

Course Outline

1. GENERAL

SCHOOL	School of Social Sciences and Humanities		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	7 th		
COURSE CODE	AY3	SEMESTER	1 st
COURSE TITLE	EDUCATIONAL RESEARCH METHODOLOGY II- QUALITATIVE METHODS		
INDEPENDENT TEACHING ACTIVITIES <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		WEEKLY TEACHING HOURS	CREDITS 7.5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
COURSE TYPE <i>General Background, Special Background, Specialization</i>	GENERAL		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK-ENGLISH		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://edumal.eled.uowm.gr/		

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 studies 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*

- To acquire increased specialized knowledge about the epistemological, methodological and ethical framework of qualitative research.
- To exhibit critical understanding of principles, theories, methodologies and research practices of the qualitative example and be able to contrast it with quantitative research.
- To comprehend contemporary discussions about the role of theory in research planning, the role of the researcher and the role of the participants in research, data analysis and interpretation procedures, generalization and the reliability of the results.
- To acquire specialized knowledge of the various qualitative approaches / methods (ethnographic, case study, action research, biography - life stories, interviews, observations) and methods of qualitative data analysis.
- To be able to compose different methods and evaluate their possibilities in the direction of exploring educational issues.
- To easily apply the methods of organizing and designing a qualitative research.
- To understand the evaluation criteria of qualitative research and the possibilities of mixed-methods projects
- To be autonomous in the design, implementation and evaluation of a small-scale qualitative research.
- To present and elaborate on a research project with clarity, adequacy and accuracy.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?

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

Exhibiting social, professional and moral responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

Philosophical and conceptual qualitative research background.

Research process in qualitative research.

Difficulties and limits in the research process.

Quantitative and qualitative research: myths and reality in their bipolar and opposite relationship.

The issue of reliability in research.

Qualitative research criticism.
 The concept of theory and its role in qualitative research.
 Qualitative research design.
 Forms of qualitative research (ethnographic, case study, action research, biography - life stories).
 Research techniques (observation, interview, life stories).
 Qualitative data analysis.
 Criteria for evaluating qualitative research.
 Presentation and critical analysis of small research papers.

4. TEACHING AND LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning etc.</i>	1. FACE-TO-FACE 2. DISTANCE LEARNING	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT methods are used both in teaching and communication with students.	
TEACHING ORCHESTRATION <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester Workload
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	39
	Study and analysis of literature	50
	Research – Fieldwork	25
	Research – data presentation and analysis	30
	Essay writing	50
<i>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</i>	Essay presentation and discussion	26
STUDENTS' EVALUATION <i>Description of the evaluation procedure.</i> <i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course participation 10% Literature process and presentation 15% Small research project process and presentation 35% Written examinations 40%	

5. RECOMMENDED LITERATURE

-Recommended literature:

Carr, W. & Kemmis, S. (1997). *For a Critical educational theory: Education, Knowledge and Action Research*. Athens: Kodikas (in Greek).

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design. Choosing Among Five Approaches*. 2nd edition. Thousand Oaks: Sage.

Denzin, N. & Lincoln, Y. (eds) 2005. *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage.

Denzin, N. & Lincoln, Y. (eds) 1998. *The Landscape of Qualitative Research: theories and issues*. vol. 1 Thousand Oaks: Sage.

Denzin, N. & Lincoln, Y. (eds) 1998. *Strategies of qualitative inquiry*. vol. 2 Thousand Oaks: Sage.

Denzin, N. & Lincoln, Y. (eds) 1998. *Collecting and Interpreting Qualitative Material*. vol. 3 Thousand Oaks: Sage.

Flick, U., Kardoff von E., Steinke, I. (2004) (eds) *A Companion to Qualitative Research*. London: Sage.

Iosifidis, T.. (2003). *Qualitative data analysis in social sciences*. Athens: Kritiki (in Greek).

Iosifidis, T. & Spiridakis, M. (2006). *Qualitative Social Research: Methodological approaches and data analysis*. Athens: Kritiki (in Greek).

Iosifidis, T. (2008). *Qualitative Research Methods in Social Sciences*. Athens: Kritiki (in Greek).

Katsarou, E. & Tsafos, V. (2003). *From Research to Teaching. Educational action research*. Athens: Savvalas (in Greek).

Kiriazis, N. (1999). *Sociological Research. Critical Review of Methods and Techniques*. Athens: Ellinika Grammata (in Greek).

Mpagakis, G (Ed.) (2002). *Teachers as researchers*. Athens: Metechmio (in Greek).

Lazos, G. (1998). *The qualitative research problem in social sciences*. Athens: Papazisi (in Greek).

Mishler, E.G. (1996). *Research Interview*. Athens: Ellinika Grammata (in Greek).

Mponidis, K. (2004). *Textbooks' content as research subject. Diachronic review of relevant research and methodological approaches*. Athens: Metechmio (in Greek).

Papageorgiou, G. (1998) (Ed.) *Sociological research methods*. Athens: Tipothito – Giorgos Dardanos (in Greek).

Pantazis, P. (2004). From subjects to subject. Biographic approach in psychosocial research. Athens: Ellinika Grammata (in Greek).

Pourkos, M.A. & Dafermos, M. (2010) (introduction – editing). Qualitative Research in Psychology and Education. Epistemological, methodological and moral issues. Athens: Topos (in Greek).

Robson, C. (2007). Real world research: a means for social scientists and professional researchers. Athens: Gutenberg (in Greek).

Tsiolis G. (2006). Life stories and biographical narrations. The biographical approach in sociological qualitative research. Athens: Kritiki (in Greek).

-Relevant Scientific Journals

International Journal of Research & Method in Education

International Journal of Qualitative Studies in Education

International Journal of Qualitative Methods

Journal of Mixed Methods Research

Qualitative Research Qualitative inquiry

Research in Education (in Greek)

Education Sciences (in Greek)

Pedagogical Review (in Greek)

Menon

Pre-school and Primary Education