

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	104-1	SEMESTER	6 th
COURSE TITLE	Special Topics in Qualitative Methods and Techniques in Social Sciences (Seminar)		
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	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Elective /Seminar / General background, specialised general knowledge, skills development		
PREREQUISITE COURSES:	Qualitative research methods and techniques course 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)	http://www.soc.aegean.gr/ext-files/pm/pps/2017-104-1-en.pdf		

(2) LEARNING OUTCOMES

<p>Learning outcomes</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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>Students after the end of the semester are expected to be capable to:</p>

1. Understand the main theoretical tools and the analytical logic of the aforementioned theoretical schools of microsociology.
2. Grasp and perpetuate the ideas of investigating “small and specific” areas of social reality and connect them with broader issues of sociological theory.
3. Connect the theoretical tradition of microsociology with the empirical examination of “actual” everyday social reality in its various implications.
4. Demonstrate a basic ability to understand the nature and content of qualitative research, both in methods and in terms of techniques.
5. Implement some specific qualitative methods and some specific technical tools to study specific fields of social reality.
6. Develop analytical skills in producing, gathering, composing and interpreting factual and visual data derived from a qualitative methodology in connection with the practical study of everyday life.
7. Prepare a preliminary research idea and design a way writing an essay on a particular topic of study.

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>

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 this particular course, the tradition of qualitative research in the social sciences and its relationship to various methodological issues and topics will be presented in detail, using different research techniques. In particular, the emphasis will be attributed to the multiple methodological design issues, strategies and techniques, followed in qualitative field research (e.g. biographical narrative interviews, open questionnaires, semi-structured and group interviews, focus groups, participant observation, diaries, archives, records of multiple species, etc. We shall discuss the various ways in and through which the reality of everyday life can be investigated, following qualitative research tools.

In the beginning, we will analyze the main theoretical traditions of interpretative

microsociology, which results to qualitative approach (e.g. phenomenology, symbolic interaction, grounded theory, critical ethnography, ethnomethodology, biographical research, etc) as a theoretical basis for further discussion. Then, the concerns raised by different theoretical proposals will be associated with a variety of methodological issues that emerge during the study of the “real” social world and that of acting subjects.

The epistemological, methodological and technical issues that will be explored are basically related to the aforementioned different approaches to qualitative research. They as well concern the design and the implementation of qualitative research from the initial stage of the general research idea to the stage of writing and publishing the scientific results. Thus, we shall critically analyze the different methodological techniques of data collection (e.g. participant observation, ethnography, biographical-narrative interview, interviews with experts, in-depth interviews, semi-structured interviews, focus groups, etc.), the combination and the complementarity of different kinds of empirical material (e.g. written records and oral sources) and the ethical and political issues raised by the study of various individuals and social groups.

Finally, we shall emphasize on the process of gathering and analyzing qualitative data, i.e. the analysis and the interpretation of qualitative sources and the connection of sociological interpretation with issues of theory and methodology of the social sciences. The course aims to introduce students in the central issues of the so-called interpretive sociology and introduce them to some of its basic schools and areas of qualitative research interest.

It is established in the form of weekly lectures around different aspects and topics, detailed described in to the overall course outline, which is posted on the department's web site. Within these meetings, what is presented is the legacy of interpretive sociology and-through the use of multiple forms of evidence and material-what is particularly analyzed is the contribution of each individual school in relation to qualitative research and techniques. More particularly, what is presented in detail - through specific research examples and empirical studies mentioned in Greek and international literature – is the methodologically techniques that are basically used in qualitative research (e.g. participant observation, interview in its various forms, focus groups, biographical and research action, etc).

Apart from the previous, what is as well thematised are the various and multiple moral, ethical, epistemological and political issues raised by the qualitative fieldwork. Thus, the lecturer makes extensive use of printed, visual and audio materials from the fields of news, but also from the past, depending on the subject matter (e.g., presentation of the self, 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 applied research regarding "small groups."

The course strengthens 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 research design and political planning.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, Interactive methods, Field work, Visit to various organizations, Guest lecturers, Movies, Documentary films.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with</i>	Use of ICT in teaching, laboratory education, communication with students.

students																					
TEACHING METHODS <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> <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>	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>39 hours</td></tr><tr><td>Studying</td><td>40 hours</td></tr><tr><td>Essay</td><td>41 hours</td></tr><tr><td>Fieldwork</td><td>30 hours</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>150 hours</td></tr></table>	Activity	Semester workload	Lectures	39 hours	Studying	40 hours	Essay	41 hours	Fieldwork	30 hours									Course total	150 hours
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STUDENT PERFORMANCE EVALUATION <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>	<p>Greek, English.</p> <p>The evaluation and final grade will result from the systematic and active participation in meetings, 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 criterion for the final grade.</p> <p>See the departmental web page and the students' guide for further instructions.</p>																				

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:-

a) Basic Textbooks:

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

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

b) Additional References:

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: 33-52.

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

Approaches. Thousand Oaks, CA: Sage.

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

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

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

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

Lawrence N. W., (1999), *Social research methods. Qualitative and quantitative approaches*, London: Allyn & Bacon.

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

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

Silverman, D. (2006). *Interpreting qualitative data (3rd ed.)*. Thousand Oaks, CA: 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