

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PSYCHOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>PSY-2204</b>	<b>SEMESTER</b>	WINTER, 3 <sup>rd</sup>
<b>COURSE TITLE</b>	QUALITATIVE METHODS IN SOCIAL SCIENCES		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures, discussion, laboratory exercises, oral student presentations	3	4	
<b>COURSE TYPE</b>	General background (Elective)		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (individual work in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=1055">https://elearn.uoc.gr/course/view.php?id=1055</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Students are expected after the successful end of the semester to know and comprehend:</p> <p>(a) the main aspects related to the epistemological-theoretical background of qualitative research,</p> <p>(b) the basic principles of planning and producing data from interviews, focus groups, observation and documents</p> <p>(c) Issues related how to gain access to the field of research and build emotional rapport with the participants</p> <p>(d) the ethical and deontological issues raised in the preparation of qualitative research,</p> <p>(e) the principles and procedures for qualitative data analysis and the possibility of using Qualitative Software Analysis.</p> <p>(f) They are also expected to be able to readily apply the knowledge they have gained in carrying out scientific work using different methods of production of qualitative data.</p>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> </ul>

- Production of free, creative and inductive thinking

### **(3) SYLLABUS**

#### DESCRIPTION

The main purpose of the course is to introduce students to the qualitative methodology. The course gives emphasis to the epistemological background of qualitative methodology as well as its historical and theoretical framework. It analyzes issues dealing with the design of qualitative research and discusses methods of production of qualitative data such as interviewing, different types of observation, focus groups and documents. The course covers issues related to how the researcher gain access to research field and builds rapport with the participants. Students will be introduced to thematic and biographical narrative analysis as well as to the possibilities offered by the NVivo Software Program to manage the process of qualitative analysis. Ethical aspects of the research will be examined. The criteria of validity and reliability in qualitative research as well as the possibility of secondary quality analysis will be presented. The lessons will enable students to come up with specific examples of qualitative research from the field of social sciences through studying and presenting some texts during the lesson.

#### TOPICS

##### INTRODUCTION TO QUALITATIVE RESEARCH

What is qualitative research - Basic epistemological assumptions - Basic principles of qualitative research: openness, communicative character, holistic approach and differentiation, the context of qualitative research - Presentation of the Syllabus of the course.

##### RESEARCH DESIGN IN QUALITATIVE RESEARCH

The stages of research design of a qualitative study and its content: identification of the research area and the objectives of the research, bibliographic review, the theoretical framework, the formulation of research questions, the choice of data production method(s), preparation for access to the field, sampling strategies, ethical and practical issues, data analysis, dissemination of research findings. Examples of research design from the field of social sciences.

##### QUALITATIVE DATA PRODUCTION - (A) THE RESEARCH INTERVIEW

Types of interview, interview guide, recording and transcription of interviews.

##### QUALITATIVE DATA PRODUCTION (B) FOCUS GROUPS

The focus group method: what are the focus groups and what their differentiation from group interviews (the importance of interaction), the advantages and disadvantages of focus groups, the role of the coordinator, the formation of focus groups.

##### QUALITATIVE DATA PRODUCTION (C) OBSERVATION, DOCUMENTS

Observation: basic concepts (reflexivity of the researcher), main features, fields and types of observation, the process of recording, advantages and weaknesses of the method - Documents: Forms and types of documents, examples of research design with documents from the field of drug addiction.

##### THE QUALITY OF THE RELATIONSHIP BETWEEN RESEARCHER AND PARTICIPANTS IN THE FIELD - CHALLENGES AND PROBLEMS

Ethnographic research and its contribution to the social sciences - Access to the field (the role of "gatekeepers" and key-persons) - Building relationships with the participants - Exit from the field of empirical research – Qualitative research with marginalized or difficult to reach populations - Examples of qualitative studies from drug addiction field.

##### BIOGRAPHICAL NARRATIVE APPROACH (Part 1)

The biographical-narrative approach for the understanding of lived experience, action orientations, identity formation and the dialectical relationship between individual and social - Characteristics, possibilities and limitations of biographical narrative approach.

**BIOGRAPHICAL NARRATIVE APPROACH (Part 2)**

The biographical narrative interview: (a) Procedures and techniques for conducting a biographical-narrative interview, (b) Principles and processes of narrative analysis.

**MANAGING, CODING AND QUALITATIVE DATA ANALYSIS**

The thematic analysis - The coding process - The transition from "codes" to "themes" and "categories" through examples and qualitative analysis exercises - The NVivo software and its basic functions for qualitative data analysis.

**ETHICAL ISSUES IN QUALITATIVE RESEARCH**

Defining ethics - Critical approach to informed consent (written-verbal) - Ethical dilemmas in qualitative social research.

**CRITERIA & PROCEDURES FOR QUALITY CONTROL OF THE RESEARCH PROCESS - SECONDARY QUALITATIVE DATA ANALYSIS.**

(A) Quality Control Procedures. The criteria of "confidentiality" and their differences from the conventional "validity" and "reliability" criteria of the (post) positive approach. (B) Secondary analysis: definition, benefits and capabilities.

**STUDENT PRESENTATIONS AND DISCUSSION**

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

<b>DELIVERY.</b>	Face to face		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, Communication with students through E-Learn		
<b>TEACHING METHODS</b>	<i>Activity</i>	<i>Semester workload</i>	<i>ECTS</i>
	Lectures	13x3 hours = 39 hours	1.56
	Weekly study and Preparation for the Final Exams	60 hours	2.4
	Final Exams	3 hours	0.12
	<b><i>Course total</i></b>	<b><i>102</i></b>	<b><i>4.08</i></b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Student evaluation is based on written examination including:</p> <p style="margin-left: 40px;">A) Open-ended questions</p> <p style="margin-left: 40px;">B) Problem solving</p> <p>Students are informed about the evaluation criteria of the course in the introductory lecture. The evaluation criteria are explicitly defined and described on the course website at E-Learn.</p>		

**(5) ATTACHED BIBLIOGRAPHY**

- Bazeley P. (2013). *Qualitative data analysis: practical strategies*. London: Sage.
- Bazeley P. & Jackson, K. (2013). *Qualitative data analysis with NVivo*. London: Sage.
- Braun, V. & Clarke, V. (2013). *Successful qualitative research*. London: Sage.
- Bryman, A. (2012). *Social research methods* (4<sup>th</sup> ed.). Oxford: Oxford University Press.
- Crewe, B. (2014). Not looking hard enough: masculinity, emotion and prison research. *Qualitative Inquiry*, 20(4), 392-403.
- Denzin, N.K. & Lincoln Y.S. (2017) (Eds.) *Handbook of Qualitative Research* (5<sup>th</sup> ed.). Thousand Oaks: Sage.
- Dickson-Swift, V. James, E.L., Kippen, S. & Liamputtong, P. (2007). Doing sensitive research, what challenges researchers face? *Qualitative Research*, 7(3), 327-353.
- Hänninen, V., & Koski-Jännes, A. (1999). Narratives of recovery from addictive behaviours. *Addiction*, 94(12), 1837-1848.
- Lincoln, Y.S. & Guba, E. (1985). *Naturalistic Inquiry*. London: Sage.
- Strauss, A. & Corbin, J. (1998). *Basics of qualitative research, techniques and procedures for developing grounded theory* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.