

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	183-2023-10	<b>SEMESTER</b>	C
<b>COURSE TITLE</b>	FIELD RESEARCH AND PRACTICAL PROJECTS FOCUSING ON THE VULNERABILITY CRITERIA OF ASYLUM SEEKERS AND DISPLACED SOCIAL GROUPS		
<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	10
<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>	SPECIFIC BACKGROUND AND SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	WINTER AND SPRING COURSES		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	ENGLISH		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.soc.aegean.gr/ext-files/pm/mps/mmrfe-2023-183-2023-10-en.pdf">https://www.soc.aegean.gr/ext-files/pm/mps/mmrfe-2023-183-2023-10-en.pdf</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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>The course learning outcomes cover specific knowledge, skills and competences including the following: 1) assessment skills of vulnerability of both individuals and social groups, 2) theorizing vulnerability and employing in the specific field, 3) developing research skills of doing social investigation among vulnerable groups, in specific refugees and displaced social groups, 4) becoming aware of the ethical issues that surround research on the field of displacement, 5) working in the field of NGOs and other humanitarian organizations as well as institutions targeting at displaced</p>

populations involving empathy skills, intercultural competence, mitigating stress and networking.

### **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?*

<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>

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

### **(3) SYLLABUS**

**The course aims at providing an in situ and first-hand learning and research experience of a real setting that is connected to refugees, displaced groups, asylum seekers and children that are fleeing by themselves as well as opportunities for international experience through the Erasmus call for placement.**

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**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Zoom Platform	
<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.</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>	<b>.Activity</b>	<b>Semester workload</b>
	Locating an agency/ institution and writing a letter for asking cooperation	15
	First contact with the agency/institution	15
	Planning the activity	20
	Physical involvement with the agency up to 3 months	70
	Writing up a report	30
	Total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <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>		

## (5) ATTACHED BIBLIOGRAPHY

Busetta, A., Mendola, D., Wilson, B., & Cetorelli, V. (2019). Measuring vulnerability of asylum seekers and refugees in Italy. *Journal of Ethnic and Migration Studies*, 47(3), 596–615. <https://doi.org/10.1080/1369183X.2019.1610368>

Davidson N, Hammarberg K, Fisher J. Ethical Considerations in Research With People From Refugee and Asylum Seeker Backgrounds: A Systematic Review of National and International Ethics Guidelines. *J Bioeth Inq*. 2024 Jun;21(2):261-284. doi: 10.1007/s11673-023-10297-w. Epub 2023 Oct 27. PMID: 37889418; PMCID: PMC11289226.

Willig, C. (2019). What can qualitative research contribute to psychological knowledge?. *Psychological Methods*, 24(6), pp. 796-804. doi: 10.1037/met0000218