

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	183-02-17	SEMESTER	1 <sup>st</sup>
COURSE TITLE	Qualitative Research Design in Social Sciences		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory / General background, special background, specialised general knowledge, skills development.		
PREREQUISITE COURSES:	Basic knowledge of sociological theory and elementary knowledge of qualitative research methods and techniques.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. English.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	<a href="http://www.soc.aegean.gr/ext-files/pm/mps/etkas-2017-183-02-17-en.pdf">http://www.soc.aegean.gr/ext-files/pm/mps/etkas-2017-183-02-17-en.pdf</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>Students after the end of the semester are expected to be capable to:</p> <ol style="list-style-type: none"> <li>1. Understand the main theoretical tools and the analytical logic of sociology as a science of human phenomena.</li> <li>2. Grasp and perpetuate the ideas of investigating specific areas of social reality and connect them with broader issues of sociological theory.</li> <li>3. Connect the theoretical tradition of macro and especially microsociology with the empirical examination of “actual” everyday social reality in its various implications.</li> <li>4. Distinguish between quantitative and qualitative research design.</li> <li>5. Demonstrate a basic ability to understand the nature and content of qualitative research, both in terms of methods and techniques.</li> <li>6. Implement specific qualitative methods and particular technical tools to study specific fields of social reality.</li> <li>7. Develop analytical skills in producing, gathering, composing and interpreting factual</li> </ol>

and visual data derived from a qualitative methodology in connection with the practical study of everyday life.

8. Prepare a preliminary research idea and design a relevant essay on a particular topic of study.
9. Synthesize qualitative and quantitative methodological techniques.

#### General Competences

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 the meetings of the compulsory postgraduate seminar *Qualitative Research Design in the Social Sciences*, the detailed design and implementation of a qualitative research will be presented. The aim is to draw a preliminary distinction between the epistemological priorities, methodological techniques and relevant procedures applied to a positivistic research design and the corresponding assumptions and choices of a qualitative one. Initially, after the concept of science per se is adequately presented and what are the most comprehensive features of scientific research are as well exposed, the tradition of positivist sociology and its proposals on social research (e.g., relationship between researcher and researched, scientific language and research choices, generalization, credibility and validity, ethical issues, practical implementation, limitations etc.) will be briefly analyzed. Then, criticisms expressed upon this research “example” will be thoroughly analyzed. At the same time, the logic of qualitative research and how it is linked to specific questions, research plans and ways of empirical exploration of social everyday life will be addressed. More precisely, the steps to implement a qualitative research plan/project will be presented, from the initial conception of the research idea to the final realization and publication of the research results. This circular process involves discussing how the qualitative research design – in its various types - (e.g. ethnographic, narrative, phenomenological, case study, grounded theory, etc.) is being considered, what phases this project involves, how the specific research questions are articulated and how the objectives and scopes of the research are met through distinct methodological techniques. At the same time, emphasis is placed upon the reflective, heuristic and dialectical nature of the qualitative research design and on the possibility of analyzing not only “homogeneous” and “normal” cases, but also the ability to express contradictions, conflicts and ways of experiencing and managing specific situations (e.g. immigration, chronic illness, unemployment, radical change in life plans, etc.). Finally, the possibility of combining quantitative and qualitative methodologies in the contemporary research practice is presented along with the challenges, possibilities and limitations of these corresponding synthetic projects. The course aims to introduce postgraduate students to the basic issues of designing a qualitative research as well as to the epistemological background of interpretive sociological reasoning. Through the discussion of concrete examples and case studies, various research projects will be analyzed. Students will be involved in the multiple techniques of collecting and analyzing qualitative social material and will be encouraged to apply specific methodological research techniques (i.e. interview, focus groups, action research, etc). The module is organized in the form of weekly lectures around students’ scientific areas and interests, based on the distributed learning material. The course extensively discusses the heritage of interpretative

sociology and the specific steps taken in designing a qualitative research from the initial idea to the final phase of its implementation. In addition to the previous one, the moral, ethical, epistemological and political issues raised in qualitative research are thoroughly presented.

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face, Interactive methods, Field work, Visit to various organisations and institutions, Guest lecturers, Movies, Documentary films.</p>																					
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching (NVivo, Computer based applications, communication with students.</p>																					
<p><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></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"> <thead> <tr> <th data-bbox="691 752 1015 786"><i>Activity</i></th> <th data-bbox="1023 752 1353 786"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="691 792 1015 826">Lectures</td> <td data-bbox="1023 792 1353 826">39 hours</td> </tr> <tr> <td data-bbox="691 833 1015 866">Studying</td> <td data-bbox="1023 833 1353 866">43 hours</td> </tr> <tr> <td data-bbox="691 873 1015 907">Essay</td> <td data-bbox="1023 873 1353 907">43 hours</td> </tr> <tr> <td data-bbox="691 913 1015 947">Fieldwork</td> <td data-bbox="1023 913 1353 947">25 hours</td> </tr> <tr> <td data-bbox="691 954 1015 987"></td> <td data-bbox="1023 954 1353 987"></td> </tr> <tr> <td data-bbox="691 994 1015 1028"></td> <td data-bbox="1023 994 1353 1028"></td> </tr> <tr> <td data-bbox="691 1034 1015 1068"></td> <td data-bbox="1023 1034 1353 1068"></td> </tr> <tr> <td data-bbox="691 1075 1015 1108"></td> <td data-bbox="1023 1075 1353 1108"></td> </tr> <tr> <td data-bbox="691 1115 1015 1149">Course total</td> <td data-bbox="1023 1115 1353 1149">150 hours</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39 hours	Studying	43 hours	Essay	43 hours	Fieldwork	25 hours									Course total	150 hours
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<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <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</i></p>	<p>Greek, English.</p> <p>The evaluation and final grade will result from the systematic and active participation in weekly lectures, the 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, albeit not the exclusively, criterion for the course grade.</p> <p>See the departmental web page and the students' guide for further instructions</p>																					

students.	
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##### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:-

a) Basic Textbooks:

Savvakis M., (2013), *Microsociology and qualitative research: theoretical examples and empirical applications*, Athens: Kritiki (in Greek).

Iosifidis T., (2017), *Qualitative Methods of Research and Epistemology of Social Sciences*, Athens: Tziolas (in Greek).

b) Additional References:

Berg B., (2007), *Qualitative Research Methods for the Social Sciences*, Boston: Allyn and Bacon.

Chamberlayne P., Bornat J. & Wengraf T., (Eds.), (2000), *The turn to biographical methods in social science. Comparative issues and examples*, London: Routledge.

Coffey A. & Atkinson P., (1996), *Making sense of qualitative data*, London: Sage.

Collins R., (2000), *Four sociological traditions*, Oxford: Oxford university press.

Cresswell J., (2006), *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Thousand Oaks: Sage.

Crotty M. (1998), *The foundations of social research: meaning and perspective in the research process*. Thousand Oaks: Sage.

Denzin N. & Lincoln Y. S., (Eds.), (1999), *Handbook of qualitative research*, Thousand Oaks: Sage.

Ferraroti M., (2003), *On the science of uncertainty. The biographical method in social research*, Lanham: Lexington Books.

Hamel J., Dufour S. & Fortin D., (1991), *Case Study Methods*, Sage: Newbury Park.

Hammersley M. & Atkinson P., (eds.), (1995), *Ethnography: Principles in Practice*, London: Tavistock.

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Hesse-Biber N. & Leavy P., (2006), *The Practice of Qualitative Research*, Thousand Oaks: Sage.

King G., (et. al.), (1994), *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press.

Krueger R., (1988), *Focus Groups*, Thousand Oaks: Sage.

Kvale S. & Brinkman S., (2008). *Interviews: Learning the craft of qualitative research interviewing*, Thousand Oaks: Sage.

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Mason J., (2011), *Conducting qualitative research*, Athens: Pedio (in Greek).

Matthew B. Miles and Huberman A. M., (1994), *Qualitative Data Analysis*. Thousand Oaks: Sage.

McLeod J., (2001), *Qualitative research in counseling and psychotherapy*. London: Sage.

Reason P. & Bradbury H., (Eds.), (2001), *Handbook of action research*, Thousand Oaks: Sage.

Sale J., Lohfeld L. H. & Brazil K., (2002), "Revisiting the Quantitative-Qualitative Debate: Implications for Mixed-Methods Research", *Quality & Quantity*, 36: 43-53.

Savvakis M. & Nikolakakis M., (2017), "The Integration of Greece in the System of International Tourist Operations (1945-1974): A Quantitative Analysis", in Rontos K., Filipe J. A. & Tsartas P., (eds.), *Modeling and New Trends in Tourism. A Contribution to Social Development*, London: Nova Publications: 163-181.

Savvakis M. & Tzanakis M., (2004), "The Researcher, the Field and the Issue of Entry: Two Cases of Ethnographic Research Concerning Asylums in Greece", *Sociological Research*

*on Line*, 9 (2), <http://www.socresonline.org.uk/9/2/savvakis.html>.

Savvakis M., Alexias G. & Tzanakis M., (2015), "Biographic Strategies of Greek Women with Breast Cancer: From the "Injured" to the "Contributing" Body", *The Journal of Sociology and Social Work*, 3 (1): 90-97.

Savvakis M., (2014), "Combining Quantitative and Qualitative Methodologies: A Critical Overview", *Statistical Review*, 8 (1-2): 53-67.

Silverman D., (2000), *Doing Qualitative. A practical handbook*, London: Sage.

Silverman, D. (2006). *Interpreting qualitative data*, Thousand Oaks: Sage.

Yin R. K., (2003), *Case Study Research: Design and Methods*. Thousand Oaks: Sage.

*Related academic journals:*

Social Forces (Southern Sociological Society)

Social Research Update

Social Science & Medicine

Sociological Perspectives (Pacific Sociological Association)

Sociological Quarterly (Midwest Sociological Society)

Sociological Research Online [online]

Sociological Spectrum (Mid-South Sociological Association)

Sociology of Education (American Sociological Association)

Sociology of Health & Illness: A Journal of Medical Sociology

Symbolic Interaction (Society for the Study of Symbolic Interaction)

Systemic Practice and Action Research