

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	SOCIOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	METHK388	SEMESTER	6
COURSE TITLE	Methodological issues in Quantitative Social Research		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Skills development (Seminar)		
PREREQUISITES:	STAK130 STAK130_LAB METHK132		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	Available at Class Web		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>Upon successful completion of the seminar, students will have delved into issues related to the methodological design of Quantitative Content Analysis, a methodological approach that falls under quantitative research.</p> <p>More specifically, they will be able to recognize when this specific approach is applied and what its limitations, specificities and advantages are.</p> <p>In addition, conducting a small survey within the framework of the seminar on a specific topic will enable students to see in practice the application of the method on data that they will have collected.</p>	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning
<ul style="list-style-type: none"> 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
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. COURSE CONTENT

The detailed outline of the seminar content is available to students at the beginning of the semester.

The seminar is divided into two parts.

In the first part, an extensive reference is made to the steps of designing and implementing quantitative approach content analysis as well as the limitations and specificities of the method. Examples are presented and relevant scientific articles are studied.

In the second part, the students, in collaboration with the instructor, conduct a quantitative content analysis research with the aim of studying the portrayal of the refugee/immigrant issue on mass media websites. The students participate in all stages of the research, which include: brief bibliographic review, formulation of research questions/hypotheses, selection of units of analysis, sampling, design of a codebook, reliability check, collection and analysis of data, writing and present the results.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Laboratory education and application of statistical package	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	50
	Laboratory practice	50
	Non-directed study	30
	Essay writing	20
	Course total	150
STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i>	Language of evaluation: Greek Methods of evaluation: Two assignments. Each assignment concerns 50% of the final grade. Students know the evaluation criteria from the	

Please indicate all relevant information about the course assessment and how students are informed

laboratory course's syllabus distributed at the beginning of the semester.

5. SUGGESTED BIBLIOGRAPHY

Greek:

Bryman A. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Αθήνα: GUTENBERG.

Adler E & Clark R. (2018). *Κοινωνική Έρευνα. Μια ξενάγηση στις Μεθόδους και στις Τεχνικές*. Αθήνα: Εκδόσεις ΤΖΙΟΛΑ.

Babbie E. (2011). *Εισαγωγή στην Κοινωνική Έρευνα*. Αθήνα: ΚΡΙΤΙΚΗ.

Κυριαζή, Ν. (2011). *Η κοινωνιολογική έρευνα: Κριτική επισκόπηση των μεθόδων και των τεχνικών*. Αθήνα: Πεδίο.

Ζαφειρόπουλος Κ. (2015). *Πως γίνεται μια επιστημονική εργασία*. Αθήνα: ΚΡΙΤΙΚΗ.

Υφαντόπουλος, Γ. & Νικολαΐδου, Κ. (2008). *Η Στατιστική στην κοινωνική έρευνα*. Αθήνα: Gutenberg

English:

Krippendorff K. (2013). *Content Analysis. An Introduction to its Methodology*. Sage Publications.

Riff D., Lacy S. & Fico F. (2014). *Analyzing Media Messages, Using Quantitative Content Analysis in Research*. Routledge/Taylor & Francis Group.

Bos, W. & Tarnai, C. (1999). Content analysis in empirical social research. *International Journal of Educational Research*, 31(8), 659-671.

Macnamara, J. (2005). Media content analysis: Its uses, benefits and Best Practice Methodology. *Asia Pacific Public Relations Journal*, 6(1), 1- 34.