

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	346-2	SEMESTER	7th
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 general background, special background, specialised general knowledge, skills development	Special background/ Compulsory Elective/Seminar		
PREREQUISITE COURSES:	Sociology of Education		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://www.soc.aegean.gr/ext-files/pm/pps/2017-346-2-gr.pdf		

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i> <ul style="list-style-type: none"> • 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, it is expected that students: <ol style="list-style-type: none"> 1. Have a proven knowledge and understanding of the most important research and methodological approaches (quantitative and qualitative) in educational research 2. Use the knowledge and understanding acquired to progressively design a field research project in the context of education. 3. Have the ability to collect and formulate the necessary data and information to conduct a field research study 																			
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> <table> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td><td>Project planning and management</td></tr> <tr> <td>Adapting to new situations</td><td>Respect for difference and multiculturalism</td></tr> <tr> <td>Decision-making</td><td>Respect for the natural environment</td></tr> <tr> <td>Working independently</td><td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td></tr> <tr> <td>Team work</td><td>Criticism and self-criticism</td></tr> <tr> <td>Working in an international environment</td><td>Production of free, creative and inductive thinking</td></tr> <tr> <td>Working in an interdisciplinary environment</td><td>.....</td></tr> <tr> <td>Production of new research ideas</td><td>Others...</td></tr> <tr> <td></td><td>.....</td></tr> </table>		Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision-making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism	Working in an international environment	Production of free, creative and inductive thinking	Working in an interdisciplinary environment	Production of new research ideas	Others...	
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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

Content outline (13 weeks):

The course is a basic introduction to the methodology of educational research. Emphasis during the course will be placed on the design and analysis of educational research (quantitative and qualitative paradigms) and their integration into a unified methodological paradigm. Central issues that will be addressed are the selection and interconnection of theory and research practice, research aiming, analysis of research paradigms, and metacognitive and critical evaluations of research.

The course includes the following topics.

- o Linking theory, methods and data
- o Designing educational research. Analysis of examples of classical educational research
- o Analysis of educational research methods
- o Educational research and the teacher. Intra-school research
- o Applications of educational research
- o Presentations and assessment of assignments

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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
	<i>Lectures</i>	39h
	<i>study and analysis of the bibliography</i>	50h
	<i>Assignments 1st</i>	26h
	<i>Assignments 2nd</i>	65h
	<i>Course total</i>	180
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,</i>	<i>Language of evaluation; Greek</i> <i>Methods of evaluation; Assessment methods: Written assignments and presentations</i> - Literature review - Critical synthesis of information - Structure and organisation of work	

<i>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>	

(5) ATTACHED BIBLIOGRAPHY

Γιαβρίμης Π., Ζήση Χ., Πετρα Λ (2017). Ποσοτική και ποιοτική προσέγγιση των αξιών των εκπαιδευτικών. Επίκεντρο (προτεινόμενο σύγγραμμα)

Νικολάου, Σ.·Μ., Ελευθεράκης, Θ. Καλεράντε, Ε. Γιαβρίμης, Π. & Κουστουράκης, Γ. (Επιμ.) (2018). *Νέες Προκλήσεις στην εκπαίδευση και τη δημοκρατία. Κοινωνιολογικές και Παιδαγωγικές Προσεγγίσεις της Δημοκρατικής Εκπαίδευσης*. Αθήνα: Gutenberg - Γιώργος & Κώστας Δαρδανός (προτεινόμενο σύγγραμμα)

Γώγου, Λ., Καλεράντε, Ε., Ελευθεράκη, Θ., Κουστουράκης, Γ., Γιαβρίμης, Π. & Νικολάου Σ.-Μ. (Επιμ.) (2020). *Ποιοτικές μέθοδοι στην Εκπαίδευση: Θεωρητικοί προβληματισμοί και πρακτικές εφαρμογές*. Αθήνα: Γρηγόρης.

Kalerante, E., Giavrimis, P., Eleftherakis, Th., Gogou, L., & Nikolaou, S-M. (2020). *Applied Qualitative Studies in Education*. UK: Cambridge Scholars Publishing.

Field A. (2015). *Η διερεύνηση της Στατιστικής με τη χρήση του SPSS της IBM*. 'Έκδόσεις Προπομπός', Κίμερης και. Θωμάς

Cohen, L., Manion, L. & Morrison, K. (2008). *Μεθοδολογία Εκπαιδευτικής Έρευνας*. Αθήνα: Μεταίχμιο. Β Έκδοση. Κωδικός ΕΥΔΟΞΟΣ 24179

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Robson C. (2007). *Η έρευνα του πραγματικού κόσμου*. Gutenberg