# B.EΣ.1. Research Methodology in the Social Sciences II

**COURSE OUTLINE**

## (1) GENERAL

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| **SCHOOL** | Social Sciences |
| **ACADEMIC UNIT** | Inter-departmental |
| **LEVEL OF STUDIES** | Postgraduate |

| **COURSE CODE** | B.EΣ.1. | **SEMESTER** | B |
|---|---|---|---|

| **COURSE TITLE** | Research Methodology in the Social Sciences II |
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| **INDEPENDENT TEACHING ACTIVITIES** *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* | **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 Skills development specialised general knowledge |
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| **PREREQUISITE COURSES:** | Research Methodology in the Social Sciences I |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | No |
| **COURSE WEBSITE (URL)** | |

## (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*

With the successful completion of the course, students will be able to:

- Distinguish between and relate the concepts of epistemology – methodology – methods, and justify the relationship among them.

- Identify the main epistemological strategies (positivism, post-positivism, interpretive approach, phenomenology, constructivism/constructionism, critical realism) and their implications for research practice.
- Formulate clear research questions and align the question with a theoretical framework, research design, type of data, and analytical strategy.
- Select appropriate methods of analysis depending on the empirical material (websites/digital traces, questionnaires, ethnographic data, interviews, narratives).
- Apply core steps of selected methods (claims analysis, action organization analysis, questionnaire design, digital ethnography, Reflexive Thematic Analysis, biographical narrative analysis) to small-scale examples.
- Critically evaluate the quality of a study (logic of argumentation, validity/reliability or quality/trustworthiness, ethics, reflexivity).
- Use tools (including AI) with transparency and documentation, and with awareness of their possibilities, limitations, and associated concerns/objections.

**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?*

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| *Search for, analysis and synthesis of data and information, with the use of the necessary technology* | *Project planning and management* |
| | *Respect for difference and multiculturalism* |
| | *Respect for the natural environment* |
| *Adapting to new situations* | *Showing social, professional and ethical responsibility and sensitivity to gender issues* |
| *Decision-making* | |
| *Working independently* | *Criticism and self-criticism* |
| *Team work* | *Production of free, creative and inductive thinking* |
| *Working in an international environment* | |
| *Working in an interdisciplinary environment* | *……* |
| | *Others…* |
| *Production of new research ideas* | *…….* |

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*
*Decision-making*
*Criticism and self-criticism*
*Production of free, creative and inductive thinking*
*Working independently*
*Team work*
*Working in an interdisciplinary environment*
*Production of new research ideas*
*Project planning and management*
*Respect for difference and multiculturalism*
*Showing social, professional and ethical responsibility and sensitivity to gender issues*

**(3) SYLLABUS**

The course "Research Methodology in the Social Sciences II" combines epistemological grounding with training in contemporary methods/approaches for analysing social data (qualitative, quantitative, and digital). A core principle of the course is that methodological choices are not neutral technical decisions; rather, they embody ontological and

epistemological assumptions about what counts as social reality, how knowledge is constituted, and what the role of the researcher is in the process of producing it.

The course begins with two epistemological units that map the spectrum from positivism and post-positivist revisions to the interpretive tradition. It then moves on to approaches that seek to move beyond the objectivism–subjectivism divide (phenomenology, constructivism/constructionism, critical realism).

In the second part, students become familiar with specialised methodologies: analysis of action organisation and political claims through websites; quantitative research on violence and harassment at work (measurement–questionnaire design–interpretation); critical realist formulation of research questions; ethnography/digital ethnography; Reflexive Thematic Analysis; biographical–narrative analysis; and the critical use of artificial intelligence in qualitative analysis.

Overall, the course is organised as a modular pathway from epistemological foundations to a range of contemporary analytical methods (digital, quantitative, comparative, ethnographic, thematic, biographical), equipping students with the tools to:

- justify their choices epistemologically,
- formulate clear research questions,
- select appropriate data collection/analysis strategies, and
- produce convincing, reflexive, and ethically responsible research arguments.

## (4) TEACHING and LEARNING METHODS - EVALUATION

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| **DELIVERY** *Face-to-face, Distance learning, etc.* | Distance learning |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Distance learning, Use of ICT (power point, video) in teaching/E-learn, Communication with students (e-mail, e-learn) |

| **TEACHING METHODS** *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.* *The student's study hours for each learning activity are given as well as the hours of non-directed study* | **Activity** | **Semester workload** |
|---|---|---|
| | Lectures | 39h |
| | Unguided/ Non-guided study & analysis of literature | 78h |
| | Preparation of an essay /Writing of final/interim papers | 33h |
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| | Course total | **150h** |

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| *according to the principles of the ECTS* | |
| **STUDENT PERFORMANCE EVALUATION**<br><br>*Description of the evaluation procedure*<br><br>*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.* | Final) Written Essay<br>Intermediate assignments |

**(5) ATTACHED BIBLIOGRAPHY**

*- Suggested bibliography:*
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