

## ECTS Syllabus

<b>Course title</b>	Advanced Methods of Qualitative Research				
<b>Course code</b>	EDU-801E				
<b>Course type</b>	Required				
<b>Level</b>	3 <sup>rd</sup> Cycle				
<b>Year / Semester</b>	1 <sup>st</sup> Year, Fall/Spring				
<b>Teacher's name</b>	Dr Christiana Karousiou, Dr Charalambos Vrasidas				
<b>ECTS</b>	10	<b>Lectures / week</b>	3 hours per week	<b>Laboratories / week</b>	0
<b>Course purpose and objectives</b>	<p>The main objectives of the course are for students to:</p> <ul style="list-style-type: none"> <li>• Be introduced to the principles of qualitative research</li> <li>• Understand current approaches to qualitative research and evaluation and their role in improving education</li> <li>• Deepen their understanding of qualitative research design, data collection and analysis, ethical issues, research and trustworthiness and presentation of results</li> <li>• Identify relevant software for qualitative data management purposes</li> </ul>				
<b>Learning outcomes</b>	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Critique and discuss the various research models.</li> <li>• Compare and contrast the features of various research methodological approaches.</li> <li>• Design and implement research plans, choosing the appropriate procedures and approaches, depending on the research goals and questions that interest them.</li> <li>• Collect and analyse data from interviews, participant observation, reflective journals and other documents.</li> <li>• Present their research study in public.</li> </ul>				
<b>Prerequisites</b>	EDUC-510	<b>Required</b>	-		
<b>Course content</b>	<ul style="list-style-type: none"> <li>• Implementation and use of educational research</li> <li>• Models of qualitative research</li> </ul>				

	<ul style="list-style-type: none"> <li>• Write-up of proposal to conduct research</li> <li>• Interpretive model of research</li> <li>• Theoretical framework of study</li> <li>• Objectives of study, questions and approaches</li> <li>• Data collection: interview, participant presentation, journals, collection of documents and archives</li> <li>• Data analysis</li> <li>• Researcher role and issues of ethics</li> <li>• Criteria of validity and research value</li> <li>• Write-up, presentation and publication of results</li> </ul>
<p><b>Teaching methodology</b></p>	<p>Lecture, individual assignment, individual mentoring, examination.</p>
<p><b>Bibliography</b></p>	<ul style="list-style-type: none"> <li>• Américo, B., Clegg, S., &amp; Tureta, C. (Eds.). (2022). <i>Qualitative management research in context: Data collection, interpretation and narrative</i>. Taylor &amp; Francis.</li> <li>• Braun, V., &amp; Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative research in psychology</i>, 3(2), 77-101.</li> <li>• Βρασίδης Χ. (2014). <i>Εισαγωγή στην Ποιοτική Έρευνα</i>. CARDET PRESS.</li> <li>• Charmaz, K. (2006). <i>Constructing grounded theory: A practical guide through qualitative analysis</i>. Sage.</li> <li>• Charmaz, K. (2014). <i>Constructing Grounded Theory</i>. Sage.</li> <li>• Creswell, J. W. (2020). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i>. Pearson Higher Ed.</li> <li>• Creswell, J. W., &amp; Poth, C. N. (2018). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>. Sage.</li> <li>• Crabtree, B. F., &amp; Miller, W. L. (2022). <i>Doing qualitative research</i>. Sage publications.</li> <li>• Denzin, N. &amp; Lincoln, Y. (2000). <i>Handbook of Qualitative Research</i> (2nd ed.). Sage.</li> <li>• Denzin, N. K., &amp; Lincoln, Y. S. (1998). <i>Strategies of qualitative inquiry</i>. Sage Publications, Inc.</li> <li>• Emerson, R. M., Fretz, R. I., &amp; Shaw, L. L. (1995). <i>Writing ethnographic fieldnotes</i>. University of Chicago.</li> <li>• Ezzy, D. (2003). <i>Qualitative analysis: Practice innovation</i>. Routledge.</li> <li>• Flick, U. (Ed.). (2013). <i>The SAGE handbook of qualitative data analysis</i>. Sage.</li> <li>• Glaser, B. G., &amp; Strauss, A. L. (1967). <i>The discovery of grounded theory</i>. Aldine.</li> <li>• Huberman, A. (2014). <i>Qualitative data analysis a methods sourcebook</i>. Sage.</li> <li>• Kvale, S. (2007). <i>Doing Interviews</i>. Sage.</li> <li>• Lincoln, Y. S., &amp; Guba, E. G. (1985). <i>Naturalistic inquiry</i>. Sage.</li> </ul>

	<ul style="list-style-type: none"> <li>• Maanen, J. V. (1998). <i>Tales of the field: On writing ethnography</i>. The University of Chicago Press.</li> <li>• Moustakas, C. (1994). <i>Phenomenological research methods</i>. Sage.</li> <li>• Patton, M. Q. (2002). <i>Qualitative research and evaluation methods</i> (3rd ed.). Sage.</li> <li>• Riessman, C. K. (1993). <i>Narrative analysis</i>. Qualitative research method series 30, Sage.</li> <li>• Rubin, H. J., &amp; Rubin, I. S. (2012). <i>Qualitative Interviewing: The Art of Hearing Data</i>.</li> <li>• Saldana, J. (2015). <i>The coding manual for qualitative researchers</i>. Sage.</li> <li>• Silverman, D. (Ed.). (2016). <i>Qualitative research</i>. Sage.</li> <li>• Stake, R. E. (1995). <i>The art of case study research</i>. Sage.</li> <li>• Winkle-Wagner, R., Lee-Johnson, J., &amp; Gaskew, A. N. (Eds.). (2018). <i>Critical theory and qualitative data analysis in education</i>. Taylor &amp; Francis.</li> <li>• Wolcott, H. F. (2001). <i>Writing up qualitative research</i>. Sage.</li> <li>• Yin, R. K. (2013). <i>Case study research: Design and methods</i>. Sage publications.</li> </ul>
<b>Assessment</b>	Formative assessment, individual assignment – presentation.
<b>Language</b>	Greek/English