάγηση στις μεθόδους και τις τεχνικές (επιμ. Γ. Τσίρμπας, μτφρ. Α. Χράπαλος). Αθήνα: Τζιόλας.

Bryman, A. (2017.) Μέθοδοι κοινωνικής έρευνας. (επιμ. Α. Αϊδίνης, μτφρ. Παναγιώτης Σακελλαρίου). Αθήνα: Gutenberg.

Creswell, J. (2016). Η έρευνα στην εκπαίδευση. Σχεδιασμός, διεξαγωγή και αξιολόγηση ποσοτικής και ποιοτικής Έρευνας. (επιμ. Χ. Τσομπαντζοπούδη, μτφρ. Ν. Κουβαράκου, μτφ.). Αθήνα: Ίων (Β' ελληνική έκδοση).

Robson, C. (2010). Η έρευνα του πραγματικού κόσμου. (επιμ. Κ. Μιχαλοπούλου, μτφρ. Β. Νταλάκου & Κ. Βασιλικού). 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.

Καλογεράκη, Σ. (2020). Σχεδιασμός και Κατασκευή Ερωτηματολογίων Κοινωνικής Έρευνας. Αθήνα: Κριτική

Παπαγεωργίου, Γ. (1998). Μέθοδοι στην κοινωνιολογική έρευνα. Αθήνα: Gutenberg.

##### English

Bradburn, N., Sudman, S., & Wansink, B. (2004). Asking questions – The definitive guide to questionnaire design for market research, political polls, and social and health questionnaires. California: Jossey-Bass.