

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	183-11-17	<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	Qualitative Research: Applications and Case Studies		
<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	10	
<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>	Mandatory / General background, special background, specialised general knowledge, skills development.		
<b>PREREQUISITE COURSES:</b>	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/mps/etkas-2017-183-11-17-en.pdf">http://www.soc.aegean.gr/ext-files/pm/mps/etkas-2017-183-11-17-en.pdf</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<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. Demonstrate a basic ability to understand the nature and content of qualitative research, both in terms of methods and techniques.</li> <li>5. Implement specific qualitative methods and particular technical tools to study specific fields of social reality.</li> <li>6. Develop analytical skills in producing, gathering, composing and interpreting factual and visual data derived from a qualitative methodology in connection with the practical</li> </ol>

study of everyday life.

7. Prepare a preliminary research idea and design a relevant essay on a particular topic of study.

8. Present an idea of a case study, applying the logic of qualitative research.

### **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 sessions of this compulsory postgraduate seminar, we will continue to analyze issues extensively discussed in the winter semester. The goal is to combine the concepts of sociological theory with the various methodological tools that are used to interpret the multiple and varied aspects of everyday social life. The aim is to connect the theoretical tools of social science to practical everyday life by applying qualitative research, through the use of case studies. In particular, the emphasis will be drawn upon how qualitative research applies specific techniques in order to provide sociological reasoning and how various areas and themes of social everyday life can shape potential case studies/examples of further research. Through the creation of working groups, the seminar will focus on concrete empirical examples and published research papers, Greek and international, examining issues and practices of qualitative research in different areas of social life (for example, education, health, culture, public administration, local society, development and cohesion, tourism, etc.). Also, the research seminar will be linked to the content of the other modules of the program.

On a second level, after the completion of the first introductory lectures, the analysis will be focused on the systematic presentation of various specific methodological techniques of qualitative research by the post graduate student themselves (i.e. participatory observation, semi-structured interview, biographical narrative interview, focus groups, action research, critical discourse analysis, etc.). There will also be extensive discussion of several researches, applications and case studies, coupling sociological concepts and theoretical tools to research design and qualitative thinking. The ethical and political issues that arise during the research design, particularly during a qualitative one, will as well be presented. Finally, we analyze the importance of using modern technology to analyze qualitative material, in particular the implementation of computer based programs such as NVIVO, QUALPRO, ATLAS, etc. The course aims to introduce students in the central issues of the concepts and the theoretical tools of traditional and modern sociology and to connect these methodological tools to specific areas of qualitative research.

Therefore, it is established in the form of weekly lectures around different aspects and topics, detailed described in the overall course outline, which is posted on the department's web site. The lecturer makes extensive use of case studies as well as printed, visual and audio materials from the fields of news, but also from the past, depending on the subject matter (e.g., chronically ill groups, unemployed, stigmatized, etc). Furthermore, documentary films are presented, so that discussion and debate can be developed among students. Besides, small working groups are formed that undertake the task to critically explore and present from different perspectives various issues of qualitative research. Finally, the course encourages 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 qualitative research.

**(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="676 636 1011 667"><b>Activity</b></th> <th data-bbox="1016 636 1348 667"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="676 703 1011 734">Lectures</td> <td data-bbox="1016 703 1348 734">39 hours</td> </tr> <tr> <td data-bbox="676 741 1011 772">Studying</td> <td data-bbox="1016 741 1348 772">65 hours</td> </tr> <tr> <td data-bbox="676 779 1011 810">Essay</td> <td data-bbox="1016 779 1348 810">65 hours</td> </tr> <tr> <td data-bbox="676 817 1011 848">Fieldwork</td> <td data-bbox="1016 817 1348 848">81 hours</td> </tr> <tr> <td data-bbox="676 855 1011 887"></td> <td data-bbox="1016 855 1348 887"></td> </tr> <tr> <td data-bbox="676 893 1011 925"></td> <td data-bbox="1016 893 1348 925"></td> </tr> <tr> <td data-bbox="676 931 1011 963"></td> <td data-bbox="1016 931 1348 963"></td> </tr> <tr> <td data-bbox="676 969 1011 1001"></td> <td data-bbox="1016 969 1348 1001"></td> </tr> <tr> <td data-bbox="676 1008 1011 1039"></td> <td data-bbox="1016 1008 1348 1039"></td> </tr> <tr> <td data-bbox="676 1046 1011 1077">Course total</td> <td data-bbox="1016 1046 1348 1077">250 hours</td> </tr> </tbody> </table>		<b>Activity</b>	<b>Semester workload</b>	Lectures	39 hours	Studying	65 hours	Essay	65 hours	Fieldwork	81 hours											Course total	250 hours	<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 students.</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>	
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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.

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

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

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

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., 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. & 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>.

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