

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	104-1	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	Special Issues in Qualitative Methods and Techniques in Social Sciences (Seminar)		
<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>	Compulsory Elective /Seminar / General background, specialised general knowledge, skills development		
<b>PREREQUISITE COURSES:</b>	Qualitative research methods and techniques course Basic knowledge of sociological theory and elementary knowledge of qualitative research methods and techniques.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek/ English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://www.soc.aegean.gr/ext-files/pm/pps/2017-104-1-en.pdf">http://www.soc.aegean.gr/ext-files/pm/pps/2017-104-1-en.pdf</a>		

### (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 after the end of the semester are expected to be capable to:

1. Demonstrate a basic ability to understand the nature and content of qualitative research, both in methods and in terms of techniques.
2. Develop analytical skills in producing, gathering, composing and interpreting factual and visual data derived from a qualitative methodology in connection with the practical study of everyday life.
3. Prepare a preliminary research idea and design a way writing an essay on a particular topic of study.

<b>General Competences</b>	
<i>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>	
<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>	<i>.....</i>

Working independently,  
 Team work,  
 Production of free, creative and inductive thinking,  
 Showing social, professional and ethical responsibility and sensitivity to gender issues,  
 Criticism and self-criticism,  
 Production of free, creative and inductive thinking,  
 Working in an international environment,  
 Working in an interdisciplinary environment,  
 Production of new research ideas.

### **(3) SYLLABUS**

During this particular course, the tradition of qualitative research in the social sciences and its relationship to various methodological issues and topics will be presented in detail, using different research techniques. In particular, the emphasis will be attributed to the multiple methodological design issues, strategies and techniques, followed in qualitative field research (e.g. biographical narrative interviews, open questionnaires, semi-structured and group interviews, focus groups, participant observation, diaries, archives, records of multiple species, etc. We shall discuss the various ways in and through which the reality of everyday life can be investigated, following qualitative research tools.

We shall critically analyze the different methodological techniques of data collection (e.g. participant observation, ethnography, biographical-narrative interview, interviews with experts, in-depth interviews, semi-structured interviews, focus groups, etc.), the combination and the complementarity of different kinds of empirical material (e.g. written records and oral sources) and the ethical and political issues raised by the study of various individuals and social groups.

Finally, we shall emphasize on the process of gathering and analyzing qualitative data, i.e. the analysis and the interpretation of qualitative sources and the connection of sociological interpretation with issues of theory and methodology of the social sciences.

More particularly, what is presented in detail - through specific research examples and empirical studies mentioned in Greek and international literature – is the methodologically techniques that are basically used in qualitative research (e.g. participant observation, interview in its various forms, focus groups, biographical and research action, etc). The course strengthens students to submit their own "lived experience" as a starting point regarding a wider debate on theory, qualitative research and the ethical and political issues potentially emerging during research design and political planning.

- 1st Week:** Introduction
- 2nd Week:** Interpretation
- 3rd Week:** Qualitative research: techniques and tools
- 4th Week:** Entering the field
- 5th Week:** Moral and ethical issues
- 6th Week:** Writing a scientific paper
- 7th Week:** Student presentations
- 8th Week:** Student presentations
- 9th Week:** Student presentations
- 10th Week:** Student presentations
- 11th Week:** Student presentations
- 12th Week:** Student presentations
- 13th Week:** Student presentations

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

<p style="text-align: center;"><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face, Interactive methods, Field work, Visit to various organizations, Guest lecturers, Movies, Documentary films.</p>																			
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching, laboratory education, communication with students.</p>																			
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><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></p> <p><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></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39 hours</td> </tr> <tr> <td>Studying</td> <td style="text-align: center;">40 hours</td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">41 hours</td> </tr> <tr> <td>Fieldwork</td> <td style="text-align: center;">30 hours</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">150 hours</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39 hours	Studying	40 hours	Essay	41 hours	Fieldwork	30 hours							Course total	150 hours
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<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p>	<p>Greek, English.</p> <p>The evaluation and final grade will result from the systematic and active participation in meetings, the</p>
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<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>study of relevant literature and materials and the oral presentation. The final essay that shall be submitted, fully following the academic standards, shall be the major criterion for the final grade.</p> <p>See the departmental web page and the students' guide for further instructions.</p>
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### (5) ATTACHED BIBLIOGRAPHY

<p>Suggested bibliography:-</p> <p>a) Basic Textbooks:</p> <p>Mason J., (2011), <i>Conducting qualitative research</i>, Athens: Pedio (in Greek).</p> <p>Savvakis M., (2013), <i>Microsociology and qualitative research: theoretical examples and empirical applications</i>, Athens: Kritiki (in Greek).</p> <p>b) Additional References:</p> <p>Chamberlayne P., Bornat J. &amp; Wengraf T., (Eds.), (2000), <i>The turn to biographical methods in social science. Comparative issues and examples</i>, London: Routledge.</p> <p>Cresswell, J. (2006). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>. Thousand Oaks, CA: Sage.</p> <p>Kvale, S., &amp; Brinkman, S. (2008). <i>Interviews: Learning the craft of qualitative research interviewing</i>. Thousand Oaks, CA: Sage.</p> <p>-Related academic journals:</p> <p>Social Forces (Southern Sociological Society)</p> <p>Social Research Update</p> <p>Social Science &amp; Medicine</p> <p>Sociological Perspectives (Pacific Sociological Association)</p> <p>Sociological Quarterly (Midwest Sociological Society)</p> <p>Sociological Research Online [online]</p> <p>Sociological Spectrum (Mid-South Sociological Association)</p> <p>Sociology of Education (American Sociological Association)</p> <p>Sociology of Health &amp; Illness: A Journal of Medical Sociology</p> <p>Symbolic Interaction (Society for the Study of Symbolic Interaction)</p> <p>Systemic Practice and Action Research</p>
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