

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	183-10-13	SEMESTER	2 nd
COURSE TITLE	Research on Social Exclusion, Marginalization and Vulnerable Social Groups		
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	10
<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>	Compulsory Elective / Special background and skills development in social empirical research		
PREREQUISITE COURSES:	The knowledge of the theory of the phenomenon of social exclusion in modern societies (first semester)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.soc.aegean.gr/ext-files/pm/mps/etkas-2017-183-10-13-en.pdf		

(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*

By the end of the semester participants will have gained familiarity with basic tools of empirical research in social exclusion, and a general ability to design and implement social research,

- a) they are also expected to understand the difficulties in defining and measuring social exclusion and how these definitions are not just technical issues,
- b) to identify and review the types of data sources that can be used to highlight the socio-spatial impacts of social exclusion,
- c) to understand how it is possible to describe a process of "social exclusion",
- d) have knowledge of a range of government responses that have been developed to combat social exclusion at a European, National, Regional and Local level,
- e) Understand the 'lived experience' of those at risk or suffering from various aspects of social exclusion and some of the barriers to their 're-engagement'.

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>

Team work,
 Production of free, creative and inductive thinking,
 Search for analysis and synthesis of data and information with the use of the necessary technology,
 Adapting to new situations,
 Criticism and self-criticism,
 Drawing up a research plan and conducting an investigation.

(3) SYLLABUS

Given that in the corresponding course of the first semester, the phenomenon of social exclusion in modern societies was already described and analyzed, this course aims to introduce students to the methodology and tools of empirical research on issues of social exclusion. In this context, by the end of the semester, participants will have gained familiarity with basic tools of empirical research in social exclusion, and a general ability to design and implement social research. The majority of research on social exclusion issues in our country focuses on social exclusion as an "objective fact" (a given situation). Thus, they ignore the socially excluded subjects and the social processes that have led them to the exclusion. Therefore, there is clearly a need to educate a new generation of researchers and scholars of social exclusion who will master the basics of research. They will also have the awareness that it is the living subjects themselves that offer evidence of understanding the social phenomena under investigation. For this reason, this course is based on the use of qualitative empirical research tools. This qualitative research can effectively highlight: a) the structural dynamic processes of the exclusion process, b) the subjective parameters of the exclusion process and c) the collective actions that sometimes the excluded develop in order to break their exclusion.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in communication with students	
<p style="text-align: center;">TEACHING METHODS</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>	Activity	Semester workload
	Lectures	39 hours
	Study and bibliography analysis	38 hours
	Conducting empirical research	115 hours
	Essay writing	58 hours
	Course total	250 hours
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p>	<p>The evaluation of participants will be based on both the active individual participation in discussions, and on the quality of the final result each team will gain.</p>	

The course has a seminar character. Lessons begin with selection and assignment of small research by way of group research exercises. This way, we set up flexible research teams of 3-4 students and each of them chooses a specific socially excluded group. Then, the teams examine the practical possibilities of conducting empirical research considering the time and geographical constraints. Afterwards, each group chooses a specific research methodology and, having completed the first round of discussion, they submit a detailed research proposal which includes a brief description of the features of the target group, the research hypothesis, and the sample and methodology. The purpose of the discussions is firstly to familiarize the teams with the specific research issues, and secondly to give all participants a more comprehensive view of the issues raised by the empirical research on social exclusion. In the final phase, the collected data are processed, the results of the research exercises are presented orally and the writing of the papers is completed.

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

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

a) Basic Textbooks:

We recommend the bibliography of the corresponding course of the first semester. We also recommend the bibliography of the following course of the first semester: "Qualitative Research Design in Social Sciences".

b) Additional References:

Each team must complete the necessary bibliography with sources that will meet the requirements of the research, both on the theoretical and the empirical level.

- Related academic journals:

Sociological Research Online, SAGE Journals

Social Research, JSTOR

International Journal of Social Research Methodology, Taylor & Francis

Journal of Social Research & Policy

Επιθεώρηση Κοινωνικών Ερευνών