

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Cultural Technology and Communication		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	KEP550	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	Qualitative research methods		
<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>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="http://www.ct.aegean.gr/propt-spoudes/test">http://www.ct.aegean.gr/propt-spoudes/test</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p><i>Within the framework of this course students will receive knowledge in order to be able to:</i></p> <ul style="list-style-type: none"> <li>• Understand the importance of qualitative research methods in social sciences (social anthropology, sociology, folklore).</li> <li>• Understand the links between qualitative research methods and theory (ethnomethodology, phenomenology, symbolic interaction).</li> <li>• Know how to design of qualitative research (organization of research team, tasks, timetable, research techniques and use of technological tools).</li> <li>• Know the process of the field research.</li> <li>• Deal with issues such as the position of the researcher in the research field and how to treat and face the "other".</li> <li>• Understand the importance of ethical and reflection issues.</li> <li>• understand the method of participatory observation</li> <li>• know the categories and forms of quality data (oral testimonies, images, material documents)</li> <li>• learn the interview technique (design and practice)</li> </ul>

<ul style="list-style-type: none"> <li>• <i>be aware of the processing (organization and classification) of quality data</i></li> <li>• <i>work in groups using qualitative methods</i></li> </ul>																			
<p><b>General Competences</b></p> <p><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></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<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>
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### (3) SYLLABUS

The course is an introduction to qualitative research methods. It is divided into three thematic sections. The first is the contribution and use of qualitative methods in social sciences as well as their relation with theory (anthropological, sociological, and cultural). In the second, the course focuses on the research conditions, as well as on tools and means that are used in the qualitative methods. In this phase, students form working groups, choose tasks for their assignments and plan their work. In the third thematic section, the course focuses on the students' practice including presentations, discussion and commentary of their assignments in the class.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face, class lectures</i>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of optical media (PC and projector) in lectures. Use of electronic platform for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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>
	Lectures	13*3=39 h
	Lectures' study	13*3=39 h
	Study for the final exam	13*2= 26h
	Practice and team assignments	50 h
<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>	The Students' evaluation takes place with a) written exams at the end of the semester (50%) and b) practice and team assignments delivered at the end of the semester (50%)	

#### (5) ATTACHED BIBLIOGRAPHY

<p>- Προτεινόμενη Βιβλιογραφία:</p> <ul style="list-style-type: none"> <li>• Λυδάκη, Α. 2001. <i>Ποιοτικές μέθοδοι της κοινωνικής έρευνας</i>, Καστανιώτης, Αθήνα</li> <li>• Mason, J. 2003. <i>Η διεξαγωγή της ποιοτικής έρευνας</i>, Ελληνικά Γράμματα, Αθήνα</li> <li>• Ιωσηφίδης Θ. &amp; Σπυριδάκης Μ. (επ.) 2006. <i>Ποιοτική κοινωνική έρευνα, μεθοδολογικές προσεγγίσεις και ανάλυσης δεδομένων</i>, Κριτική, Αθήνα</li> </ul> <p>- Συναφή επιστημονικά περιοδικά:</p> <ul style="list-style-type: none"> <li>• International journal of qualitative methods</li> <li>• Qualitative research</li> </ul>
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