

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	346-2	SEMESTER	7 th
COURSE TITLE	Introduction to Educational Research (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 /Special background		
PREREQUISITE COURSES:	No		
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/pps/2017-346-2-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*

The main aim of the course is to provide students with theoretical and practical competence and a set of diverse, discipline-based conceptual perspectives that can be used to interpret educational research, action research, and social factors influencing the educational

inequality.	
General Competences <i>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>	
<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>Production of new research ideas</i>	<i>Others...</i>

Familiarize students with educational research analysis, Familiarize students with the key social factors influencing educational inequalities Decision-making, Working independently, Team work, Production of free, creative and inductive thinking.	

(3) SYLLABUS

<p>Content outline (13 weeks):</p> <p>The course is a general introduction to the methodology of educational research. Emphasis in the course will be given in the design and analysis of educational researches (quantitative and qualitative examples), as well as in their integration into a unified methodological example. Key issues to be examined are the linkage between theory and research, the goal of the educational research, analysis of educational research examples and metacognitive and critical evaluations of educational research.</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Linkage of theory, methods and data. 2. Historic evolution of research in education. 3. Designing in education research. Analysis of traditional educational research. 4. Analysis of methods of educational research. 5. Action research in the school context: Principles, design, implementation. 6. The role play in educational research. 7. Educational research and teacher. 8. Educational inequality and research. 9. Social class, educational outcomes and research. 10. Applications of educational research. 11-13. Presentations of assignments.
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS	Use of ICT in teaching

TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
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>	Activity	Semester workload
	Lectures	39 hours
	study and analysis of bibliography	52 hours
	Assignments 1 st	26 hours
	Assignments 2 nd	33 hours
	<i>Course total</i>	150 hours
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>	Assignments (25% of final Grate) <ul style="list-style-type: none">• Bibliography consultation• Consolidating knowledge• Critical reconstruction of the information• Structure and organization of work	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Γιαβρίμης Π., Ζήση Χ., Πετρά Λ (2017). Ποσοτική και ποιοτική προσέγγιση των αξιών των εκπαιδευτικών. Επίκεντρο, Θεσσαλονίκη.

Field A. (2015). *Η διερεύνηση της Στατιστικής με τη χρήση του SPSS της IBM*. Προπομπός, Αθήνα.

- Related academic journals:

- Bell, J. (1997). Μεθοδολογικός σχεδιασμός παιδαγωγικής και κοινωνικής έρευνας: Οδηγός για φοιτητές και υποψήφιους διδάκτορες (Επιμ. Α.Β. Ρήγα). Αθήνα: Gutenberg.
- Γιαβρίμης, Π., Παπάνης, Ε. & Βίκη, Α. (Επιμ.) (2011). Έρευνα και εκπαιδευτική πράξη στην ειδική αγωγή (Τόμος II). Θεσσαλονίκη: Αφοί Κυριακίδη.
- Cohen, L., Manion, L. & Morrison, K. (2008). Μεθοδολογία Εκπαιδευτικής Έρευνας. Αθήνα: Μεταίχμιο. Β Έκδοση. Κωδικός ΕΥΔΟΞΟΣ 24179.
- Γώγου, Λ. (2010). Η κατανόηση των κοινωνικών φαινομένων και οι προοπτικές της κοινωνικής έρευνας. Αθήνα: ΓΡΗΓΟΡΗ ΧΡΙΣΤΙΝΑ κ' ΣΙΑ.
- Javeau, C. (1996). Η έρευνα με ερωτηματολόγιο: Το εγχειρίδιο του καλού ερευνητή (Επιμ. Κ. Τζαννόνε –Τζώρτζη). Αθήνα: Τυπωθήτω.
- Ιωσηφίδης, Θ. (2008). Ανάλυση ποιοτικών δεδομένων στις κοινωνικές επιστήμες. Κριτική.
- Καλαματιανού, Α.Γ. (2003). Κοινωνική στατιστική: μέθοδοι μονοδιάστατης ανάλυσης. Αθήνα: Παπαζήσης.
- Κάλλας Γ. (2008). Η πληροφορική τεχνολογία στην κοινωνική έρευνα. Το πρόβλημα των δεδομένων. Νεφέλη-ΕΚΚΕ.
- Κατσίλης, Ι.Μ. (1997). Περιγραφική στατιστική εφαρμοσμένη στις κοινωνικές επιστήμες και την εκπαίδευση με έμφαση στην ανάλυση με υπολογιστές. Αθήνα: Gutenberg.
- Κομιλή, Α. (1994). Βασικές αρχές και μέθοδοι επιστημονικής έρευνας στην ψυχολογία. Αθήνα: Οδυσσέας.
- Κυριαζή, Ν. (1999). Η κοινωνιολογική έρευνα, κριτική επισκόπηση των μεθόδων και των τεχνικών.
- Mason J., (2003). Η διεξαγωγή της ποιοτικής έρευνας. Ελληνικά Γράμματα.
- Παπαγεωργίου, Γ. (2004). Μέθοδοι στην κοινωνιολογική έρευνα. Αθήνα: Τυπωθήτω.
- Παπαδημητρίου, Γ. (2001). Περιγραφική στατιστική. Θεσσαλονίκη: Παρατηρητής.
- Παπάνης, Ε., Γιαβρίμης, Π. & Βίκη, Α. (Επιμ.) (2011). Έρευνα και εκπαιδευτική πράξη στην ειδική αγωγή. Αθήνα : Σιδέρης.
- Robson, C. (2007). Η έρευνα του πραγματικού κόσμου. Αθήνα: Gutenberg.
- Ρόντος, Κ. & Παπάνης, Ε. (2005). Στατιστική Έρευνα. Εκδόσεις Σιδέρη.
- Ρουσσής, Π. & Τσαούσης, Γ. (2006). Στατιστική εφαρμοσμένη στις κοινωνικές επιστήμες. Αθήνα: Ελληνικά Γράμματα.
- Τσάντας, Ν., Μωυσιάδης, Χ., Μπαγιάτης, Ν., Χατζηπαντελής, Θ. (1999). Ανάλυση δεδομένων με τη βοήθεια στατιστικών πακέτων – SPSS, EXCEL, S-PLUS. Θεσσαλονίκη: Εκδόσεις Ζήτη.
- Χλουβεράκης, Γ. (2002). Εισαγωγή στη στατιστική: περιγραφικές μέθοδοι και εφαρμογές στην ψυχολογική έρευνα. Αθήνα: Ελληνικά Γράμματα.
- Ψαρρού, Μ. Κ. & Ζαφειρόπουλος, Κ. (2003). Επιστημονική έρευνα: Θεωρία και εφαρμογές στις κοινωνικές επιστήμες. Αθήνα: Τυπωθήτω.