COURSE OUTLINE

1. GENERAL

SCHOOL	**SOCIAL SCIENCES**		
DEPARTMENT	**SOCIOLOGY**		
LEVEL OF STUDIES	**Undergraduate**		
COURSE CODE	**STAK231**	**SEMESTER**	**6**
COURSE TITLE	**Statistical data and Social Research**		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ΥΕΠΔ
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	Available at Class Web

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon completion of the course, students will have penetrated on specific issues related to the collection, organization and presentation of statistical data resulting from descriptive analysis techniques as well as more advanced techniques that are widely used in quantitative research.

General Skills

Name the desirable general skills upon successful completion of the module

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Critical thinking

3. COURSE CONTENT

The course is divided into three sections.

The first section concerns the distinction between primary and secondary data with reference to key sources of secondary data (e.g. ELSTAT, Eurostat, IOM) and the possibility of their wider use in sociological research. In addition, social surveys conducted at national or European level, such as the European Social Survey, are presented and specific types of surveys such as online polls and opinion polls are examined from a methodological perspective.

The second section focuses on primary data and aims to explore the relationship between the concept (as it is referred to in a research question) and measurement (e.g. how we can 'measure' cultural capital or social class), applying appropriate techniques for grouping and/or synthesizing variables. Particular reference is made to measurement scales (e.g. Likert) and how they are used to measure attitudes, perceptions and behaviors. In this section, descriptive analysis techniques are used to present the results.

The third section deals with advanced analysis techniques used in quantitative research. Based on the normality test, a distinction is made between parametric and non-parametric tests (e.g. t-test and Mann-Whitney) and the ANOVA procedure is studied. In addition, regression techniques such as multiple linear regression and their applications in data analysis are examined.

The detailed outline of the seminar content is available to students who will attend it at the beginning of the semester.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Laboratory education and application of statistical package
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *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.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lecture	50
Laboratory exercise	100
Total	**150**

STUDENT EVALUATION *Description of the evaluation process* *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*	Language of evaluation: Greek Methods of evaluation: Final exams in the PC laboratory Students know the evaluation criteria from the laboratory course's syllabus distributed at the

Please indicate all relevant information about the course assessment and how students are informed	beginning of the semester.

5. SUGGESTED BIBLIOGRAPHY

Greek

David De Vaus, (2008). *Ανάλυση Κοινωνικών Δεδομένων. 50 Βασικά Θέματα*. Αθήνα: Ελληνικά Γράμματα.

Dancet C. & Reidy J. (2020). *Στατιστική χωρίς μαθηματικά*, Αθήνα: ΚΡΙΤΙΚΗ.

Κατσής Α., Σιδερίδης Γ., & Εμβαλωτής Α. (2010). *Στατιστικές Μέθοδοι στις Κοινωνικές Επιστήμες*. Εκδόσεις ΤΟΠΟΣ.

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

Ρούσσος Π. & Τσαούσης Γ. (2002). *Στατιστική Εφαρμοσμένη στις Κοινωνικές Επιστήμες*. Ελληνικά Γράμματα.

Martin, O. (2008). *Η Ανάλυση Ποσοτικών Δεδομένων* (Μετ. Αθανασιάδης, Η.). Αθήνα: Τόπος

Diamond, I. & Jefferies, J. (2006). *Αρχίζοντας τη Στατιστική. Μια Εισαγωγή για τους Κοινωνικούς Επιστήμονες*. Αθήνα: Παπαζήση.

Γναρδέλλης, Χ. (2003). *Εφαρμοσμένη Στατιστική*. Αθήνα: Παπαζήση

English

Agresti, A. & Finlay. B. (2008). *Statistical Methods for the Social Sciences*. 4th edition, New Jersey: Pearson Prentice Hall.

Healey, J. (2009). *Statistics: A tool for Social Research*, (8th edition). Belmont: Wadsworth Cengage

Russell, H. (2005). *Comprehending Behavioral Statistics*, 4th edition. Belmont: Wadsworth Cengage

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Navarro DJ and Foxcroft DR (2022). *learning statistics with jamovi: a tutorial for psychology students and other beginners.* (Version 0.75). DOI: 10.24384/hgc3-7p15
(διαθέσιμο online): https://www.learnstatswithjamovi.com/

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