

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	DEY006	<b>SEMESTER</b>	4th (SPRING)
<b>COURSE TITLE</b>	METHODOLOGY OF EDUCATIONAL RESEARCH I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</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>			
Lectures, Practice exercises, Group work, Discussion		3	5
<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>	Specialised general knowledge, Skills development		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek (Instruction, Examination)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	The course is offered to exchange programme students (in Greek)		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/enrol/index.php?id=153++">http://ecourse.uoi.gr/enrol/index.php?id=153++</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Upon successful completion of the course, students will:</p> <ol style="list-style-type: none"> <li>1. be familiarized with the terminology of scientific research</li> <li>2. know the basic types and stages of research</li> <li>3. be able to design and implement a quantitative research project</li> <li>4. be able to read, understand, and critically evaluate quantitative research in Education and Social Sciences</li> <li>5. be able to perform a bibliographic search and review the bibliography</li> <li>6. identify, formulate and delimit a research problem</li> <li>7. formulate research questions and research hypotheses</li> <li>8. select appropriate sampling methods, research tools and resources</li> <li>10. evaluate the reliability and validity of research instruments and data collection procedures</li> </ol>
<p><b>General Competences</b></p> <p><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></p>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
Apply knowledge in practice Retrieve, analyse and synthesise data and information, with the use of necessary technologies Adapt to new situations Make decisions Work autonomously Work in teams Generate new research ideas Design and manage projects Appreciate diversity and multiculturality Be critical and self-critical Advance free, creative and causative thinking	

### **(3) SYLLABUS**

The course is an introduction to educational research methodology. The issues covered are: (1) The concept and importance of scientific research. (2) Types of research. (3) Research strategies. (4) Stages of scientific research. (5) Identification and formulation of the research problem. (6) Designing the research plan. (7) Participant selection. (8) Methods and techniques of data collection. (9) Reliability and validity of measurements (10) Processing and analyzing of data. (11) Writing a scientific report. (12) Evaluation of a research work.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>																					
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<p><b>Use of ICT</b> Use of ICT in Course Teaching Use of ICT in Communication with Students</p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• Use of ICT (powerpoint) during the classes</li> <li>• The professor's material is offered via e-learning (moodle)</li> <li>• Use of HEAL-LINK and other academic databases and search engines for accessing relevant books and journal articles</li> <li>• Electronic Communication with the students (via e-mail, use of the Department's website)</li> <li>• Students are expected to use new technologies for their assignments</li> <li>•</li> </ul>																				
<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.  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 border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lecture attendance</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Practice exercises</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">68</td> </tr> <tr> <td>Exam</td> <td style="text-align: center;">3</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 style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lecture attendance	39	Practice exercises	15	Study and analysis of bibliography	68	Exam	3									Course total	<b>125</b>
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<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  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.</i>	<p>Course assessment includes:</p> <p>(1) Group written assignment (optional)</p> <p>(2) Written exam in the middle and at the end of the course (short-answer questions, open-ended questions, problem solving).</p>																				

#### (5) ATTACHED BIBLIOGRAPHY

<p>Course Bibliography (Eudoxus):</p> <p>Bryman, A. (2017). <i>Μέθοδοι Κοινωνικής Έρευνας</i>. Αθήνα: Gutenberg.</p> <p>Cohen, L., Manion, L., &amp; Morrison, K. (2008). <i>Μεθοδολογία Εκπαιδευτικής Έρευνας</i>. Αθήνα: Μεταίχμιο.</p> <p>Babbie, E. (2011). <i>Εισαγωγή στην κοινωνική έρευνα</i> ( μτφρ. Γ. Βογιατζής, επιμ. Κ. Ζαφειρόπουλος). Αθήνα: Εκδόσεις Κριτική.</p>
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Mertens, D. M. (2009). *Έρευνα και Αξιολόγηση στην Εκπαίδευση και την Ψυχολογία*. Αθήνα: Εκδόσεις Μεταίχμιο.

Creswell, W.J. (2011). *Η έρευνα στην εκπαίδευση: Σχεδιασμός, διεξαγωγή και αξιολόγηση της ποσοτικής και ποιοτικής έρευνας*. Αθήνα: Εκδόσεις Ίων.

Additional Bibliography for study:

Adler, E. S., & Clark, R. (2018). *Κοινωνική έρευνα. Μια ξενάγηση στις μεθόδους και στις τεχνικές*. Θεσσαλονίκη: Εκδόσεις Τζιόλα.

De Landsheere, G. (1996). *Η Εμπειρική Έρευνα στην Εκπαίδευση* (μτφ. Γ. Δίπλας, Επιμ. Α. Μπρούζος). Αθήνα: Εκδόσεις τυπωθήτω.

Javeau, C. (1996). *Η έρευνα με ερωτηματολόγια*. Αθήνα: Εκδόσεις τυπωθήτω.

Robson, C. (2010). *Η Έρευνα του Πραγματικού Κόσμου: ένα μέσον για κοινωνικούς επιστήμονες και επαγγελματίες ερευνητές*. Αθήνα : Gutenberg.

Schnell, R., Hill, P., & Esser, E. (2014). *Μέθοδοι Εμπειρικής Κοινωνικής Έρευνας* (μτφ. Ν. Ναγόπουλος, επιμ. Ν. Ναγόπουλος & Γ. Γκιόσος). Αθήνα: Εκδόσεις Προπομπός.

Ζαφειρόπουλος, Κ. (2005). *Πώς γίνεται μια επιστημονική εργασία: Επιστημονική έρευνα και συγγραφή εργασιών*. Αθήνα: Εκδόσεις Κριτική.

Λατινόπουλος, Π. (2010). *Τα Πρώτα Βήματα στην Έρευνα*. Αθήνα: Εκδόσεις Κριτική.